my Modules @ Unisa
information, codes and purpose

• undergraduate higher certificates, diplomas & degrees
• honours degrees, postgraduate certificates & diplomas
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Subject chapters

This brochure contains, in alphabetical order, details such as module codes, prerequisites, purpose statements, and so on of all subjects offered at undergraduate and honours level. Please read through the entire subject chapter to ensure you meet the necessary requirements in respect of the module for which you wish to register. Before you register, check that the module for which you are registering for is included in your chosen curriculum.

Definitions

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<th>Subject</th>
<th>The discipline offered, for example, History, Economics.</th>
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<td>Papers:</td>
<td>The papers have a tuition period of one year and are generally offered at postgraduate level.</td>
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<td>Modules:</td>
<td>This is a smaller study unit to a paper which may be offered in tuition periods of one year or four months (semesters).</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>If Module A is a prerequisite for Module B, a student must pass Module A before he or she enrols for Module B.</td>
</tr>
<tr>
<td>Co-requisite:</td>
<td>If Module A is a co-requisite for Module B and a student wishes to enrol for Module B, but has not yet passed Module A, he or she must register for Modules A and B simultaneously. A student may NOT cancel his or her enrolments for a co-requisite unless the module(s) for which it is prescribed is (are) also cancelled.</td>
</tr>
<tr>
<td>Recommendation:</td>
<td>Advice regarding the choice of action which is appropriate or beneficial for the student. A student may register for Modules A and B simultaneously or concurrently, or be advised that Module A should be taken together with or following on from Module B.</td>
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<tr>
<td>Practical modules:</td>
<td>This is a learning component designed to promote the transfer of theoretical knowledge, new methods and emerging techniques to a broad number of laboratories. The primary objective is to enable participating students to implement newly learnt techniques in a laboratory.</td>
</tr>
<tr>
<td>Online Modules</td>
<td>These are modules offered through an online learning application known as myUnisa. Teaching and learning of these modules is delivered online (via the internet) using electronic applications.</td>
</tr>
<tr>
<td>(S1) AND (S2):</td>
<td>Modules which are offered in the first semester are indicated as (S1) after the respective module. Modules offered in the second semester are indicated as (S2). Unless indicated as (S1) or (S2), the module will have a duration of one year.</td>
</tr>
<tr>
<td>Semester:</td>
<td>Is a shorter tuition period. This period has a duration of 14 to 16 weeks.</td>
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Codes

All modules and papers are designated by codes consisting of seven characters. The first three characters indicate the subject, with the first digit being the level at which a module is offered. The second digit indicates the NQF level of a module.
# Modules

## Administrative Management

### Administrative Management IA – ADB1501 (ADB121S)

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<tr>
<th>Semester module</th>
<th>NQF level</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Prerequisite:</td>
<td>Co-requisite:</td>
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**Purpose:** The purpose of the learning is to introduce the learner to the field of administrative management within an organisation. The learner will know what the function of administrative management within an organisation entails, will be able to create and manage office systems and will be aware of the different skills needed to be an information manager.

### Administrative Management IB – ADB1602 (ADB121S)

<table>
<thead>
<tr>
<th>Semester module</th>
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<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>Co-requisite:</td>
<td></td>
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**Purpose:** The purpose of the module is to introduce students to the field of administrative management function within an organisation. Students credited with this module will acquire the different skills needed to perform as an information manager within an organisation and the field of communication. Student will acquire the skills of being good communications. Students will acquire the different skills needed to perform as an information manager within an organisation and be able to create and manage all forms communication processes.

### Administrative Management IIA – ADB2601 (ADB242R)

<table>
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<tr>
<th>Semester module</th>
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<tbody>
<tr>
<td>Prerequisite: ADB1501 and ADB1602 or ADB121S</td>
<td>Co-requisite:</td>
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**Purpose:** The purpose of this module is to equip the learner with the relevant knowledge and skills to become an invaluable asset to any organisation in the field of administrative management. This module will introduce the learner to quality administrative management, productivity, workflow, office procedure and the role of information systems in administrative management.

### Administrative Management IIB – ADB2602 (ADB242R)

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<th>Semester module</th>
<th>NQF level</th>
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<tbody>
<tr>
<td>Prerequisite: ADB1501 and ADB1602</td>
<td>Co-requisite:</td>
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**Purpose:** The purpose of this module is to equip the learner with the relevant knowledge and skills to become an invaluable asset to any organisation in the field of administrative management. This module will introduce the learner to quality administrative management, productivity, workflow, office procedure and the role of information systems in administrative management.

### Administrative Management III A – ADB3701 (ADB343M)

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<th>Semester module</th>
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<tbody>
<tr>
<td>Prerequisite: ADB242R or ADB2601 and ADB2602</td>
<td>Co-requisite:</td>
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**Purpose:** The role of information systems and administrative support software as well as managing the administrative function in an organisation. The latter includes planning, organising, leading, controlling, problem solving, managing cultural diversity, business ethics and all about meetings.

### Administrative Management III B – ADB3702 (ADB343M)

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<th>Semester module</th>
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<th>Credits</th>
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<tr>
<td>Prerequisite: ADB242R or ADB2601 and ADB2602</td>
<td>Co-requisite:</td>
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**Purpose:** The purpose of the learning is to familiarise the learner with organising and chairing meetings, solving problems and making decisions, and managing cultural diversities and ethical issues in the administrative environment. Qualifying learners are able to plan and chair a meeting, solve problems as well as manage an administrative section by taking cultural diversities and ethical issues into account.

### Administrative Practice III – ADP3701 (ADP346V)

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<tr>
<td>Prerequisite: ADB2601 and ADB2602</td>
<td>Co-requisite:</td>
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**Purpose:** This module will enable the learners to apply the theory or knowledge they acquired during their studies of administrative management I, II, and III. It will also afford the learner with an opportunity to function in a working environment. The module provides hands-on experience of office administration, and will also enable learners to advise any employer on how to set up his or her office environment.

## Postgraduate Modules

### Administrative Management IV – ADB401M

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<th>Year module</th>
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<tr>
<td>Prerequisite: ADB343M</td>
<td>Co-requisite:</td>
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**Purpose:** To enable the administrative manager to focus on the key capacities and skills required to carry out his/her function, so that he/she can function optimally within a given work environment.
### African Languages

**General information:** Languages offered: Northern Sotho, Swati, Venda, Tsonga, Xhosa, Southern Sotho, Tswana, Zulu. Details in connection with the beginners' modules in African Languages will be found below. Note that there are restrictions on the admission of students to the beginners' modules. The various African languages offered by the University have been classified as follows: Group Language(s) (i) Nguni – Swati, Xhosa and Zulu; (ii) Sotho – Northern Sotho, Southern Sotho and Tswana; (iii) Tsonga; (iv) Venda; (v) Any other African language approved by the Senate.

**NB Notes:** For the two beginners' modules tuition is in English, but language specific material is provided for the chosen target language. These modules are offered on the NQF Level 5 and serve as electives in other programmes. For the major in African Languages two modules are offered on the NQF Level 5 for all the official African languages of South Africa or any other language approved by Senate. Three modules are offered on the NQF Level 6 for all the official African languages of South Africa or any other African language approved by Senate. Five modules are offered on the NQF Level 7 for all the official African languages of South Africa or any other African language approved by Senate. Tuition will be offered in English with texts in selected African languages on additional media.

**Major combinations:**
- English with texts in selected African languages on additional media.

#### Language through an African lens – AFL1501 (AFL821Q)

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<td>Prerequisite:</td>
<td>Co-requisite:</td>
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<tr>
<td>Purpose:</td>
<td>This module will be useful to students who want to develop competencies in interacting successfully in a multicultural society. These competencies include the ability to demonstrate their sensitivity to their own language usage and that of others and interact across cultures with knowledge and respect.</td>
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#### African Language and Culture in Practice – AFL1502

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<tr>
<td>Prerequisite:</td>
<td>Co-requisite:</td>
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</tr>
<tr>
<td>Purpose:</td>
<td>This module will be useful to students who want to develop competencies in interacting successfully in a multicultural society. These competencies include the ability to understand the significance of language and culture so that they can play a role in nurturing and safeguarding their own language and culture.</td>
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#### Language and Communication Skills Acquisition in an African Language I – AFL1503

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<th>Semester module</th>
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<tr>
<td>Prerequisite:</td>
<td>Co-requisite:</td>
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<tr>
<td>Purpose:</td>
<td>To provide students with the opportunity to learn the basic language structure and vocabulary of an African language. Students who achieve the outcomes of this course will be able to communicate on an elementary level with speakers of the target language and be equipped with basic reading, listening and comprehension skills. They will also be culturally sensitive to language nuances on an elementary level.</td>
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#### Language and Communication Skills Acquisition in an African Language 2 – AFL1504

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<td>Prerequisite:</td>
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<td>Purpose:</td>
<td>To provide students with the opportunity to grasp written content of African language literary texts at an elementary level. Students who achieve the outcomes of this course will be able to use vocabulary, figurative language and idiomatic expressions in an original text, and be equipped with basic reading, listening and comprehension skills.</td>
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#### Communication Dynamics in African Languages – AFL2601

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<td>Prerequisite:</td>
<td>Co-requisite:</td>
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<tr>
<td>Purpose:</td>
<td>This module will be useful to students, who want to develop their communicative competence, skills and knowledge in African languages, especially as language practitioners in the field of communication sciences. It provides a broad background of the origins of African languages and equips students with insights into the nature of African languages, which will be of practical value to them in the fields of language development, lexicography, human language technologies, effective communication, verbal and nonverbal interaction as well as multilingualism and language contact.</td>
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<tr>
<td>Prerequisite:</td>
<td>Co-requisite:</td>
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<tr>
<td>Purpose:</td>
<td>This module will be useful to people who need to communicate with people of different cultures. African languages literature and texts are used to illustrate African management practices and to inculcate an appreciation of how societal values are expressed.</td>
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#### Literature and Society: A Perspective on African Languages – AFL2603

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<td>Prerequisite:</td>
<td>Co-requisite:</td>
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<tr>
<td>Purpose:</td>
<td>The purpose of this module is to introduce students to the way in which African languages literature depicts various aspects of society. This module will be useful to students who want to develop competence, skill and knowledge in understanding the various literary genres found in African languages, critiquing literary works in African languages, explaining the role of the author in addressing societal issues and discovering the application of various literary theories to African languages literature.</td>
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African Languages: The Science of Language in Context – AFL3701

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<th>Semester module</th>
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Prerequisite: Co-requisite:

Purpose: This module will be useful for students engaged in language teaching and language practice (including remedial teaching), editing, language consultancy (translating and interpretation, language services), lexicography and glossary development in different professions (medicine, health, business, law, entertainment, sport, politics, religion). The module aims to empower students to apply language in a purposeful and focused way to the benefit of the community.

Indigenous Knowledge Systems and African Languages – AFL3702

<table>
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Prerequisite: Co-requisite:

Purpose: This module will empower students with an understanding of African conduct and perspectives, making them part of a developing community intellectually and enabling them to identify with people's values. Students will be afforded access to terminology and activities of indigenous knowledge systems in the development of African languages.

An Introduction to Language Policy and Planning in South Africa: The Case of African Languages – AFL3703

<table>
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<th>Semester module</th>
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Prerequisite: Co-requisite:

Purpose: This module will be useful for students engaged in the field of language teaching, language practice, language consultancy, language services and language planning. The purpose of the module is to empower students by teaching them what language rights they have as citizens, to encourage the promotion and development of African languages as vehicles for reconstruction, and to help them view African languages as a resource.

Language Technology, Terminology and Lexicography – AFL3704

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Prerequisite: Co-requisite:

Purpose: Section A: to serve as an introduction to language processing as applied to the area of speech and language technology. Students are exposed to language resources, an essential component of language technology. Section B: in view of terminologies and lexicons resorting under strategic language resources, this module aims at developing the much needed skills in terminography and lexicography with special reference to the African languages. This will include term creation strategies, basic dictionary typology and computerised lexicography.

Creative Writing and Translation – AFL3705

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Prerequisite: Co-requisite:

Purpose: The module will cater for students of African languages with creative talents, and is intended to equip them with practical skills to develop those talents and put them to use by producing much-needed original and/or translated literary texts in their mother-tongue.

Postgraduate Modules

Sound Systems – AFL4801 (HALSSSN)

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Prerequisite: Co-requisite:

Purpose: To introduce students to articulatory phonetics so that they can apply these principles to their main languages. It also provides students with an overview of the basic principles of phonology, phoneme analysis in terms of distinctive features as well as the utilisation of these features to account for phonological processes and phonological rules.

From Form to Meaning – AFL4802 (HALLSMQ)

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Prerequisite: Co-requisite:

Purpose: To equip speakers of the target African languages with knowledge of the structure of the word, the nature of the morph and morpheme and selected morphological processes. It also helps the student identify and investigate specific syntactic problems. Different issues pertaining to the study of semantics are also dealt with.

Orature in African Languages – AFL4803 (HALTRA4)

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Prerequisite: Co-requisite:

Purpose: To give students an overview of the subject Traditional Literature focusing on its nature and its genres. The secondary objective is to tackle the subject from a global point of view in order to enable the student to see the subject in its proper perspective.

Literary Studies in African Languages – AFL4804 (HALMOLJ)

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Prerequisite: Co-requisite:

Purpose: This paper focuses on taking modern literature in African languages to new heights and into a new direction. The approach is essentially practical with the tacit aim and objective of empowering students to become artists and creative critics.
Honours Research Report in African Languages – HRAFL81

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<th>Year module</th>
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<td>Prerequisite: Co-requisite:</td>
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**Purposes:** To equip students with research skills to produce a research report based on their independent critical exploration of linguistic, sociolinguistic and literary phenomena in the African Languages. This module will be useful for language practitioners in linguistics and literature and serves to sensitise students to sociolinguistic variables in a multilingual society.

African Politics

**Major combinations:**
Any seven of the following
- **NQF Level: 5:** APC1501, 1502
- **NQF Level: 6:** 2601, 2602
- **NQF Level: 7:** 3701, 3702, 3703, PSC3702, PSC3703

PLUS any TWO (2) modules selected from the remainder above, PSC2601, PSC3701 or any second or third level module in International Politics and Politics.

At Least FIVE (5) modules should be taken at third level (NQF level7). Students are advised to give preference to APC modules.

**Political Evolution of the African State – APC1501 (APC101D)**

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<td>Prerequisite: Co-requisite:</td>
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**Purposes:** To enable students to demonstrate an understanding of, and to describe some of the concepts, theories and approaches to the study of African Politics and phenomena such as colonialism; the origins, nature and evolution of the independent African state.

**The Politics of Contemporary Africa – APC1502 (APC102E)**

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<th>Semester module</th>
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<td>Prerequisite: Co-requisite:</td>
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**Purposes:** To enable you to demonstrate an understanding of, and to describe the role of ethnicity, political parties, military and personal rule, ideologies, democratisation processes and challenges for the independent African state.

**Political Change in Contemporary Africa – APC2601 (APC201G)**

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<td>Prerequisite: Co-requisite:</td>
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**Purposes:** To enable students to demonstrate an understanding of and to analyse, describe and explain the restoration of democracy in Africa and its prospects, and the role of civil society in the process.

**Political Economy of Africa – APC2602 (APC201G)**

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**Purposes:** To enable students to demonstrate an understanding of, and to analyse, describe and explain the relationship between politics and economics in the African context, the politics of Africa's debt burden, structural adjustment and its political implications.

**South African Politics – PSC2601 (PLH8018)**

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<th>Semester module</th>
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<td>Prerequisite: Co-requisite:</td>
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**Purposes:** To enable students to demonstrate an understanding of South African politics, the theories and ideas; to analyse and describe the background and the characteristics of the most important aspects thereof.

**The Politics of Southern Africa – APC3701 (APC301K)**

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<th>Semester module</th>
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**Purposes:** To enable students to, by way of comparative case studies of countries in Southern Africa (such as Zambia, Zimbabwe, Botswana, Angola, Mozambique and Namibia), to demonstrate an understanding of, to analyse, describe and explain the nature and role of political parties, institutions, democracy and conflict in the region.

**The Politics of East Africa – APC3702 (APC302L)**

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<th>Semester module</th>
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<td>Prerequisite: Co-requisite:</td>
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**Purposes:** To enable students by way of comparative case studies of countries in East Africa (such as Kenya, Tanzania and Uganda), to demonstrate an understanding of, and to analyse, describe and explain the nature and role of political parties, institutions, democracy and conflict in the region.

**The Politics of West and North Africa – APC3703 (APC303M)**

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**Purposes:** To enable students by way of comparative case studies of countries in West and North Africa (such as Ghana, Nigeria, Algeria and Egypt), to demonstrate an understanding of, to analyse, describe and explain the nature and role of political parties, institutions, democracy and conflict in the respective regions.
Contemporary Issues in Politics: Capita Selecta – PSC3701 (PLH8029)

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**Prerequisite:**

**Purpose:** To enable students to demonstrate an understanding of the background, characteristics and implications of selected issues (e.g. sport and politics) on national, regional and international level; and to analyse and describe these issues.

Political Conflict and Conflict Resolution – PSC3702 (PLH821C)

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**Prerequisite:**

**Purpose:** To enable students to analyse and describe the background and characteristics of politics and conflict and the resolution of political conflict; and to apply the theories pertaining thereto.

Political Knowledge – PSC3703 (PLC822N)

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**Prerequisite:**

**Purpose:** To enable students to analyse, describe and apply the criteria for the acquisition of political knowledge; and to apply the approaches and theories pertaining thereto.

Postgraduate Modules

Political Sciences and Research – HPPSC81 (POLRESN)

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**Prerequisite:**

**Purpose:** The purpose of this module is to equip students with the knowledge of the philosophy of science, that is, metatheory and the ontological, epistemological and methodological issues informing research in the Political Sciences, and to enable them to reflect and think critically about them. These issues will assist students to make informed choices about research problems and research in general.

Research Report: Political Science – HRPSC82 (PAPARDF)

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**Prerequisite:**

**Purpose:** The aim of this module is to equip students with research skills relevant to the Political Sciences in order to enable them to produce a research report based on their independent critical exploration of phenomena relevant to the Political Sciences.

African Political Thought – APC4801 (HAPOLDS)

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**Prerequisite:**

**Purpose:** An advanced study of political thought in Africa with reference to people such as Nyerere, Cabral, Fanon, Nkrumah, Kaunda and Senghor.

Integration and Disintegration: African and International Institutions – AIP4801

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**Prerequisite:**

**Purpose:** An advanced comparative study of African and international institutions and the prospects for integration and disintegration.

Politics in the Twenty-first Century: National, African and International Perspectives – PSC4802

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**Prerequisite:**

**Purpose:** An advanced study of the main characteristics and tendencies in politics in the 21st century as influenced by the fall of the Berlin Wall, 11 September and globalisation.

Conflict, Peace and Security Studies – PSC4803

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**Prerequisite:**

**Purpose:** An advanced study of the origins of conflict and the attaining of peace.

Comparative Politics: Africa and Beyond – APP4801

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**Prerequisite:**

**Purpose:** To enable students to identify and explain the similarities and differences of political systems by applying theoretical knowledge to practical case studies in Africa and the world.
The modules AFK3704 consists of two options of which students must select one: (a) Afrikaans texts in translation (b) Ecocriticism: Man, text and environment. Students majoring in Afrikaans may only choose option (b). Option (a) is intended for non-native speakers of Afrikaans as this will introduce them to Afrikaans literature by reading texts in translation. This module may be taken on third-level subject to the Prerequisite being met.

NB Notes: The modules TEX2601 and TEX3701 are offered parallel in Afrikaans and English. Students who major in Afrikaans must enroll for the Afrikaans version of TEX2601 and TEX3701. All other students may enroll for either the Afrikaans or the English version of TEX2601 and TEX3701.

BEd students should enroll for AFK1501 and AFK1503.

The module LPAFRT8 is only for students registering for the PGCE qualification.

Major combinations:
- NQF Level: 5: AFK1501, AFK1502 (or AFK1503)
- NQF Level: 6: AFK2601, AFK2602, TEX2601
- NQF Level: 7: AFK3701, AFK3702, AFK3703, AFK3704, TEX3701

### Afrikaans Today (Literature) – AFK1501 (AFK101Q)

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<tr>
<td>AFK101Q</td>
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**Prerequisite:** AFK1501 or AFK1503

**Purpose:**

To improve students' understanding of Afrikaans literature by studying a collection of present day texts comprising different genres and oeuvres. Topical questions and the focus of the Afrikaans text on everyday issues form the core of this module. Students are introduced to reading, interpretation and life skills. The module consists of five optional units, of which students may choose any two. (a) Text and reader: an introduction to the literary communication process. (b) Topical texts 1) Afrikaans in Africa (c) Topical texts 2) Men come from Mars, women from Venus. (d) Youth literature. (e) Dutch texts for South Africa

### Basic Text Skills – AFK1502 (AFK102R)

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<tr>
<td>AFK102R</td>
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**Prerequisite:** AFK1501 or AFK1503

**Purpose:**

To improve students' proficiency in the analysis and writing of Afrikaans non-literary texts through a focus on general text skills: communication aims, analysis of text structure, planning text structure, standard text designs, text characteristics, argumentative texts.

### Contemporary Afrikaans: Language Studies and Written Communication – AFK1503 (AFK105U)

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<td>AFK105U</td>
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**Prerequisite:** AFK1501 or AFK1503

**Purpose:**

To improve students' communicative skills in Afrikaans; listening, speaking, reading, writing, perceptual abilities and reproduction skills through an introduction to Afrikaans grammar (grammatical structures) in conjunction with the development of the six communicative skills: phonetics (pronunciation), spelling, the correct use of punctuation, morphology (formation of words), syntax (sentence structure and word order) and semantics (meaning of words and sentences).

### Basic Communicative Competence In Afrikaans – AFK1505 (AFK103S)

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<td>AFK103S</td>
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**Prerequisite:** AFK1501 or AFK1503

**Purpose:**

This module is developed in response to the need for multilingual competency in the multicultural and multilingual South African environment. The purpose of this module is to equip students having little or no proficiency in Afrikaans with the necessary communication competencies to enable them to communicate effectively in Afrikaans in a variety of formal and informal communicative contexts.

### Genre and Theme – AFK2601 (AFK202U)

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<td>AFK202U</td>
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**Prerequisite:** AFK1501 and AFK1502 or AFK1503

**Purpose:**

To enable students to question the traditional perspectives on genre theory. Students are introduced to contemporary texts which experiment with genre conventions on both a thematic and technical level, texts where the boundaries are transgressed; where the conventional reappears in new forms. The module consists of three optional units, of which students may choose any two: (a) Prose: Places and puzzles. (b) Current Afrikaans poetry. (c) Children’s and youth literature. BEd-students must select option (d): Children’s and youth literature as one of their two choices.

### Afrikaans Grammar – AFK2602 (AFK203V)

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<td>AFK203V</td>
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**Prerequisite:** AFK1501 or AFK1502 or AFK1503 or AFK105U (for Afrikaans major subject)

**Purpose:**

To enhance students understanding of basic language concepts as they apply to Afrikaans phonetics, morphology, syntax and semantics.

### Language Proficiency – LPAFRT8

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**Prerequisite:**

**Purpose:**

To gain insight in the following competencies: communicative, thinking, listen, read, write, speak and academic.
### Writing Skills for the Communication Industry – TEX2601 (TEX8216)
- **Semester module**
- **NQF level**: 6
- **Credits**: 12
- **Prerequisite**: AFK101Q and AFK102R or AFK1503 or AFK105U (for Afrikaans major subject)
- **Co-requisite**: 
- **Purpose**: To enhance your knowledge and skills in the design, evaluation and writing of a variety of document types generally used in the communications industry.

### Persuasive Texts – TEX3701 (TEX8228)
- **Semester module**
- **NQF level**: 7
- **Credits**: 12
- **Prerequisite**: AFK2602 and TEX2601 (for Afrikaans major subject)
- **Co-requisite**: 
- **Purpose**: To enhance your knowledge of and skills in the design, writing and evaluation of persuasive texts.

### Communicative Scenario’s – AFK3701 (AFK201T)
- **Semester module**
- **NQF level**: 7
- **Credits**: 12
- **Prerequisite**: AFK101Q and AFK102R or AFK202U and AFK203V and TEX8216
- **Co-requisite**: 
- **Purpose**: To familiarise students with literary communication in diverse scenarios and various forms. Students explore the actuality of disparate genres (literary criticism, cabaret, intertextual mixed modes drawing on other media) and their extensive communicative links with literature and other art forms. The module consists of three optional units, of which students may choose any two: (a) Text and usage (b) Cabaret (c) Critics conversing.

### Comparatism: Intertextual Dialogues – AFK3702 (AFK301W)
- **Semester module**
- **NQF level**: 7
- **Credits**: 12
- **Prerequisite**: AFK201T and AFK2601 and AFK2602 and TEX2601
- **Co-requisite**: 
- **Purpose**: To understand the different genres in Afrikaans literature (the drama, novel, poetry and the short story), and to study these from a comparative point of view. Specific motifs and notions are foregrounded: e.g. those of women’s writing, fairy tales, the Bushman motif, magic-realism and the notions of historicism, transculturalism and multi-culturalism. Texts in English and Afrikaans, also those representing African and European literatures, are viewed comparatively.

### Language Variation and Language Politics – AFK3703 (AFK3043)
- **Semester module**
- **NQF level**: 7
- **Credits**: 12
- **Prerequisite**: AFK201T and AFK2601 and AFK2602 and TEX2601
- **Co-requisite**: 
- **Purpose**: To help students to develop and further their understanding of the phenomenon of language variation (dialects, sociolects and idiolects) and the various forms and guises of power and politics (from micro to macro level) that underpin these varieties as well as the processes of language planning.

### Afrikaans Beyond Boundaries: An Interdisciplinary Perspective – AFK3704 (AFK823N)
- **Semester module**
- **NQF level**: 7
- **Credits**: 12
- **Prerequisite**: AFK201T and AFK2601 and AFK2602 and TEX2601
- **Co-requisite**: 
- **Purpose**: To introduce native speakers of Afrikaans to Afrikaans literary texts exploring the complex relationships between humans and the environment.

### Postgraduate Modules

#### Health Well-Being and HIV/AIDS – SB7004W
- **Year module**
- **NQF level**: 7
- **Credits**: 12
- **Prerequisite**: 
- **Co-requisite**: 
- **Purpose**: To familiarise the learner with the need for health related social responses to HIV and AIDS and other debilitating diseases in Southern Africa. Social responses from the governments, businesses, local communities, religious organisations, and civil society can ensure an integrated approach to the effective management of the socio-economic impact of HIV and AIDS in which the qualified student will play an important role. Qualified students will contribute to improved quality of life for people living with debilitating disease by applying sound nutrition principles and nutrition promotion strategies. The purpose of the learning is to equip qualified students with the skills required in the public sector that will serve to support social behavior change in terms of preventing disease and improving quality of life.

#### Behaviour Change, Communication and HIV/AIDS – SB70073
- **Year module**
- **NQF level**: 7
- **Credits**: 24
- **Prerequisite**: 
- **Co-requisite**: 
- **Purpose**: To empower students to design, analyse, implement, and evaluate HIV communication interventions for different kinds of audiences in different contexts to promote the practice of safer sex, voluntary HIV counseling and testing, and utilising available social and medical services if HIV positive. This module will therefore be useful to students in the social sciences in general, and specifically those in the field of health communication and who work in the HIV/AIDS field.

#### Behaviour Change and Communication – SBH4802 (SB70073)
- **Year module**
- **NQF level**: 8
- **Credits**: 24
- **Prerequisite**: 
- **Co-requisite**: PYC4806
- **Purpose**: The purpose of this module is to introduce students to the basic knowledge and skills they will need for understanding the complexity of HIV/AIDS-related behaviours and for the design, implementation and evaluation of a variety of HIV and AIDS communication interventions to redress these problematic behaviours.
Research Methodology – HMATL80

- **Year module**
- **NQF level**: 8
- **Credits**: 12
- **Prerequisite**: Co-requisite:

**Purposes**
- The module will equip students with:
  1. The capacity to participate in and critically reflect on the discourses that are prevalent in and among various research traditions, and the methodological frameworks involved in language and literary studies.
  2. Relevant theoretical knowledge and skills required to make informed choices when conducting report writing.

Research Report – HRATL81

- **Year module**
- **NQF level**: 8
- **Credits**: 36
- **Prerequisite**: Co-requisite:

**Purposes**
To empower students to make a relevant research contribution to the communities served by Afrikaans and Theory of Literature. Students will complete a research project that articulates with contextual factors prevailing in one of the following fields: Afrikaans linguistics, Afrikaans and Dutch literary studies or Theory of Literature. They will be expected to propose a research problem and follow the relevant research steps towards a final presentation of their findings. The module will ensure that students who choose to continue with Master’s studies will become familiar with the basic research requirements expected from students at Master’s level.

Afrikaans and Dutch Prose – AFK4801

- **Year module**
- **NQF level**: 8
- **Credits**: 24
- **Prerequisite**: Co-requisite:

**Purposes**
Students completing this module successfully, will be able to participate in a sophisticated discourse on Afrikaans/Dutch/Flemish works of prose. They will master skills that relate to reading and interpreting such texts, as well as the ability to articulate and motivate their opinions on a number of themes and historical movements in Afrikaans and Dutch/Flemish prose. They will be able to debate the influence that complex South African and global contexts have on works of prose.

Afrikaans and Dutch Drama – AFK4802

- **Year module**
- **NQF level**: 8
- **Credits**: 24
- **Prerequisite**: Co-requisite:

**Purposes**
The purpose of this module is to sensitise students about the influences drama and society has on each other. Using this knowledge, they will be able to take part in discussions on the similarities and differences between plays originating from Africa and Europe, focussing on dramas in Afrikaans and Dutch. The module will equip them to motivate their own interpretations of these plays, and to explain the influence that canonicalised Afrikaans and Dutch plays have on theatre systems. Bearing in mind that persons and groups create plays to be performed, students that successfully complete the module will be able to motivate their ideas concerning periods in the history of Afrikaans drama.

Afrikaans and Dutch Poetry – AFK4803

- **Year module**
- **NQF level**: 8
- **Credits**: 24
- **Prerequisite**: Co-requisite:

**Purposes**
Students completing this module successfully, will be able to participate in a sophisticated discourse on Afrikaans/Dutch/Flemish poetry. They will master skill that relate to reading and interpreting such texts, as well as the ability to articulate and motivate their opinions on a number of themes in Afrikaans and Dutch/Flemish poetry. They will be able to debate the influence that complex South African and global contexts may have on poems. The module and its presentation is cognisant of the view that one may view poems as unique expressions of human experience.

Sociolinguistics – AFK4804 (HASOSLX)

- **Year module**
- **NQF level**: 8
- **Credits**: 24
- **Prerequisite**: Co-requisite:

**Purposes**
The purpose of this module is to introduce students to current theories and principles of sociolinguistics, language politics and language planning within the broader SA multilingual society, thus increasing their motivation to, and their capacity for providing solutions to these language challenges; and to equip students with the necessary skills to identify and analyse their own language variety within the broader Afrikaans speech community, thus facilitating their ability to think critically and holistically and act sensitively towards language diversity.

Agricultural Science

Agricultural Engineering I – AGE111A

- **Semester module**
- **NQF level**: 5
- **Credits**: 12
- **Prerequisite**: Co-requisite:

**Purposes**
Soil protection; irrigation; land utilization practices; tractors and implements; calibration of spraying equipment; surveying; animal housing; stock-watering troughs.

Agricultural Management I – AGM111A

- **Semester module**
- **NQF level**: 5
- **Credits**: 12
- **Prerequisite**: Co-requisite:

**Purposes**
Management by objectives; co-operatives; organized agriculture; forms of land use; land prices and evaluation of assets; agricultural production systems.

Agricultural Soil Science I – ASC111A

- **Year module**
- **NQF level**: 5
- **Credits**: 16
- **Prerequisite**: Co-requisite:

**Purposes**
Soil chemistry; soil physics; soil biology; soil genesis, classification and mapping (introduction); plant nutrition; fertilization and fertilizer requirement.
Bioresource Ecology – ASP101N (SP5002Y)

Semester module: NQF level 5, Credits 8

Prerequisite: Co-requisite:

Purposes: The ecosystem: structure and composition; dynamics: structure and functioning of ecosystems; the role of humans in the ecosystem; the environment as a resource; environmental degradation; and resource management.

Fin Management and Production Economics – AME1015 (AE5001D)

Semester module: NQF level 5, Credits 8

Prerequisite: Co-requisite:

Purposes: Production Factors (Land, Labour, Capital and Entrepreneurship); Production Economics theory (explains total product, marginal product, average product, stages of production, variable costs, fixed costs, total costs and profit and the production Function); Optimization of Input and Output Factors (deals with necessary condition, sufficient condition, profit maximization, optimum determination, use of total value product and total cost, and optimum amount of input); Financial Management (tasks of financial management, factors affecting agricultural finance, financial records, inventories, financial statements, balance sheets, income statement and cash flow statements).

Animal Physiology – ASA101L (SA5001E)

Semester module: NQF level 5, Credits 8

Prerequisite: Co-requisite:

Purposes: The structure and functions of body systems: A description of how different units of the body are composed to form functional systems; organs and systems in animals; structures of animal cells and their functions; the movement processes through cell membranes; the different types of body tissues: characteristics, locations, and functions of different types of body tissues; location and functions of different structures of the skeletal system; muscle tissue; nervous system; endocrine system; cardiovascular system; respiratory systems; excretory system; male and female reproductive system; digestive system; and the role of enzymes in the digestive system.

Livestock Production Systems – ASA103N (SA55098)

Semester module: NQF level 5, Credits 8

Prerequisite: Co-requisite:

Purposes: Animal agriculture in perspective; basic nomenclature in animal production; livestock breeds in South Africa; South African livestock industry; livestock production potential of a region; the production environment; animal production systems; animal products.

Animal Production I – ANP111A

Semester module: NQF level 5, Credits 16

Prerequisite: Co-requisite:

Purposes: Introduction; resource utilization; feeding.

Pasture Science I – PAS111A

Semester module: NQF level 5, Credits 12

Prerequisite: Co-requisite:

Purposes: Plant communities; growth and production of the grass plant; grass land management; pasture establishment; selection of pastures; management systems.

Plant Production I – PTP111A

Semester module: NQF level 5, Credits 16

Prerequisite: Co-requisite:

Purposes: Plant morphology; plant physiology; introduction to pest control.

Agricultural Meteorology and Ecozones – SSW101D (SP5001X)

Semester module: NQF level 5, Credits 8

Prerequisite: Co-requisite:

Purposes: The Ecosystem; Eco-Dynamics; the role of Humans in the Ecosystem; the environment as a resource: environmental degradation and resource management.

Soil Chemistry – SSW102E (SW50018)

Semester module: NQF level 5, Credits 8

Prerequisite: Co-requisite:

Purposes: Chemical principles; charge origin; chemical equilibriums; manifestations of absorption; ion exchange; acidic and saline soils; organic fraction of soil; and chemistry of macro and micro plant nutrients.

Pedology and Soil Classification – SSW103F (SW50029)

Semester module: NQF level 5, Credits 8

Prerequisite: Co-requisite:

Purposes: Ecological Functions of Soil: medium for plant growth; regulation of water supply; recycling wastes; habitat for organisms; mediate air and water quality; Soil Formations: soil forming factors e.g. parent material and topography; horizon development and soil horizons and soil profiles; Soil texture: Structure and Colour: soil colour; soil porosity; soil structure and soil texture; Soil Classification: soil classification and interpretation, soil mapping, individual classification systems; Mineralogy: inorganic constituents of soil, primary and secondary minerals, identification of minerals and properties and products of weathering.
Irrigation and Water Management – SSW201G (SW5501P)

Semester module

NQF level  5

Credits  8

Prerequisite:

Co-requisite:

Purpose: Water requirements for the plant. Practices and the implements and equipment that are used to supply the crops with water; management of the available water to avoid loss and damage to both the plants and the soil.

Animal Nutrition I – ASA102M (SA5002F)

Semester module

NQF level  5

Credits  8

Prerequisite:

Co-requisite:

Purpose: Students who achieve the outcomes of this module will be able to identify, describe and discuss basic animal nutrition concepts, technologies and strategies for efficient livestock production for sustainable food security and the development of the local livestock industry. The module is aimed at training animal scientists, livestock managers, agricultural scientists and farmers who are interested in livestock nutrition and feed management. The module is aimed at training animal scientists, livestock managers to identify select and apply correct livestock feeding systems for more efficient livestock production.

Applied Science Practical – AGR101U (BH50P2D)

Semester module

NQF level  5

Credits  6

Prerequisite:

Co-requisite:

Purpose: This is a practical module intended for undergraduate students in Animal Science and those who are concerned with the structure of the animal body and physiological functions that are associated with growth, development, reproduction, production and quality of meat, milk, eggs and fibre. It is aimed at training undergraduate students in practical animal physiology to be able to identify animal body parts, tissues and organs and to associate animal body parts, tissues and organs with specific physiological functions. Students credited with this module will be able to identify animal body parts, tissues and organs; and to describe specific physiological functions of animal body parts, tissues and organs.

Practical Agriculture 1P – AGR102V (AG50P1W, SP50P5D)

Semester module

NQF level  5

Credits  6

Prerequisite:

Co-requisite:

Purpose: Practical contact sessions are held in April and August based on: ASP101N Bio-resource ecology.

Beginner’s Practical Course (KwaZulu-Natal) – PRA003K

Year module

NQF level  5

Credits  12

Prerequisite:

Co-requisite:

Purpose: This module is intended for learners who are in the field of agricultural production management in both crop and animal husbandry. It will be useful for those who have acquired theoretical knowledge in this field so as to help them practically implement what they have already learnt in theory.

Beginner’s Practical Course (Northern Province) – PRA003N

Year module

NQF level  5

Credits  12

Prerequisite:

Co-requisite:

Purpose: This module is intended for learners who are in the field of agricultural production management in both crop and animal husbandry. It will be useful for those who have acquired theoretical knowledge in this field so as to help them practically implement what they have already learnt in theory.

Beginner’s Practical Course (Free State) – PRA004F

Year module

NQF level  5

Credits  12

Prerequisite:

Co-requisite:

Purpose: To equip students studying towards the National Diploma in Agricultural Management with practical experience in agricultural management.

Beginner’s Practical Course (Northern Province) – PRA004N

Year module

NQF level  5

Credits  24

Prerequisite:

Co-requisite:

Purpose: To equip students studying towards the National Diploma in Agricultural Management with practical experience in agricultural management.

Agricultural Economics – AEA271V

Semester module

NQF level  6

Credits  24

Prerequisite:

Co-requisite:

Purpose: The food chain; agriculture in the national framework; price formation in agriculture; profitability; farming structure; farming income; international trade in agricultural products; technological progress; supply and demand curves.

Animal Production III – ANP311A

Semester module

NQF level  6

Credits  24

Prerequisite: ANP211A

Purpose: Milk production; meat production; fibre production; stud breeding.
### Agricultural Management II – AGM211A

<table>
<thead>
<tr>
<th>Type</th>
<th>Code</th>
<th>NQF level</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Semester</td>
<td>AGM211A</td>
<td>6</td>
<td>12</td>
</tr>
</tbody>
</table>

**Prerequisite:** AGM111A  
**Co-requisite:**  
**Purpose:** Management information and decision-making environment; decision making and planning under conditions of risk and uncertainty; agricultural marketing; processing.

### Agricultural Practice III – AGP301A

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<tr>
<th>Type</th>
<th>Code</th>
<th>NQF level</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Year module</td>
<td>AGP301A</td>
<td>6</td>
<td>20</td>
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</table>

**Prerequisite:**  
**Co-requisite:**  
**Purpose:** (Work-integrated learning: No formal examination. Complete prescribed projects).

### Practical Animal Science – AGR201X

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<tr>
<th>Type</th>
<th>Code</th>
<th>NQF level</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Year module</td>
<td>AGR201X</td>
<td>6</td>
<td>6</td>
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</table>

**Prerequisite:**  
**Co-requisite:**  
**Purpose:** Practical contact sessions are held in April and August based on: ASA101L Animal Breeding, and ASA202Q Animal Breeding.

### Practical Crop and Plant Science – AGR202Y

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<tr>
<th>Type</th>
<th>Code</th>
<th>NQF level</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Year module</td>
<td>AGR202Y</td>
<td>6</td>
<td>6</td>
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</table>

**Prerequisite:**  
**Co-requisite:**  
**Purpose:** Practical contact sessions are held in April and August based on: ASP212U Vegetable Science Principles, and ASP214W Crop Physiology.

### Practical Pasture and Plant Science – AGR2033

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<tr>
<th>Type</th>
<th>Code</th>
<th>NQF level</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Year module</td>
<td>AGR2033</td>
<td>6</td>
<td>6</td>
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</table>

**Prerequisite:**  
**Co-requisite:**  
**Purpose:** Practical contact sessions are held in April and August based on: ASP211T Pasture Management.

### Practical Weeds, Soil and Water – AGR2044

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<tr>
<th>Type</th>
<th>Code</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>Year module</td>
<td>AGR2044</td>
<td>6</td>
<td>6</td>
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</table>

**Prerequisite:**  
**Co-requisite:**  
**Purpose:** Practical contact sessions are held in April and August based on: ASP213V Weed Management, SSW201G Irrigation and Water Management, and SSW202H Soil Fertility and Plant Nutrition.

### Pig Practical – AGR3014

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<th>Type</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>Year module</td>
<td>AGR3014</td>
<td>6</td>
<td>6</td>
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</table>

**Prerequisite:**  
**Co-requisite:**  
**Purpose:** Practical contact sessions are held in April and August based on: ASA302T Pig Production.

### Poultry Practical – AGR3025

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<th>Type</th>
<th>Code</th>
<th>NQF level</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Year module</td>
<td>AGR3025</td>
<td>6</td>
<td>6</td>
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</table>

**Prerequisite:**  
**Co-requisite:**  
**Purpose:** Practical contact sessions are held in April and August based on: ASA301S Poultry Production.

### Dairy Practical – AGR3036

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<th>Type</th>
<th>Code</th>
<th>NQF level</th>
<th>Credits</th>
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<tr>
<td>Year module</td>
<td>AGR3036</td>
<td>6</td>
<td>6</td>
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</table>

**Prerequisite:**  
**Co-requisite:**  
**Purpose:** Practical contact sessions are held in April and August based on: ASA304V Dairy Production.

### Beef Practical – AGR3048

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<th>Type</th>
<th>Code</th>
<th>NQF level</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Year module</td>
<td>AGR3048</td>
<td>6</td>
<td>6</td>
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</table>

**Prerequisite:**  
**Co-requisite:**  
**Purpose:** Practical contact sessions are held in April and August based on: ASA303U Beef Production.

### Sheep Practical – AGR3059

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<th>Type</th>
<th>Code</th>
<th>NQF level</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Year module</td>
<td>AGR3059</td>
<td>6</td>
<td>6</td>
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</table>

**Prerequisite:**  
**Co-requisite:**  
**Purpose:** Practical contact sessions are held in April and August based on: ASA306X Small Stock Production.
Fruit Practical – AGR306A

Year module

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<tr>
<th>Prerequisite:</th>
<th>Co-requisite:</th>
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<tr>
<th>Purpose</th>
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<tbody>
<tr>
<td>Practical contact sessions are held in April and August based on: ASP3143 Fruit Production 1; ASP3154 Fruit Production 2.</td>
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Horticulture Practical – AGR307B

Year module

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<tr>
<th>Prerequisite:</th>
<th>Co-requisite:</th>
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<tr>
<th>Purpose</th>
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<tbody>
<tr>
<td>Practical contact sessions are held in April and August based on: ASP212U Vegetable Science Principles, and ASP312X Vegetable Production Practices.</td>
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</table>

Crops Practical – AGR308C

Year module

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<th>Prerequisite:</th>
<th>Co-requisite:</th>
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<tr>
<th>Purpose</th>
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<tbody>
<tr>
<td>Practical contact sessions are held in April and August based on: ASP3165 (Food and Fodder Crop Production).</td>
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Agricultural Production Techniques II – AGT201A

Year module

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<tr>
<th>Prerequisite:</th>
<th>Co-requisite:</th>
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<tr>
<th>Purpose</th>
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<tbody>
<tr>
<td>(Work-integrated learning; No formal examination. Complete prescribed projects).</td>
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</table>

Agricultural Marketing and Management – AME2019 (AE5002E)

Semester module

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<tr>
<th>Prerequisite:</th>
<th>Co-requisite:</th>
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<table>
<thead>
<tr>
<th>Purpose</th>
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</thead>
<tbody>
<tr>
<td>Introduction to the agribusiness system; the unique characteristics of agricultural products; marketing functions and costs; marketing environment and price analysis in agriculture; supply and demand analysis; marketing plan and strategies for agricultural commodities; and market analysis.</td>
</tr>
</tbody>
</table>

Financial Analysis and Budgets – AME202A (AE5501U)

Semester module

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<tr>
<th>Prerequisite:</th>
<th>Co-requisite:</th>
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<tr>
<th>Purpose</th>
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</thead>
<tbody>
<tr>
<td>Introduction to financial management in agriculture; farm management and agricultural finance; farm management information; analysis and interpretation of farm financial statements; risk and farm planning; budgets and budgeting.</td>
</tr>
</tbody>
</table>

Developing Agriculture Production – AME203B (AE5502V)

Semester module

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<tr>
<th>Prerequisite:</th>
<th>Co-requisite:</th>
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<tr>
<th>Purpose</th>
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</thead>
<tbody>
<tr>
<td>The evolution of the agricultural sector in South Africa; the role of agriculture in development; development theories and applications; transformation and policies; food security and rural land reform.</td>
</tr>
</tbody>
</table>

Animal Production II – ANP211A

Semester module

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<tr>
<th>Prerequisite:</th>
<th>Co-requisite:</th>
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</table>

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<thead>
<tr>
<th>Purpose</th>
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<tbody>
<tr>
<td>Breeding, herd management; management of risk; economic principles.</td>
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</table>

Advanced Physiology – ASA201P (SA5503X)

Semester module

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<tr>
<th>Prerequisite:</th>
<th>Co-requisite:</th>
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<tr>
<th>Purpose</th>
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</thead>
<tbody>
<tr>
<td>Spermatogenesis, zoogenesis and female sexual cycle; species differences; hormonal control of sexual functions; semen collection, evaluation, dilution and conservation of semen; artificial insemination; collection of ova and in-vitro fertilisation; collection, conservation and transfer of embryos; handling of apparatus and practical insemination.</td>
</tr>
</tbody>
</table>

Animal Breeding – ASA202Q (SA5504Y)

Semester module

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<tr>
<th>Prerequisite:</th>
<th>Co-requisite:</th>
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<tr>
<th>Purpose</th>
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<tbody>
<tr>
<td>Breed and specie differences and the influence on breed classification; the influence of chromosomal aberrations; phenotypic expression of genes and gene-interaction in farm animals; single gene, major genes and poly genes; variation of traits of economical importance; use of genetic variations; estimation of breeding value and family indices.</td>
</tr>
</tbody>
</table>

Poultry Production – ASA301S (SA6001J)

Semester module

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<tr>
<th>Prerequisite:</th>
<th>Co-requisite:</th>
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<table>
<thead>
<tr>
<th>Purpose</th>
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<tbody>
<tr>
<td>The origin and domestication of poultry; the structure and function of poultry body systems; poultry breeds and breeding strategies; poultry nutrition and feeding methods; poultry management; poultry housing; poultry marketing.</td>
</tr>
<tr>
<td>Course Title</td>
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<tr>
<td>-------------------------------------------------</td>
</tr>
<tr>
<td>Pig Production – ASA302T (SA6003L)</td>
</tr>
<tr>
<td>Prerequisite:</td>
</tr>
<tr>
<td>Co-requisite:</td>
</tr>
<tr>
<td>Purposes: The origin and domestication of pigs; the structure and function of pig body systems; pig breeds and breeding strategies; pig nutrition and feeding methods; pig management; pig housing; pig marketing.</td>
</tr>
<tr>
<td>Beef Production – ASA303U (SA5501V)</td>
</tr>
<tr>
<td>Prerequisite:</td>
</tr>
<tr>
<td>Co-requisite:</td>
</tr>
<tr>
<td>Purposes: Beef industry in South Africa; breeding and reproduction of beef cattle; behaviour systems in cattle; beef cattle management; nutrition of beef cattle; farm records management; beef cattle and products marketing; handling and transportation.</td>
</tr>
<tr>
<td>Dairy Farming – ASA304V (SA6004M)</td>
</tr>
<tr>
<td>Prerequisite:</td>
</tr>
<tr>
<td>Co-requisite:</td>
</tr>
<tr>
<td>Purposes: Dairy industry in South Africa; breeding and reproduction of dairy cattle; behaviour systems in cattle; dairy cattle management; nutrition of dairy cattle; farm records management; dairy cattle and products marketing; handling and transportation.</td>
</tr>
<tr>
<td>Game Ranching and Fodder Flow – ASA305W (SA6002K)</td>
</tr>
<tr>
<td>Prerequisite:</td>
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<tr>
<td>Co-requisite:</td>
</tr>
<tr>
<td>Purposes: Terminologies in game ranching; the role of game in nature conservation; intensive vs. extensive farm business; planning for a game ranch; habitat evaluation; game species for specific regions; caring for game in captivity and game nutrition; game harvesting methods; venison production and marketing; game auction and transportation; game population dynamics; game disease control.</td>
</tr>
<tr>
<td>Small Stock Production – ASA306X (SA5502W)</td>
</tr>
<tr>
<td>Prerequisite:</td>
</tr>
<tr>
<td>Co-requisite:</td>
</tr>
<tr>
<td>Purposes: Sheep and goat industry in South Africa; breeding and reproduction of sheep and goats; behaviour systems in sheep and goats; sheep and goat management; nutrition of sheep and goats; farm records management; sheep and goats marketing; handling and transportation.</td>
</tr>
<tr>
<td>Pasture Management – ASP211T (SP5501H)</td>
</tr>
<tr>
<td>Prerequisite:</td>
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<tr>
<td>Co-requisite:</td>
</tr>
<tr>
<td>Purposes: Natural and planted pastures: the importance of natural and planted pastures in livestock production; plant ecology and grazing concepts; production characteristics of the main grazing areas of South Africa; principles of veld management; principles of planted pasture management; the animal factor in veld management; the importance of grases and legume mixed pastures.</td>
</tr>
<tr>
<td>Vegetable Science Principles – ASP212U (SP5502J)</td>
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<tr>
<td>Prerequisite:</td>
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<tr>
<td>Co-requisite:</td>
</tr>
<tr>
<td>Purposes: Horticulture industry; classification of crops; plant propagation; construction of greenhouses; principles of horticultural management; marketing of produce; glossary.</td>
</tr>
<tr>
<td>Weed Management – ASP213V (SP5503K)</td>
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<tr>
<td>Prerequisite:</td>
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<tr>
<td>Co-requisite:</td>
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<tr>
<td>Purposes: Definition, problems and advantages of weeds; classification of weeds; biology of weeds; weed management (control, prevention and eradication); Weed control methods; mechanical weed control methods; chemical control method with herbicides; biological control method.</td>
</tr>
<tr>
<td>Crop Physiology – ASP214W (ASA204S)</td>
</tr>
<tr>
<td>Prerequisite:</td>
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<td>Co-requisite:</td>
</tr>
<tr>
<td>Purposes: Growth, development and differentiation, water relations, mineral nutrient uptake, photo morphogenesis and physiology of flowering, temperature and other factors. Hormones and plant growth regulators and factors that causes stress to plant and how plant adapts to such stress.</td>
</tr>
<tr>
<td>Veld Rehabilitation – ASP311W (SP60026)</td>
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<tr>
<td>Prerequisite:</td>
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<tr>
<td>Co-requisite:</td>
</tr>
<tr>
<td>Purposes: The importance of natural pastures or the veld in livestock production; plant ecology and grazing concepts; production characteristics of the main grazing areas of South Africa; principles of veld management; veld condition assessment methods; the animal factor in veld management.</td>
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</table>
### Vegetable Science Practices – ASP312X (SP60038)

**Semester module**

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**Prerequisite:**

**Purpose:** Vegetable crops and growing areas in South Africa; their origin, distribution, use and characteristic; methods of cultivation, planting, protection, harvesting, processing and storage.

### Plant Pests and Diseases – ASP313Y (SP60049)

**Semester module**

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**Prerequisite:**

**Purpose:** Nature of plant pests and the distribution of plant diseases; causes of plant ailments, classify the causes of plant losses or ailments, plant protection approaches for the control and management of losses.

### Fruit Production I – ASP3143

**Semester module**

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**Prerequisite:**

**Purpose:** Principles of fruit production; tropical and subtropical fruit; fruit quality and safety of perishable products and legislation governing food safety and quality.

### Fruit Production II – ASP3154 (CP6001S)

**Semester module**

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</table>

**Prerequisite:**

**Purpose:** Fruit production practices: production of tropical and subtropical fruit; post harvest biology and physiology of perishable products and production practices; pre harvest practices affecting quality of perishable products; post harvest handling of perishables (Harvesting, packaging, cooling, storage and transportation); post harvest pathology and management of decays and control of post harvest insects on perishable products.

### Food and Fodder Crops – ASP3165 (SP5504L)

**Semester module**

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</table>

**Prerequisite:**

**Purpose:** Nature of field crops and growing areas in South Africa; crop origin, distribution, use and characteristic; methods of cultivation, planting, protection, harvesting, processing and storage; fodder crops production and utilisation in South Africa.

### Computer Applications – CAA211A

**Semester module**

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**Prerequisite:**

**Purpose:** Advanced electronic spread sheets; linear programming; application of agricultural programmes.

### Nutrition Education – CN6001G

**Year module**

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**Prerequisite:**

**Purpose:** To enable the student to identify different development approaches and applications in the South African situation in health and nutrition including food security. Select approaches appropriate for human health and nutrition for sustainable development and its impact in the South African situation. The influence of gender approaches in health and nutrition, mainstreaming of gender roles for men and women, and its implication for relevant approaches to be used in Africa.

### Nutrition Education and Development – CN6002H

**Year module**

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**Prerequisite:**

**Purpose:** To enable the student to identify and apply nutritional development (as for nutritional and food security) as an approach in community extension in agriculture, health and welfare within the RDP, IDP and related policies, identify and reflect on possible relationships and linkages to the practice health and nutrition projects in government departments and/or nongovernmental organizations.

### Nutrition Education and Extension – CN6003J

**Year module**

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**Prerequisite:**

**Purpose:** To enable the student to involve adults in the learning process in non-formal health and nutrition education programmes; to adapt and apply the learning process according to needs and demands of the specific community and programme. The application of methodologies and use of the techniques suitable for adults, women, youth and school children in development and design of non-formal nutrition education programmes.

### The Community Nutrition Facilitator – CN6004K

**Year module**

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**Prerequisite:**

**Purpose:** To enable the student to and identify the role of the community health / nutrition worker in different programmes; to develop competence as a facilitator in motivation, group dynamics, handling of conflict and practice leadership skills; to work in a multi-disciplinary team and to network with other professionals.
### Development Approaches – CX60018

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**Purpose:** To enable the student to develop the ability to reflect on the different development approaches, applications in the South African situation in Agriculture and integrated development including food security and its manifestation in Community Extension in agriculture. The influence of gender roles and its implication for empowerment and capacity building in South Africa. A critical evaluation of the present gender approaches in use and the principles and manifestation in the reconstruction and development policy and related policies and strategies.

### Adult Education and Extension – CX6003A

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**Purpose:** To enable the student to involve adults in the learning process in non-formal education programmes, adapt and apply the learning process according to needs and demands of the specific community and programme. The application of teaching and learning strategies suitable for use in the development and design of non-formal programmes for different target groups.

### Personal Management – EG6004R

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**Purpose:** To enable the student to apply principles of task and time management to achieve personal goals, apply principles of task and time management to achieve family and household goals in different situations. It includes the development of operational plans, schedules and diaries in managing ones personal and in the work situation; gender roles and implications for personal management.

### Food Behaviour – FO5501M

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</table>

**Purpose:** To enable students to use an ecosystem framework to study environmental, cultural, socio-economic and psychological influences as determinants of food behaviour and change, to use an ecosystem framework to analyse food behaviour and food patterns, to compare development of food behaviour in different contexts and its importance in accommodating indigenous knowledge and changing food patterns in the past and present.

### Food Security – FO5502N

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**Purpose:** To enable students to develop the ability use an ecosystem framework to understand food security on national level, to study household food security on the meso – and micro-level: availability, accessibility and utilization of food by households and communities, the food systems in different communities, the factors interacting in allocating and managing household resources to promote healthy eating patterns and promote nutritional health.

### Indigenous Cuisine – FO5503P

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**Purpose:** To enable students to appreciate the indigenous food and cuisine traditions and lifestyles, as well as food preferences of the various cultures in South Africa; develop nutritionally balanced menus/on eating patterns typical to a region or cultural group as part of a food security and a nutrition project/programme; identify the influence of environmental factors and cultures in the development of the traditional cuisines in SA.

### Practical Food Security and Behaviour – FO55P5Y

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**Purpose:** To enable students to gather data on food practices and food preparation techniques and interpretation thereof as influenced by the environment and its influence on nutritional value (data on storing, measuring techniques, cooking methods, developing and interpreting recipes and experiments applied to red meat, poultry and fish, vegetables, fruits and plant products, egg and milk product, cereals and flour mixtures, indigenous foods, processed, preserved and value-added food.

### Agricultural Production Management II – GPM201A

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<td>Prerequisite:</td>
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**Purpose:** Work-integrated learning: No formal examination. Complete prescribed projects.

### Management as a Process – RA5502Q

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</table>

**Purpose:** To enable the student to apply resource management principles in studying household resource management strategies of individuals, families and communities. Management is studied as a process in decision-making and allocation of resources, needs, demands, goals, values standards. The role of decision-making and the management process when interacting with natural and human resources in the environment.
### Plant Production II – PTP211A

**Semester module**

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<td>16</td>
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</table>

**Prerequisite:** PTP111A  
**Co-requisite:**  

**Purpose:** Plant pathology; entomology; identification and control.

### Plant Disease Management – PTP2602 (PTP211A)

**Semester module**

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</table>

**Prerequisite:**  
**Co-requisite:**  

### Soil Fertility and Plant Nutrition – SSW202H (SW5502Q)

**Semester module**

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**Prerequisite:**  
**Co-requisite:**  

**Purpose:** Soil fertility and crop suitability; soil organic matter; soil pH; agricultural lime and its uses in land reclamation; soil sampling and analysis; leaf analysis and fertilisation; plant growth and development; recommendations and applications of plant macro and micro nutrients.

### Land Use Planning – SSW203J (AW6001C)

**Semester module**

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**Prerequisite:**  
**Co-requisite:**  

**Purpose:** The needs and objectives of land use planning; private and public land; rural and urban land; land title deed; land use planning methods; agricultural land use planning; land reform (land restitution and redistribution).

### Plant Production III – PTP311A

**Semester module**

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<th>NQF level</th>
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<td>24</td>
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**Prerequisite:** PTP211A  
**Co-requisite:**  

**Purpose:** Horticulture; horticultural crops; grain crops.

### Designing A Project – CP7001W

**Year module**

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<th>NQF level</th>
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**Prerequisite:**  
**Co-requisite:**  

**Purpose:** To enable the student to develop competence in designing a project and present a project proposal: apply knowledge on needs assessment, planning and implementation, monitoring and assessment; apply community learning as process in a small group community; plan the project in agriculture, food and nutrition or income generation considering indigenous knowledge and appropriate technology transfer; provide for monitoring and evaluation of the project.

### Community Project – CP7002X

**Year module**

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**Prerequisite:**  
**Co-requisite:**  

**Purpose:** To enable the student to develop competence in implementing a project or assessing a project based on a project proposal: visits projects and report back on each phase of the process; apply community learning process in a small community; assess the acknowledgement of indigenous knowledge and appropriate technology transfer. It includes applying monitoring and evaluation principles; report back on each phase for group assessment and guidance.

### Food Preservation – FO6001A

**Year module**

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**Prerequisite:**  
**Co-requisite:**  

**Purpose:** To enable the student to apply the most applicable food preservation principles and techniques, prevent spoilage whilst retaining the quality characteristics of the food optimally. It includes food storage after harvesting, causes of food spoilage, preservation, advantages of food preservation (focus on low technology), preservation equipment, suitable packaging materials, sanitation and hygiene.

### Food Processing – FO6005E

**Year module**

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**Prerequisite:**  
**Co-requisite:**  

**Purpose:** To enable the student to add value using small scale food treatment processes whilst maintaining the nutritional value, to increase shelf-life and making food available throughout the year: reasons for processing, the effect on nutritional and eating quality of foods, scientific principles involved in food processing, small scale processing of agricultural products (using a production line): it includes planning of small scale processing plants, legal aspects, budgeting, marketing, food promotion, quality and financial control.

### Food Preservation (Practical) – FO60P2J

**Year module**

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**Prerequisite:**  
**Co-requisite:**  

**Purpose:** To enable the student to apply the most applicable food preservation techniques (FO 6001-A).
Food Processing (Practical) – FO60P6N

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Prerequisite: Co-requisite:

Purpose: To enable the student to apply the most applicable techniques and skills in food processing, plan a small scale processing plant for agricultural products, and value-adding (FO5005E).

Postgraduate Modules

Animal Production IV – ANP411A

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<th>Year module</th>
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<td>36</td>
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</table>

Prerequisite: Co-requisite:

Purpose: In-depth study of one or more animal production systems; writing and presentation of a recent production and management guide for a specific animal section; a complete case study of a animal production unit with identification of accountable economic practices; a critical evaluation of research publications on animal production and the writing of a seminar.

Theory and Practice (Human Ecology) – HE7501L

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Prerequisite: Co-requisite:

Purpose:

Strategic Management in Non-Profit Organisations – PM7005A

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Prerequisite: Co-requisite:

Purpose: To enable the student to identify areas of management of the non-profit organisation (including government). Develop a strategic plan for implementation using different techniques, but focus on the logical framework approach. Programme and project management in a specific environment. It includes gender planning, objective orientated planning as related to the policies and specialization fields.

Resource Allocation and Participation – PM7006B

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Prerequisite: Co-requisite:

Purpose: To enable the student to apply various methods for gathering data and display data. The use conventional and participatory approaches, methods and techniques, situation analysis and assessment methods suitable for the assessment of needs, demands, economic status, resources and competencies, as well as comparison with situation analysis by outsiders.

Monitoring and Evaluation – PM7007C

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Prerequisite: Co-requisite:

Purpose: To enable the student to apply different approaches and methodologies to monitor and evaluate agricultural, nutrition and health, SMME, housing and local government programmes. It includes the use of databases whilst assuring quality, performance and sustainability.

Project Programme Management – PM7008D

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Prerequisite: Co-requisite:

Purpose: To enable the student to develop competence to apply any of the appropriate methodologies and sustainable development strategies to solve problems related to issues (mainly related to household food security) in the development of households and communities, develop a plan that includes aspects to human resource development, financial development, the development of appropriate technology, monitoring and evaluation of programmes using criteria and indicators for agriculture, nutrition.

Plant Production IV – PTP411A

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Prerequisite: Co-requisite:

Purpose: In-depth study of section of industry of own choice; strategic trends in this industry; production management techniques; industry section planning; computer applications; compilation and presentation of seminar.
## Ancient History

**Ancient History (Major Combinations for Ancient History)**

### Major combinations:

<table>
<thead>
<tr>
<th>NQF Level</th>
<th>Modules</th>
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<tbody>
<tr>
<td>5</td>
<td>ANH1501, ANH1502</td>
</tr>
<tr>
<td>6</td>
<td>CLS2601, CLS2602</td>
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<tr>
<td>7</td>
<td>CLS3701, CLS3702, CLS3703, CLS3704, CLS3705</td>
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### Near East and Greece – ANH1501 (ANH101P)

**Semester module**

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**Prerequisite:**

**Purpose:** To introduce students to the history of the Ancient Near East from the earliest civilizations (3000 BC) to the fall of the Persian empire (330 BC) and Greek history from the Homeric age to the death of Alexander the Great (323 BC).

### Roman Ancient History – ANH1502 (ANH102Q)

**Semester module**

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**Prerequisite:**

**Purpose:** To introduce students to the political history of Rome, from its rise as a Republic, through the formation of the Roman Empire and to its eventual decline and fall in the 5th century AD.

### Perspectives on Roman Africa and the Ancient Environment – CLS2601 (CLS826C)

**Semester module**

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**Prerequisite:**

**Purpose:** Students of Ancient History will study North African and Egypt in the Greco-Roman period. Students specialising in Classical Culture are introduced to classical perspectives on the environment by means of selected source material in translation. Aspects of environment awareness in antiquity are studied with a view to relate these to current ecological concerns.

### Material Testimonies to the Classical World – CLS2602

**Semester module**

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**Prerequisite:**

**Purpose:** To introduce students to the Classical world through its art, architecture and visual source materials. Students of Ancient History will engage with the original source material (in translation) in the forms of texts, coins and inscriptions. Students specialising in Classical Culture will study the main accomplishments in architecture and art, including vase painting, sculpture, mosaics and murals in the Greco-Roman period.

### Classical Historical Writings – CLS3701

**Semester module**

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**Prerequisite:**

**Purpose:** To introduce students to the concept of history and the origins of historical thinking through the works of ancient historians and other prose writers. Students in Ancient History would focus on the writings of Herodotus, Thucydides, and Tacitus, and their value as sources for our knowledge of events in antiquity.

### Ancient Democracy and Moral Thought – CLS3702

**Semester module**

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**Prerequisite:**

**Purpose:** Students in Ancient History study the origins of Greek democracy and its implementation in 5th century Athens. Students specialising in Classical Culture study selected texts in translation from Plato, Aristotle, Epicurus, Lucretius as well as Stoic authors.

### Pericles to Philip/Ancient Entertainment – CLS3703

**Semester module**

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**Prerequisite:**

**Purpose:** Students in Ancient History study the time-frame from the Athenian leader Pericles to Philip of Macedon. Classical Culture students focus on the competitive settings of ancient entertainment (Greek festivals and Roman games).

### Classical Heroes in Fact and Fiction – CLS3704

**Semester module**

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**Prerequisite:**

**Purpose:** Students of Ancient History will engage in a detailed study of the sources on the reign of Constantine the Great (AD 306 to 337) and his conversion to Christianity. Students specialising in Classical Culture study Homer’s Iliad and selections from Vergil’s Aeneid in translation from historical, cultural, literary and intertextual perspectives.

### The Fall of Rome/Greco-Roman Drama – CLS3705

**Semester module**

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**Prerequisite:**

**Purpose:** Ancient History students will analyse the main factors in the decline and fall of the Roman Empire and examine why the West fell, while the East remained intact. Students specialising in Classical Culture are allowed to choose between Greco-Roman tragedy (Sophocles’ and Seneca’s renditions of the Oedipus myth) and Greco-Roman comedy (selections from Aristophanes, Menander, Plautus and Terence), in order to establish how these genres were used to grapple with serious social issues.
Historical Methodology and Classical Reception – CLS4801 (CLSRECU)

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**Prerequisite:**

**Co-requisite:**

**Purpose:** In this paper, Ancient History students examine the methodological uses and abuses of epigraphic, numismatic and archaeological evidence in the rediscovery of Greco-Roman history. A number of distinct study topics are investigated, including archaeology and its relevant techniques, as well as a detailed study of ancient coins and inscriptions. Students of Classical Culture, Greek or Latin will study the reception of Greek and Latin literature, in particular that of the ancient tragedies on Hippolytus and Phaedra.

Greek History/Classical Society – CLS4802 (CLSSOCN)

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**Prerequisite:**

**Co-requisite:**

**Purpose:** In this paper, Ancient History students may study either the sociopolitical history of Archaic Greece OR the rise of Philip II and Alexander in the fourth century BC. Classical Culture students will examine diverse facets of Greco-Roman Civilisation such as religion or gender issues in the ancient world.

Classical Thought and Roman History – CLS4803 (CLSTHOP)

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**Prerequisite:**

**Co-requisite:**

**Purpose:** The paper offers Ancient History students a study of the Augustan principate and its political and constitutional significance. Classical Culture students will focus on themes around Classical thought, such as the fifth century sophists and their legacy.

Literary Texts and Historical Sources – CLS4804

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**Prerequisite:**

**Co-requisite:**

**Purpose:** Ancient History students engage in a detailed analysis of the literary, epigraphic and numismatic evidence for the periods studied under CLS4802 and CLS4803. The paper provides Classical Culture students the opportunity to study a literary theme at the depth required for postgraduate study. The default theme is literary treatments of the Phaedra myth, studied through close analysis of the tragedies of Euripides’ Hippolytus and Seneca’s Phaedra. An additional outcome of the paper is the ability to situate authors of the Classical world within their own contexts and within the broad history of Classical literature.

Research Report – HRCWL81

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**Prerequisite:**

**Co-requisite:**

**Purpose:** The purpose of this paper is to guide students in developing research skills to write a research article/portfolio on an approved author or field of study. This paper is shared by Modern Languages and Classics. In some language specialisations where an oral exam forms a part of this module, such an examination will be based on the candidates’ research article. The oral examination will be of approximately 45 minutes’ duration, preceded by 45 minutes’ preparation. Where an oral examination forms part of this module, candidates resident in Southern Africa must take the oral examination in Pretoria, unless permission for alternative arrangements is obtained (by written request) from the Chair of the Department. Candidates residing outside Southern Africa may record the oral examination under official supervision.

Ancient Near Eastern Studies

**Major combinations:**

- **NQF Level: 5:** ATC1502, ATC1601
- **NQF Level: 6:** ATC1601, ATC2601, ATC2602, ATC2603
- **NQF Level: 7:** ATC3701, ATC3702, ATC3703, ATC3704, ATC3705

Mythology of the Ancient Near East – ATC1502 (ATC1024)

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**Prerequisite:**

**Co-requisite:**

**Purpose:** (a) Introduction to the mythology of the Ancient Near East: mythological thought, development of the Gilgamesh epic; (b) Comparison of selected literary works of the Ancient Near East: comparison of creation, deluge and fertility myths.

Introduction to the Ancient Near Eastern Culture – ATC1601 (ATC1013)

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**Prerequisite:**

**Co-requisite:**

**Purpose:** Peoples and cultures of the Ancient Near East: (a) African connection: Egyptians, Nubians, Ethiopians, Libyans; (b) Canaanite connection: Canaanites, Philistines, Phoenicians, Israelites, Edomites, Moabites, Ammonites; (c) Asiatic connection: Sumerians, Babylonians, Assyrians, Aramaeans, Persians, Elamites, Ammonites; (d) Indo-European connection: Hittites, Hurrians, Urtarians. The cultural model, cultural chronology and cultural categories of the Ancient Near East.

Verbal Communication in the Ancient Near East – ATC2601 (ATC2016)

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**Prerequisite:** ATC1502 or ATC1013 and ATC1601 or ATC1024

**Co-requisite:**

**Purpose:** Languages and scripts of the Ancient Near East: elementary introduction to hieroglyphic, cuneiform and alphabetic writings, and an introduction to the ancient Semitic, Hamitic and Indo-European languages.
Nonverbal Communication in Ancient Near East – ATC2602 (ATC2028)

Semester module  
NQF level 6  
Credits 12  
Prerequisite: ATC1502 or ATC1013 and ATC1601 or ATC1024  
Co-requisite:  
Purpose: Art, symbolism and iconography of the Ancient Near East, and various other forms of nonverbal communication: body communication, gestures, posture, expression, paralanguage.

Cultural Change in the Ancient Near East – ATC2603 (ATC2039)

Semester module  
NQF level 6  
Credits 12  
Prerequisite: ATC1502 or ATC1013 and ATC1601 or ATC1024  
Co-requisite:  
Purpose: Innovation, discoveries, acculturation and diffusion in the Ancient Near East.

Archaeology of the Ancient Near East – ATC3701 (ATC301A)

Semester module  
NQF level 7  
Credits 12  
Prerequisite: ATC1502 or ATC1013 and ATC1601 or ATC1024  
Co-requisite:  
Purpose: Major discoveries, layout of sites, and the importance of various archaeological sites: the Asiatic connection: Ur, Nippur, Babylon, Assyur, Nineveh, Susa and Persepolis; the Canaanite connection: Ebla, Ugarit and Mari; the Indo-European connection: Çatal Höyük, Boghazköy (Hattushas); the African connection: Giza

Comparative Literature of the Ancient Near East – ATC3702 (ATC303C)

Semester module  
NQF level 7  
Credits 12  
Prerequisite: ATC1502 or ATC1013 and ATC1601 or ATC1024  
Co-requisite:  
Purpose: Introduction and a comparative study of historical, judicial and wisdom literature of the Ancient Near East

Ancient Near East and Its “Outside” World – ATC3703 (ATC304D)

Semester module  
NQF level 7  
Credits 12  
Prerequisite: ATC1502 or ATC1013 and ATC1601 or ATC1024  
Co-requisite:  
Purpose: The Ancient Near East and interdisciplinary studies in Anthropology, Sociology and other Human Sciences; trade and other relations with societies outside the Ancient Near East; environmental studies of the Ancient Near East, and the influence of the Ancient Near East on current society.

Detailed Study of one of the Major Cultures in Ancient Near East – ATC3704 (ATC305E)

Semester module  
NQF level 7  
Credits 12  
Prerequisite: ATC1502 or ATC1013 and ATC1601 or ATC1024  
Co-requisite:  
Purpose: Geographical and historical awareness of one culture in the Ancient Near East; cultural categories of one group in the Ancient Near East, and the world view of one culture in the Ancient Near East.

Essay and Seminar – ATC3705 (ATC306F)

Semester module  
NQF level 7  
Credits 12  
Prerequisite: TC1502 or ATC1013 and ATC1601 or ATC1024  
Co-requisite:  
Purpose: One extended (written) essay and an oral presentation on a cultural topic from the Ancient Near East: either one cultural aspect of one society in the Ancient Near East, or a comparative study of the cultural aspects of various societies in the Ancient Near East (it should be clear that the student is acquainted with handling both source types (written and unwritten [iconographic and archaeological] material).

Postgraduate Modules

Research in Ancient Near Eastern Studies – HPANE81

Year module  
NQF level 8  
Credits 12  
Prerequisite:  
Co-requisite:  
Purpose: To study all the major components of research such as hypotheses, methodologies, approaches, sources, syntheses in the specialized field of Ancient Near Eastern Studies

Research report: Ancient Near Eastern Studies – HRANE85 (ANERESF)

Year module  
NQF level 8  
Credits 36  
Prerequisite:  
Co-requisite:  
Purpose: To apply all knowledge gained in this discipline into a research article or written essay on a relevant topic or theme of your choice. The lecturers should be consulted in advance in order to discuss the scope and the sources available. The essay should not be more than 20 pages, including the necessary bibliography. No examination will be written.

Religious World of the Ancient Near East – ANE4802

Year module  
NQF level 8  
Credits 24  
Prerequisite:  
Co-requisite:  
Purpose: To study the religions and mythologies of the Ancient Near East in an integrated and comparative manner focussing on the ancient Egyptians, Nubians, Sumerians, Babylonians, Assyrians and the Persians.
Society of the Ancient Near East – ANE4803

Year module  
NQF level: 8  
Credits: 24

Prerequisite:  
Co-requisite:  

Purposes: To study various features of the Ancient Near Eastern society such as recreation, politics, gender, social and kinship relations as well as the influence into contemporary culture as discernible art, architecture, literature and cinema with internal options.

Material Culture of the Ancient Near East – ANE4804

Year module  
NQF level: 8  
Credits: 24

Prerequisite:  
Co-requisite:  

Purposes: To study various moulds of the Ancient Near Eastern cultures in a comprehensive way such as art, architecture, trade, economics, archives, libraries, literature with internal options.

Animal Health

Animal Diseases – AND1016

Semester module  
NQF level: 5  
Credits: 24

Prerequisite:  
Co-requisite: PAH131S

Purposes: After completing this module students will be able to perform the basic procedures involved in rearing, breeding and management of these animals.

Epidemiology – EPD101T

Year module  
NQF level: 5  
Credits: 12

Prerequisite:  
Co-requisite:  

Purposes: Introduction to epidemiology; disease as a phenomenon; epidemiological surveillance; basic descriptive epidemiology; description according to agent-environment-animal model.

Anatomy and Physiology Practical (Gauteng) Week 2 – AHPRW2G

Year module  
NQF level: 5  
Credits: 12

Prerequisite:  
Co-requisite:  

Purposes: Anatomy and Physiology.

Epidemiology Animal Health I – EAH121T

Year module  
NQF level: 5  
Credits: 24

Prerequisite:  
Co-requisite:  

Purposes: This module forms part of the Diploma in Animal Health. The students who complete this course will be equipped with skills and the knowledge needed to be able to assist veterinarians to implement monitoring, surveillance and data analysis in their bid to prevent and control infectious animal diseases of both domestic and non-domestic animals. To achieve this, students are expected to be able to use basic concepts and procedures in biostatistics which form the focus of this module. By acquiring these skills students will be able to provide a statistical description of disease effects in an animal population. Such descriptions are important in that they inform the development of animal health programmes and hence contribute to establishing a sustainable food supply in southern Africa.

Laboratory Diagnostics I – LDS141Q

Year module  
NQF level: 5  
Credits: 12

Prerequisite:  
Co-requisite: AND201A or AHPR02G and AND1016

Purposes: Laboratory diagnostic procedures (smears, faecal samples, bacteriology, skin scrapings); laboratory methodology; chemical pathology and toxicology; serology; microscopy.

Anatomy and Physiology – PAH131S

Semester module  
NQF level: 5  
Credits: 12

Prerequisite:  
Co-requisite: AHPRW2G

Purposes: To evaluate animals with respect to their internal and external anatomical systems and physiology. This will serve as a basis for all their further studies and their practical work as animal health technicians in disease monitoring and control. In addition they will be well positioned to extend their learning and practice into other areas of animal health.

Pasture and Nutrition – PNH151U

Semester module  
NQF level: 5  
Credits: 12

Prerequisite:  
Co-requisite:  

Purposes: Pasture management; ecological principles; veldtypes of Southern Africa; characteristics of veldtypes; feeding habits and selective feeding; dividing of veld into homogenous ecological units; principles of pasture management; principles of the resting of veld; invasive plants; planted pastures. Nutrition; chemical composition of feeds; energy and protein standards of feeds; digestion of feeds; nutritional requirements of farm animals; classification and nutritional values of feeds; feeding of various groups of animals.

Epidemiology – EPD201F

Year module  
NQF level: 6  
Credits: 12

Prerequisite: EPD101T  
Co-requisite:  

Purposes: Basic analytical epidemiology; field investigation of disease outbreaks or problem occurrence; screening and diagnostic methods; strategies for disease control, prevention and eradication.
### Animal Diseases II – AND201A

**Year module:** NQF level 6  
**Credits:** 24

**Prerequisite:** AND1016  
**Co-requisite:** AHPR03G

**Purpose:** Ruminants: Internal parasites of ruminants and their effective control, external parasites and their effective control; viral diseases; bacterial diseases; protozoal diseases; metabolic diseases; nutritional deficiencies and imbalances; diarrhoea and digestive disturbances; the stages of mastitis, detection and treatment; perinatal and neonatal conditions and disturbances; primary animal health programmes. Companion animals: Internal and external parasites and their effective control; viral diseases; bacterial diseases; protozoal diseases; metabolic diseases; nutritional imbalances, diarrhoea and digestive disturbances; perinatal and neonatal conditions and disturbances; primary animal health programmes.

### Laboratory Diagnostics (Practical) – AHPR02G

**Year module:** NQF level 6  
**Credits:** 12

**Prerequisite:**  
**Co-requisite:**

**Purpose:** Laboratory Diagnostics.

### Reproduction Management (Practical) – AHPR03G

**Year module:** NQF level 6  
**Credits:** 12

**Prerequisite:**  
**Co-requisite:**

**Purpose:** Reproduction Management.

### Tuberculosis/Brucellosis Practical – AHPR04G

**Year module:** NQF level 6  
**Credits:** 12

**Prerequisite:**  
**Co-requisite:**

**Purpose:** Tuberculosis/Brucellosis.

### Meat Hygiene Practical – AHPR05G

**Year module:** NQF level 6  
**Credits:** 12

**Prerequisite:**  
**Co-requisite:**

**Purpose:** Meat Hygiene

### Pharmacology and Toxicology – PHT201J

**Year module:** NQF level 6  
**Credits:** 24

**Prerequisite:**  
**Co-requisite:**

**Purpose:** Pharmacology: Introduction to pharmacology; definition of medication, absorption distribution and metabolism of drugs; routes of administering drugs (oral and parenteral), factors influencing the above mentioned, withdrawal period; medications used in animals; handling and storage of drugs; knowledge of: antibiotics, antibacterials, hormones, antihistamines, vitamins, counterirritants, emollients; vaccines, antiserum, fungicides, insecticides, anthelmintics, disinfectants, anaesthetics, antidotes and antiseptics. Toxicology: Study of the effect and treatment of diseases caused by toxic products such as: arsenic, lead, urea, salt, strychnine, cyanide, mercury, chlorinated hydrocarbons, organophosphates, herbicides, rodenticides and poisonous plants, minerals and fungi.

### Legislation: Animal Health I – TLG1016

**Year module:** NQF level 6  
**Credits:** 12

**Prerequisite:**  
**Co-requisite:**

**Purpose:** General principles of legislation; interpretation of legislation; relevant aspects of the Criminal Procedure Act; reporting a crime; practical application of the law in courts; specific legislation: Animal Diseases, Pharmacology, Veterinary Public Health; special legislation for Namibia.

### Animal Diseases – AND301D

**Year module:** NQF level 6  
**Credits:** 12

**Prerequisite:** AND201A  
**Co-requisite:** AHPR04G

**Purpose:** Non-ruminant diseases: pigs, horses, poultry and ostriches. Viral diseases; bacteriological diseases; protozoal diseases; metabolic diseases; nutrient deficiencies and imbalances, diarrhoea and digestive disturbances; internal and external parasites; detection and effective control; perinatal and neonatal conditions; primary animal health care (where applicable); overview of important diseases and conditions in wildlife, crocodiles and aquaculture.

### Animal Health Practice III – ANH301A

**Year module:** NQF level 6  
**Credits:** 24

**Prerequisite:**  
**Co-requisite:**

**Purpose:** Work-integrated learning and completion of logbook sheets; completion of prescribed projects; final evaluation done based on portfolio. Unemployed learners registering for the work-integrated learning component have to identify and arrange with a mentor under whose supervision they plan to do their work-integrated learning. The mentor should be either a State Veterinarian or Senior Technician attached to an accredited provincial veterinary service (as listed in Part 3 of the Calendar) or a local private veterinarian who is willing to assist learners in this regard.

### Epidemiology – EPD301J

**Year module:** NQF level 6  
**Credits:** 12

**Prerequisite:** EPD201F  
**Co-requisite:**

**Purpose:** Basic principles of animal health productivity and economics; risk assessment and management; health triad: an integrated approach; epidemiology in quality assurance systems.
Veterinary Public Health III – VPH301L

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**Prerequisite:**

**Co-requisite:** AHPR035G

**Purpose:**
- Meat inspection and Hygiene in red meat abattoirs: Orientation and abattoir hygiene; abattoir layout and slaughtering process; safety aspects; quality control system and record keeping; disposal of condemned or inedible products; meat inspection. Poultry meat inspection: Poultry anatomy and physiology; poultry diseases and pathology; poultry meat inspection.
- Meat inspection and hygiene in ostrich abattoirs: Ostrich anatomy and physiology; ostrich diseases and pathology; ostrich meat inspection.
- Secondary food products of red meat and poultry industry and VPH: Principles of the production of dairy products; quality control of dairy products; principles of egg production; quality control of eggs.

Postgraduate Modules

Epidemiology IV – EPD401J

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**Prerequisite:**

**Co-requisite:**

**Purpose:**
- The learners assessed as competent against the outcomes of this module will be able to perform risk assessment and apply it to the management of a domestic animal population, and use epidemiological information as a tool in quality assurance systems.

Animal Diseases – AND401D

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**Prerequisite:**

**Co-requisite:**

**Purpose:**
- To be equipped with the knowledge and skills to diagnose various diseases and disease conditions affecting domestic and nondomestic animals in southern Africa and to identify the occurrence, cause, transmission mechanisms, predisposing factors, symptoms, and diagnostic procedures relating to the relevant disease. They will also be able to suggest measures for the prevention and treatment of these diseases. These skills will enable them to contribute to the production of a sustainable food supply in the country.

Veterinary Public Health IV – VPH401L

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**Prerequisite:**

**Co-requisite:**

**Purpose:**
- To be equipped with specific knowledge of the principles of hygiene with regard to the primary and secondary production of food of animal origin, and will be able to apply the principles of quality assurance systems in food production at different levels. The students will be able to apply their knowledge to effectively support farmers and other role players in the production of food of animal origin, thereby contributing to producing a sustainable food supply in South Africa.

Anthropology

**General information:**
- Students who register for Anthropology as a major subject are advised to include Archaeology (AGE1501) in their curriculum.
- Thematic study: The following are examples of general themes that the Department may select for study in anthropological context in different papers: education; health; tourism; labour; gender differentiation; differentiation and conflict in multicultural communities; development; organisational culture; any significant theme, particularly from recent anthropological literature. Ethnographic studies are selected by the Department with due regard for geographical distribution and the illustration of a variety of theoretical perspectives or anthropological themes over the duration of three courses.

**Major combinations:**
- **NQF Level: 5:** APY1501
- **NQF Level: 6:** APY1601, APY2601, APY2602
- **NQF Level: 7:** APY2701, APY3701, APY3702, APY3703, APY3704

The Anthropological Study of Culture in a Multicultural Context – APY1501 (APY101E)

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**Prerequisite:**

**Co-requisite:**

**Purpose:**
- To gain insight into the diverse ways of life of human beings in multicultural societies with special reference to the interaction of people in the creation and transmission of culture, the dynamics of sociocultural change, the relevance of anthropological knowledge in accommodating diversity and alleviating and solving human problems.

Culture as Human Resource in the African Context – APY1601 (APY102F)

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**Prerequisite:**

**Co-requisite:**

**Purpose:**
- To become aware of and to gain anthropological insight into the sociocultural diversity of Africa, and of contemporary issues arising from interaction between different sociocultural groups.

Anthropological Theory in Practice – APY2601 (APY201H)

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**Prerequisite:**

**Co-requisite:**

**Purpose:**
- To understand selected theoretical aspects of anthropology and to demonstrate awareness of their relevance in practice.
### Anthropology and Health Care – APY2602 (APY203K)

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<td><strong>Co-requisite:</strong></td>
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<tr>
<td><strong>Purposes:</strong> To acquire knowledge of selected aspects of the anthropology of health care, and to gain insight into the causes of and solutions to health problems in multicultural contexts, with specific reference to health care in South Africa.</td>
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### Sociocultural Solutions to Problems of Human Adaptation – APY2701 (APY202J)

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<td><strong>Co-requisite:</strong></td>
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<tr>
<td><strong>Purposes:</strong>  To introduce students to ways in which human societies have in group context developed sociocultural responses to the need to adapt to other people and to the demands of the sociocultural environment.</td>
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### Qualitative Research Methodology: The Anthropological Strategy – APY3701 (APY301L)

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<td><strong>Co-requisite:</strong></td>
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<tr>
<td><strong>Purposes:</strong>  To understand and apply key features of anthropological research methods, for example ethnographic interviewing, participant observation, ethics, and various other data collection techniques.</td>
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### Applied Anthropology: Contemporary Human Issues and the Practice of Anthropology – APY3702 (APY302M)

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<td><strong>Co-requisite:</strong></td>
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<tr>
<td><strong>Purposes:</strong>  To develop the perspectives and skills that anthropologists apply for the benefit of humankind, for example in the fields of development, health-care, tourism, corporate culture, education, intercultural relations and sociocultural impact assessment.</td>
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### Themes in Anthropology: The Relevance of Ritual – APY3703 (APY303N)

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<td><strong>Co-requisite:</strong></td>
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<tr>
<td><strong>Purposes:</strong>  To recognise and understand the role, meaning and context of ritual in everyday human behaviour.</td>
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### Themes in Anthropology: Tourism and Pilgrimage – APY3704 (APY304P)

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<td><strong>Co-requisite:</strong></td>
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<tr>
<td><strong>Purposes:</strong>  To understand the role, dynamics and consequences of tourism and pilgrimage from an anthropological perspective.</td>
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### Postgraduate Modules

#### Anthropological Research and Writing – APY4801

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<td><strong>Co-requisite:</strong></td>
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<tr>
<td><strong>Purposes:</strong>  (a) The research process; (b) Data-collection techniques; (c) Data recording and analysis; (d) Anthropology in problem-solving.</td>
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#### African Ethnography – APY4802 (HANTAEC)

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<tr>
<td><strong>Co-requisite:</strong></td>
<td>APY4801</td>
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<tr>
<td><strong>Purposes:</strong>  (a) Theoretical perspectives on ethnography in African context, with reference to historical development and particular approaches in this field; (b) An extensive study of one or more sociocultural systems of societies in Africa, with special emphasis on the relation between theory and ethnography.</td>
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#### General Anthropology: Theoretical Perspectives – APY4803 (HANTALK)

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<tr>
<td><strong>Co-requisite:</strong></td>
<td>APY4801</td>
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<tr>
<td><strong>Purposes:</strong>  (a) History, principles and scope; (b) Anthropological schools and trends of thought; (c) An advanced study of at least one selected topical theme.</td>
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#### Applied Anthropology – APY4804 (HANTAPP)

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<td><strong>Prerequisite:</strong></td>
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<tr>
<td><strong>Co-requisite:</strong></td>
<td>APY4801</td>
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<tr>
<td><strong>Purposes:</strong>  (a) Nature, field and development; (b) Theoretical principles and premises; (c) Advanced study of at least two selected areas of application.</td>
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Anthropological and Archaeological Research Report – HRAAR81

Year module

| Prerequisite: Co-requisite: APY4801
| **Purpose** A research report based on an anthropological study on a topic chosen by the student but approved by the Head of Anthropology must be submitted for examination.

### Applied Information Science

**NB: Refer to Information Science for honours modules**

**Introducing Applied Information Science – AIS1501 (AIS101D)**

| Semester module | NQF level 5 | Credits 12 |
| **Prerequisite:** | **Co-requisite:** |
| **Purpose:** To gain insight into the library as an information agency in general, as well as into different types of library and information services in particular.

**Introducing Information Records and Sources – AIS1503 (AIS103F)**

| Semester module | NQF level 5 | Credits 12 |
| **Prerequisite:** | **Co-requisite:** |
| **Purpose:** To introduce students to the contents of various types of printed, electronic and internet-based information records, as well as the application of knowledge and skills in evaluating and utilising information resources.

**Using the Internet as a Reference Tool AIS1601 (AIS104G)**

| Semester module | NQF level 6 | Credits 12 |
| **Prerequisite:** | **Co-requisite:** |
| **Purpose:** The qualifying student will have the necessary theoretical knowledge to understand and apply the use of the Internet within the Library and Information Services environment to access and distribute information sources via a number of Internet applications.

**Introducing Management in Libraries and Information Centers AIS1602 Semester module**

| Semester module | NQF level 6 | Credits 12 |
| **Prerequisite:** | **Co-requisite:** |
| **Purpose:** The purpose of this module is to introduce students to the concept of management in libraries and information centres. The module will cover what management is, what management does and what the management of libraries and information centres entails.

**Bibliographic Control, Basic Descriptive Cataloguing and Classification – AIS2601 (AIS202H)**

| Year module | NQF level 6 | Credits 12 |
| **Prerequisite:** AIS1503 | **Co-requisite:** |
| **Purpose:** To understand the purpose and methods of bibliographic control, and to apply this knowledge in practical solutions.

**Learning How to Provide Reference Services – AIS2602 (AIS204K)**

| Semester module | NQF level 6 | Credits 12 |
| **Prerequisite:** AIS1503 | **Co-requisite:** |
| **Purpose:** To introduce knowledge and skills required to offer personal assistance in reference work by using the latest information and communication technologies and other reference tools to access information effectively.

**Describing Library User Groups and Meeting Their Needs – AIS2603 (AIS206M)**

| Semester module | NQF level 6 | Credits 12 |
| **Prerequisite:** AIS1503 | **Co-requisite:** |
| **Purpose:** To apply the knowledge of different groups of library users, their needs and usage behaviour in different contexts in order to meet changing community information needs. The purpose of the learning is to select relevant information records to support user.

**Utilising Electronic Library Systems and Services – AIS2604 (AIS207N)**

| Semester module | NQF level 6 | Credits 12 |
| **Prerequisite:** AIS1503 | **Co-requisite:** AIS1601 |
| **Purpose:** To provide students with expertise to understand the automation of library systems. Database design, usage and evaluation to ensure the effective distribution of information will be dealt with. The use of document management systems for internal information enhancement as well as an electronic Current Awareness Service (CAS) that will enhance the service delivery of information workers will also be discussed.
Developing and Managing Information Collections – AIS2605 (AIS208P)

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<tr>
<td>Prerequisite: AIS1501 &amp; AIS1503</td>
<td>Co-requisite:</td>
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<tr>
<td><strong>Purposes:</strong></td>
<td>To manage and develop information resources according to user needs in a multimedia and electronic environment.</td>
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Subject Organisation – AIS302L

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<tbody>
<tr>
<td>Prerequisite: AIS2601</td>
<td>Co-requisite:</td>
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<tr>
<td><strong>Purposes:</strong></td>
<td>To provide students with the necessary theoretical knowledge and practical subject analysis skills needed to do subject organisation through the application of the international standard, the Dewey decimal classification. As well as the assigning of verbal subject headings through the application of an international standard, the Sears’ list of subject headings.</td>
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Descriptive Cataloguing – AIS3701

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<tbody>
<tr>
<td>Prerequisite: AIS2601</td>
<td>Co-requisite:</td>
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<tr>
<td><strong>Purposes:</strong></td>
<td>To provide students with the necessary theoretical knowledge and practical descriptive cataloguing skills needed to do original cataloguing through the application of the international standard, the Anglo-American cataloguing rules (AACR2R).</td>
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Serving the User in Library and Information Practice – AIS3703

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<td>Prerequisite:</td>
<td>Co-requisite:</td>
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<tr>
<td><strong>Purposes:</strong></td>
<td>To equip students with theoretical knowledge and practical skills to develop and design user guidance and outreach services for users and to provide professional user services to satisfy the needs of various types of information users in a multicultural context.</td>
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Applying Research Methodology in Information Science – AIS3704

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<td>Prerequisite:</td>
<td>Co-requisite:</td>
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<tr>
<td><strong>Purposes:</strong></td>
<td>To equip students with the theoretical knowledge, including practical steps involved in the process of conducting research and writing a research report in the library and information science field.</td>
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Practical Portfolio – AIS3705

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<tr>
<td>Prerequisite: AIS2601, AIS2602, AIS2603, AIS2604, AIS2605, INS2601, INS 2602, INS 2603</td>
<td>Co-requisite:</td>
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<tr>
<td><strong>Purposes:</strong></td>
<td>To provide students the opportunity to display their knowledge and skills of the Information Science profession in a portfolio.</td>
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Information Science Entrepreneurship – AIS3706

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<td>Prerequisite:</td>
<td>Co-requisite:</td>
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<tr>
<td><strong>Purposes:</strong></td>
<td>To develop students’ awareness of the changing information environment and of the opportunities that exists for individuals with an information background and entrepreneurial skills to establish and operate an information enterprise outside the traditional information professions. The module has the purpose of addressing the skills and knowledge required for an individual to work as an information entrepreneur.</td>
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Applied Mathematics

- **Major combinations:**
  - NQF Level: 5: MAT1503, MAT1512 and any TWO of the following: APM1513, APM1514, APM1612, PHY1505
  - NQF Level: 6: APM2611, MAT1613, MAT2615 and at least two other APM modules on NQF Level: 6
  - NQF Level: 7: FIVE of the following: (a) APM3701 (b) APM3711 (c) APM3712 (d) APM3713 (e) MAT3706 (f) MAT3707

Applied Linear Algebra – APM1513

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<tr>
<td>Prerequisite: NSC Maths with a rating of 5 or MAT1510 or MAT0511 with 75%</td>
<td>Co-requisite:</td>
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<tr>
<td><strong>Purposes:</strong></td>
<td>To enable students to master and apply the following aspects of the numerical solution of systems of linear equations: the method of least squares; linear programming (simplex method); eigenvalues, eigenvectors; diagonalisation as well as some miscellaneous applications.</td>
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Mathematical Modelling – APM1514

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<td>Prerequisite: NSC Maths with a rating of 5 or MAT1510 or MAT0511 with 75%</td>
<td>Co-requisite:</td>
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<tr>
<td><strong>Purposes:</strong></td>
<td>To enable students to demonstrate a basic understanding of solution, equilibrium points and stability of difference equations and first order differential equations; applications to population models; harvesting strategies; epidemics; economics and other situations; simple optimisation and applications.</td>
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Mechanics 2 – APM1612

Semester module  
NQF level  6  
Credits  12  

Prerequisite: MAT1512 and PHY1505  
Co-requisite:  

Purposes: To enable students to demonstrate a basic understanding of definite integrals, line integrals and the vector product; dynamics of systems of particles and rigid bodies: in particular mass centres, moments of forces, moments of inertia and angular momentum.

Differential Equations – APM2611

Semester module  
NQF level  6  
Credits  12  

Prerequisite: MAT1512, MAT1613  
Co-requisite:  

Purposes: To enable students to obtain knowledge of first-order ordinary differential equations, linear differential equations of higher order; series solutions of differential equations (method of Frobenius), Laplace transform and partial differential equations (only an introduction).

Applied Dynamical Systems – APM2614

Semester module  
NQF level  6  
Credits  12  

Prerequisite: MAT1503, MAT1512, MAT1613, APM1513  
Co-requisite:  

Purposes: To enable students to master and apply fundamental aspects of discrete and continuous systems including linear systems; phase portraits; equilibrium points, stability, limit cycles; Liapunov stability; elementary control theory as well as applications to mechanics, ecology, economics and elsewhere.

Computer Algebra – APM2616

Semester module  
NQF level  6  
Credits  12  

Prerequisite: MAT1503, MAT1512, MAT1613, APM1513  
Co-requisite:  

Purposes: To give students an understanding of the power of modern computer algebra systems, and specifically to enable students to use computer algebra to solve analytically a variety of mathematical problems including the algebraic equations (both linear and nonlinear), differentiation, integration, differential equations, matrix manipulation, series expansions, and limits; and to represent mathematical functions graphically, 2D and 3D, and to produce mathematical reports.

Partial Differential Equations – APM3701

Semester module  
NQF level  7  
Credits  12  

Prerequisite: Any TWO APM or MAT modules on second level  
Co-requisite:  

Purposes: To introduce students to the following topics in partial differential equations: the equation of Laplace, the heat equation and the wave equation treated as typical examples of elliptic, parabolic and hyperbolic partial differential equations respectively, and methods of solution of the corresponding boundary value problems are also discussed.

Numerical Methods II – APM3711

Semester module  
NQF level  7  
Credits  12  

Prerequisite: COS2633  
Co-requisite:  

Purposes: To enable students to demonstrate a basic understanding of numerical solution methods for ordinary differential equations and boundary value problems, numerical solution methods for elliptic partial differential equations, and function approximations.

Mechanics and Calculus of Variations – APM3712

Semester module  
NQF level  7  
Credits  12  

Prerequisite: Any 2 APM or MAT modules on second level  
Co-requisite:  

Purposes: To enable students to demonstrate a basic understanding of generalised coordinates, Hamilton's principle, calculus of variations and the Euler-Lagrange equations, the problem of Lagrange and the isoperimetric problem, Hamilton-Jacobi theory and Poisson brackets, Equivalent Lagrangians, canonical transformations and Noether's theorem and application of the variational principles in mechanics.

Special Relativity and Riemannian Geometry – APM3713

Semester module  
NQF level  7  
Credits  12  

Prerequisite: Any 2 APM or MAT modules on second level  
Co-requisite:  

Purposes: To introduce students to the geometry of curves and surfaces in 3-dimensional Euclidean space, the special theory of relativity, Riemannian geometry and tensor calculus.

Access to Mathematics – MAT0511

Year module  
NQF level  7  
Credits  12  

Prerequisite:  
Co-requisite:  

Rules: (1) This module may NOT be taken towards a qualification; (2) Students must have studied Mathematics at Matriculation or Grade 12 level; (3) Re-enrolment cannot exceed 2 years  

Purposes: to enable students to demonstrate an understanding of the real number system, ratio, proportion, percentage, integral exponents, scientific notation and estimation, roots, units, algebraic expressions, sequences, linear and quadratic equations and inequalities, systems of equations in two unknowns, exponentials, logarithms, functions, straight lines, parabolas, hyperbolas, circles, introduction to elementary statistics, basic geometry (angles, triangles, quadrilaterals) and calculation of areas and volumes.
Postgraduate Modules

### Cosmology – APM4801

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**Prerequisite:**

**Co-requisite:**

**Purpose:** Cosmology is the study of the physical universe. The module first introduces properties of the visible universe, including concepts such as distance scales, redshift, isotropy and homogeneity. This is followed by a brief survey of the structure and evolution of galaxies and stars. An empirical basis is used to show that the physical universe in its entirety has structure and evolves. The module focuses mainly on big-bang models of the universe and gives a description of both Newtonian cosmology and general relativistic cosmology. The big-bang type of evolution of the universe is followed from its early stages, including neutrino decoupling and the radiation dominated era. This is then pursued through decoupling and the origin of the cosmic microwave background radiation, and into the matter dominated era. The module is concluded with a fairly introductory discussion of observational cosmology. The latter looks at a variety of cosmological observations, all using discreet sources of radiation, to test the validity of models. The module is aimed at students who majored in applied mathematics, physics, or astronomy.

### Continuous Time Stochastics Processes – APM4802

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**Prerequisite:**

**Co-requisite:**

**Purpose:** Markov chains in continuous time; martingale processes; random walks; Brownian motion and other Markov processes.

### Introduction to General Relativity – APM4804

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**Prerequisite:**

**Co-requisite:**

**Purpose:** General relativity is the relativistic theory of gravitation, and is widely regarded as one of the major achievements of 20th century physics. The detailed syllabus is: Review of special relativity; The equivalence principle and the physical ideas that lead to general relativity; The Einstein field equations; The linearised field equations; Comparison with Newtonian theory, and gravitational waves. The Schwarzschild solution: Derivation and properties. Introduction to black holes. The Friedmann-Robertson-Walker solution.

### Mathematics of Optimization Theory – APM4805

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**Prerequisite:**

**Co-requisite:**

**Purpose:** The concept of optimization, in its various forms, is a very fundamental one with an important role to play in various branches of mathematics and of course also in the application of mathematics in other disciplines such as economics and engineering. The infinite dimensional case of optimization is studied in the calculus of variations and in optimal control theory. This module presents the classical theory of optimization in the finite dimensional situation. The emphasis is on the development of the mathematical theory and techniques of optimization (convex analysis, Lagrange multiplier rules) rather than computational or numerical techniques for finding optimal points.

### Riemannian Geometry and Tensor Calculus – APM4806

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**Prerequisite:**

**Co-requisite:**

**Purpose:** Vectors and tensors in general coordinate systems; Covariant differentiation. The Riemann curvature tensor and associated tensors. The Weyl tensor and conformal metrics. Lie derivatives. Description of hypersurfaces. This module may be taken independently of APM4804, but it has been set up to provide the necessary mathematical background for a proper study of general relativity. It is concerned with the description of an N-dimensional non-Euclidean space referred to arbitrary coordinates.

### Numerical Solutions to Partial Differential Equations – APM4808

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**Prerequisite:**

**Co-requisite:**

**Purpose:** Partial differential equations (PDE’s) have formed a basis of many mathematical models of chemical, physical and biological problems. More recently, the use of PDE’s has also extended to include the fields of economics and financial forecasting. In this module we study various finite difference methods for the numerical solution of these PDE’s. The efficiency of these methods is then examined by means of theoretical analysis of their consistency, convergence and stability.

### Optimal Control – APM4809

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**Prerequisite:**

**Co-requisite:**

**Purpose:** Systems that evolve in time occur naturally in various fields such as dynamics, economics, medicine and ecology, and modelling the behaviour of such systems provides an important application of mathematics. These systems can be completely deterministic, but often it may be possible to control their behaviour through the application of external controls. The theory of optimal control is concerned with finding the controls which, at minimum cost, either direct the system along a given trajectory, or enable it to reach a desired target state. This module introduces some of the basic tools of optimal control. Many applications from various fields are also included, to show how the various maximum principles help us find the optimal controls in practice. Contents: Terminology and classifications of optimal control problems. Controllability and reachability. Linear time optimal problem. The Time Optimal Principle. The Pontryagin Maximum Principle. Linear equations with quadratic costs.

### An Introduction to the Finite Element Method – APM4810

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**Prerequisite:**

**Co-requisite:**

**Purpose:** I want to introduce you to a module on Finite Elements. This module will develop the basic mathematical theory of the Finite Element Method (FEM). This method is the most widely used technique for engineering design and mathematical physics. In studying this module the student will obtain a clear knowledge of what the Finite Element Method is, how it works and how to use it to solve boundary-value problems. The Finite Element Method is a general technique for constructing approximate solutions to boundary-value problems. The method involves dividing the domain of the solution into a finite number of sub domains, the finite elements, and using variational concepts to construct an approximation of the solution over the collection of finite elements.
Introduction to Mechanics of Fluids – APM4812

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**Purposes:** The purpose of this module is to make students aware of some fundamental aspects of fluid motion, including important fluid properties, regime flow, pressure variations in fluids at rest and in motion, fluid kinematics, methods of flow description and analysis and the Bernoulli equation. This module conveys the essential elements of kinematics, including Eulerian and Lagrangian mathematical description of flow phenomena, and indicates the vital relationship between the two views. The basic analysis methods generally used to solve or to begin solving fluid mechanics problems (linear motion and deformation, angular motion and deformation, conservation of mass, conservation of linear momentum, viscous flow) are also introduced. Emphasis is placed on understanding how flow phenomena are described mathematically and on when and how to use infinitesimal and finite control volumes. Important notions such as boundary layers, transition from laminar to turbulent flow will also be introduced.

Applied Mathematics Research Methods – HMAPM80

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**Purposes:** To consult Chairperson of the Department of Mathematical Sciences.

Applied Mathematics Research Project – HRAPM81

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**Purposes:** To consult Chairperson of the Department of Mathematical Sciences.

Arabic

**Arabic (Major Combinations for Arabic)**

**Major combinations:**
- **NQF Level: 5:** ARB1501
- **NQF Level: 6:** ARB1602, ARB2603, ICS1602
- **NQF Level: 7:** ARB2704, ARB2705, ARB3706, ARB3707 and ICS3707

**Elementary Arabic – ARB1501 (ARB101K)**

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**Prerequisite: | Co-requisite: |**

**Purposes:** To enable students to acquire basic Arabic grammar, the language skills of understanding Arabic sentences and of following simple dialogues and internalising them.

**Pre-Intermediate Arabic – ARB1602 (ARB102L)**

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**Prerequisite: Co-requisite: ARB1501 or ARB101K**

**Purposes:** To enable students to acquire the basic language skills of reading, writing, understanding and speaking, with particular focus on the verb structures of Arabic strong verbs.

**Early History of Islam: 6th to 9th Centuries – ICS1602 (ICS102Y)**

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**Prerequisite: | Co-requisite: |**

**Purposes:** To present a descriptive background to pre-Islamic Arabia and early Islamic history, as well as a biography of the Prophet of Islam.

**Intermediate Arabic – ARB2603 (ARB201N)**

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**Prerequisite: ARB1501, ARB1602 or mother tongue speaker | Co-requisite: |**

**Purposes:** To allow students to acquire more advanced skills of reading, writing and speaking, as well as knowing and understanding weak verbs, in relation to the Arabic language.

**Advanced Arabic – ARB2704 (ARB202P)**

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**Prerequisite: ARB1501, ARB1602 or mother tongue speaker. Co-requisite: ARB2603**

**Purposes:** Students will learn more about stylistic techniques of the Arabic language, as well as sentence construction and analysis.

**Basic Arabic Literary Texts – ARB2705 (ARB205S)**

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**Prerequisite: ARB2603 | Co-requisite: ARB2704**

**Purposes:** To advance the student’s mastery of Arabic by an introduction and analysis of selected classical and modern Arabic texts.
Specialist Arabic Literary Text – ARB3706 (ARB301R)

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**Prerequisite:** ARB2603, ARB2704, ARB2705  
**Co-requisite:**  
**Purpose:** To advance the student’s mastery of Arabic by an introduction and analysis of selected classical and modern Arabic texts.

Advanced Arabic Literary Texts – ARB3707 (ARB3039)

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**Prerequisite:** ARB2603, ARB2704, ARB2705  
**Co-requisite:** ARB3706  
**Purpose:** To enable students to articulate the theory and history of modern Arabic prose literature through analysis and emergence of new themes.

Islamic Law and Jurisprudence – ICS3707 (ICS303A)

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**Prerequisite:**  
**Co-requisite:**  
**Purpose:** To gain insight into the sources of Islamic law, its development and current status.

Postgraduate Modules

Arabic Grammar and Philology – ARB4801 (ARBLITE)

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**Prerequisite:**  
**Co-requisite:**  
**Purpose:** This module equips students with a firm understanding of Arabic grammar, philology, stylistics and semantics; insights into the linguistic development of Standard Arabic, as well as the emergence and features of diaglossia; and the capacity to determine the position of Arabic on a map of regional and global languages.

Qur’anic Translation and Commentary – ARB4802 (ARBQTC4)

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**Prerequisite:**  
**Co-requisite:**  
**Purpose:** This module equips students with a firm understanding of the Qur’anic text; insights into the understanding of Qur’anic commentaries; the ability to read Arabic commentaries which developed over the past fourteen centuries; and to further comprehend the texts.

Further Specialist Arabic Literary Texts – ARB4803 (ARBCMC6)

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**Prerequisite:**  
**Co-requisite:**  
**Purpose:** This module equips students with a strong understanding of select Arabic classical, modern and contemporary professional texts; insights into the linguistic development of select Arabic texts, from the seventh to the nineteenth centuries in prose, poetry and rhythmic prose; and selected contemporary texts that allow students to master discourse in fields like classical Islamic, diplomacy, politics, law, trade, industry, technology, sport, fashion and economics.

Research Methodology and Religious Hermeneutics – HRS4803 (HRS415U)

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**Prerequisite:**  
**Co-requisite:**  
**Purpose:** This paper consists of three parts, of which one must be chosen: (1) research methodology for religious studies, (2) hermeneutics, and (3) methodology in Arabic and Islamic studies. Students in Arabic and Islamic studies will choose the third option on methodology in Arabic and Islamic studies.

Research Report – HRS4805

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**Prerequisite:**  
**Co-requisite:**  
**Purpose:** To provide students with an opportunity to engage in the research process and write up a research project of approximately 7000 words or twenty-five pages. The student will put into practice the cumulative process of ‘learning by doing’, that is carrying out a research project that reinforces critical thinking, scientific evaluation and/or critical appraisal, linguistic skills or other data collection skills, demonstrating competence in the scientific methods of enquiry, interpretation, analysis of relevant data and appropriate techniques. The research report will only be accepted in English.
## Archaeology

**Major combinations:**
- NQF Level: 5: AGE1501
- NQF Level: 6: AGE1601, AGE2601, AGE2602
- NQF Level: 7: AGE2701, AGE3701, AGE3702, AGE3703, AGE3704

### Introduction to Archaeology – AGE1501

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**Prerequisite:**

**Co-requisite:**

**Purpose:** To introduce students to the scope, aims, data and methods of archaeological research.

### The Prehistory of South Africa – AGE1601

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**Prerequisite:**

**Purpose:** To introduce students to the prehistory of southern Africa from the emergence of the earliest hominins about three million years ago to the beginning and impact of the colonial era.

### Archaeological Fieldwork Techniques and Analytical Methods – AGE2601

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**Prerequisite:**

**Purpose:** To introduce students to the mapping and surveying of archaeological sites, excavation techniques, the recovery, conservation, classification and analysis of archaeological finds and collections.

### African Archaeology – AGE2602

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**Prerequisite:**

**Purpose:** To introduce students to Africa’s rich archaeological heritage, including Stone Age societies, the development of early states in sub-Saharan Africa (e.g. Mapungubwe, Great Zimbabwe, Nsisi and Jerre-yes) as well as aspects of historical and maritime archaeology.

### Archaeology and Fossils: The Study of Human Evolution – AGE2701

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**Prerequisite:**

**Purpose:** To introduce students to evolutionary theory and the fossil evidence for human evolution, including the Australopithecine, Homo habilis, Homo erectus, the Neandertals, archaic and anatomically modern Homo sapiens.

### The Interpretation of Archaeological Data – AGE3701

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**Prerequisite:**

**Purpose:** To gain insight into current theoretical perspectives in archaeology and to demonstrate an understanding of the reconstruction of prehistoric technology, economic systems, diets, settlement patterns, social and political organisation, religion, gender relations, and the interpretation of culture change in the past.

### Applied Archaeology: Heritage Conservation, Cultural Resource Management and Archaeotourism – AGE3702

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**Prerequisite:**

**Purpose:** To introduce students to heritage legislation and conservation, cultural resource management, archaeotourism, contract archaeology and environmental impact assessments, the role of archaeology in education, public and community involvement in archaeology, and archaeology as a profession.

### World Prehistory – AGE3703

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**Prerequisite:**

**Purpose:** To introduce students to the spread of early human populations throughout the world, the archaeological evidence for the advent and development of food production in various parts of the world, and the origin and development of complex societies (cities, states and civilisations), inter alia, in Europe, Asia, the Near East, North Africa, Mesoamerica and the Andes.

### Prehistoric Rock Art – AGE3704

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**Prerequisite:**

**Purpose:** To introduce students to the prehistoric rock art of Africa (including the rock art of the San and southern Africa’s Iron Age farmers), Western Europe, Australia and North America, and demonstrate its significance for understanding the religious beliefs and customs of early societies.
Postgraduate Modules

Theory and Interpretation in Archaeology – AGE4801 (HARCH1E)

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Prerequisite: Co-requisite: 

Purposes: To describe and critique the theoretical underpinnings of archaeological research.

Hunter-Gatherers and Herders in Africa (Archaeology) – AGE4802 (HARCH2F)

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Prerequisite: Co-requisite: AGE4801

Purposes: To describe and evaluate the archaeology of hunter-gatherers and herders in Africa during the Stone Age.

Early African Farming Communities and Complex Societies – AGE4803 (HARCH3G)

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Prerequisite: Co-requisite: AGE4801

Purposes: To describe and evaluate the archaeology of early African farming communities and complex societies in sub-Saharan Africa.

Historical Archaeology – AGE4804 (HARCH4H)

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Prerequisite: Co-requisite: AGE4801

Purposes: To describe and evaluate the archaeology of the modern world in national and international contexts.

Managing Archaeological Heritage – AGE4805 (HARCH5J)

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Prerequisite: Co-requisite: AGE4801

Purposes: To evaluate and apply heritage legislation and management principles that are integral to the practice of Archaeological Heritage Management (also known as Cultural Resource Management).

Anthropological and Archaeological Research Report – HRAAR81 (HARCH6K)

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Prerequisite: Co-requisite: AGE4801

Purposes: A research report based on an archaeological study on a topic chosen by the student but approved by the Head of Archaeology must be submitted for examination.

Archival Studies

Introducing Archives and Records Management – ARM1501

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Prerequisite: Co-requisite: 

Purposes: To equip students with a sound understanding of the different concepts and principles in archives and records management so that they can apply these (concepts and principles) in managing records that promote transparency, accountability and the protection of human rights. The module also provides students with an understanding of the development of the field of archives and records management and how this field contributes to the broader field of Information Science by enhancing the management of information within society.

Managing Records – ARM1502

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Prerequisite: Co-requisite: 

Purposes: Students who complete this module will have a sound understanding of the different theories and practices involved in the management of current records. The module intends to equip students with the necessary competencies to enable them to manage records in such a way that these may be used as an organisational resource to help make decisions and to improve productivity and efficiency, and to serve as the memory of a particular organisation.

Managing Archives – ARM1503

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Prerequisite: Co-requisite: 

Purposes: The purpose of this module is to equip students with a sound understanding of the different concepts and principles in the field of archival science so that they can apply these in managing archives. The module also aims to foster a culture within students of recognising the significance of archival materials and the importance of managing these properly.
Preserving Records and Archives – ARM1504

Semester module
Prerequisite: Co-requisite:

Purpose: To provide students with a sound understanding of the different theories and practices relating to the preservation of records and archives. Additionally, the student credited with this module will be able to apply the basic principles and techniques of preservation to safeguard records and archival material.

Electronic Records Management – ARM1505

Semester module
Prerequisite: Co-requisite:

Purpose: The purpose of this module is to equip students with a firm theoretical foundation of the best practices regarding the care of electronic records, essential for the management of information in contemporary society. The module also provides students with an understanding of the development of electronic records and how the management of these materials contributes to the broader field of Information Science.

Art History

Major Combinations for the BA degree
NQF level 5: ARH1501, 1502
NQF Level 6: ARH2601, 2602, 2603
NQF Level 7: ARH3701, 3702, 3703, 3704, 3705

Major Combinations for the BBA degree
NQF level 5: ARH1501, 1502
NQF Level 6: ARH2601, 2603
NQF Level 7: ARH3701, 3703, 3704, 3705

Visual Literacy – ARH1501 (ARH111G)

Semester module
Prerequisite: Co-requisite:

Purpose: To acquire sufficient art historical and theoretical skills in order to engage meaningfully with contemporary art.

Introduction to Art History – ARH1502

Semester module
Prerequisite: Co-requisite:

Purpose: To equip students with an overview of art history, its themes, styles, purposes, prospects and problems. Qualified students will be able to use basic terms of art history in their understanding of perspectives and methods relevant to art history.

The Arts and Ideology 1 – ARH2601 (ARH211K)

Semester module
Prerequisite: Co-requisite:

Purpose: To equip students with the ability to solve well-defined but unfamiliar problems relating to the visual arts as an expression of socio-political ideologies. Students will be able to use correct procedures and provide appropriate evidence to demonstrate their understanding of classicism, humanism and feminism.

Introduction to Art History in Africa – ARH2602 (ARH212L)

Semester module
Prerequisite: Co-requisite:

Purpose: To equip students with the ability to engage with problems relating to the study of the history of art in Africa. Students will be able to adopt and apply appropriate methodologies for the study of art in the absence of written sources.

Visual Culture 1 – ARH2603 (ARH213M)

Semester module
Prerequisite: Co-requisite:

Purpose: To equip students with the knowledge and competence to analyse and evaluate the relationship between cultural practices and visual culture such as craft, design, mass-media and new-media.

The Arts and Ideology 2 – ARH3701 (ARH311N)

Semester module
Prerequisite: Co-requisite:

Purpose: To enable students to analyse and critically debate the power structures at work in selected examples of historical art (e.g. Cubism, Dada, etc.).
**The Arts in Africa – ARH3702 (ARH312P)**

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**Prerequisite:** ARH2602 or ARH212L  
**Co-requisite:**  

**Purposes:** The purpose of this module is to analyse and critically debate artistic traditions, practices and discourses in Africa.

---

**Visual Culture 2 – ARH3703 (ARH314R)**

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**Prerequisite:**  
**Co-requisite:**  

**Purposes:** The purpose of this module is to critically engage with the relationship between cultural practices and visual culture such as craft, design, mass-media and new-media.

---

**Modernism and Postmodernism – ARH3704 (ARH313Q)**

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**Prerequisite:**  
**Co-requisite:**  

**Purposes:** To enable students to critically analyse and evaluate the impact of postmodernism’s deconstruction and reconstruction of modernism for contemporary art practices.

---

**The Arts and the (post)colonial – ARH3705 (ARH214N)**

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**Prerequisite:**  
**Co-requisite:**  

**Purposes:** The purpose of this module is to analyse and critically debate the impact of colonial power structures on art (e.g. Primitivism, resistance art, etc).

---

**Postgraduate Modules**

**Contemporary International Art – ARH411R**

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**Prerequisite:** ARH3701, ARH3703, ARH3704  
**Co-requisite:**  

**Purposes:** To guide students to understand and analyse contemporary discourse around visual culture in the international context, but with sharp focus on controversies and deliberations of the last 30 years. Debates on the relationship between art and the community or the public, categorisations and definitions of art and critical methodologies are scrutinised.

---

**Contemporary South African Art – ARH412S**

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</table>

**Prerequisite:** ARH3701, ARH3703, ARH3704  
**Co-requisite:**  

**Purposes:** To enable students to understand and analyse contemporary discourse on visual culture in the South African context. Debates on the relationship between art and the South African community and the public, categorisations and definitions of art and critical methodologies are scrutinised. Conceptualism and Postmodernism form the core of this module, but with local application. Special attention is paid to the nature and orientation of exhibitions in the South African context.

---

**Memory and Identity – ARH4801 (HONAMIQ)**

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**Prerequisite:**  
**Co-requisite:**  

**Purposes:** To guide students in analysing and evaluating the societal implications of memory and identity in visual culture.

---

**Revising Modernism – ARH4802 (HONAMR3)**

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**Prerequisite:**  
**Co-requisite:**  

**Purposes:** To guide students in undertaking relevant revisions of modernist art historical constructs, and in understanding the implications of such revisions with regard to contemporary balances of power.

---

**The Practice of Art History – ARH4803 (HONAPHV)**

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**Prerequisite:**  
**Co-requisite:**  

**Purposes:** To guide students in analysing and evaluating selected art historical research methodologies, specifically with regard to the truth claims one can reasonably make when interpreting works of art and visual culture in general.

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**Contemporary Theories of the Arts – HMV4802**

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**Prerequisite:**  
**Co-requisite:**  

**Purposes:** To guide students in analysing and evaluating the reciprocal relationship between contemporary art theory and practice. More specifically it explores the impact of the deconstruction of depth aesthetics on the meaning of the art and music in our time and especially on creative artistic and musical expression in Africa. This module also aims to develop students’ critical skills, research methodologies and writing skills within the framework of assignment essays. Furthermore, it aims to develop individual interpretation and argumentation.
Research Report on the Arts – HRHMV81

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Prerequisite: Co-requisite:

Purpose: To write a research report (article) on an approved topic in either Musicology, Art History, Visual Art or Multimedia. This research module aims to familiarise and equip students with sound research methodologies and writing skills applicable to the arts. Furthermore it aims to develop independent thinking, argumentation and interpretation. Because of the emphasis on independent thinking, students are required to set their own problems. However, these problems and arguments have to be grounded in sound literature studies. Completing this research module will assist students who wish to continue with an MA degree as it provides the necessary technical and methodological skills.

Astronomy

Major combinations:
- NQF Level: 5: AST1534, MAT1503, MAT1512, PHY1503, PHY1505, PHY1506
- NQF Level: 6: APM2611, AST2651, AST2652, AST2653, MAT2613, MAT1613, PHY1604
- NQF Level: 7: APM3712, APM3713, AST3755, AST3763

Astronomy (with Astronomy and Applied Mathematics major)

NB Notes: In this case another combination of four APM modules on NQF Level: 7 may be selected. Seven modules at NQF Level: 5 or NQF Level: 7 (at least 2 must be at NQF Level: 7) are needed to complete the degree and can be selected from any other BSc subjects.

Major combinations:
- NQF Level: 5: APM1313, AST1534, MAT1503, MAT1512, PHY1503, PHY1505, PHY1506
- NQF Level: 6: APM1612, APM2611, AST2651, AST2652, AST2653, MAT2613, MAT1613, MAT2615, PHY1604
- NQF Level: 7: APM3701, APM3712, APM3713, AST3755, AST3763, MAT3706

Astronomy (with Astronomy and Mathematics major)

General information: The remaining modules required to complete the BSc degree (3 at NQF Level: 6 and 2 at NQF Level: 7) can be selected from those in any other BSc subject.

Major combinations:
- NQF Level: 5: APM1513, AST1534, MAT1503, MAT1512, PHY1503, PHY1505, PHY1506
- NQF Level: 6: APM1612, APM2611, AST2651, AST2652, AST2653, MAT1613, MAT2613, MAT2615, PHY1604
- NQF Level: 7: APM3712, MAT3701 or MAT3711, APM3713, AST3755, AST3763, MAT3702, MAT3703, PHY3707

Astronomy (with Astronomy and Physics major)

Major combinations:
- NQF Level: 5: APM1513, AST1534, MAT1503, MAT1512, PHY1503, PHY1505, PHY1506
- NQF Level: 6: APM1612, APM2611, AST2651, AST2652, AST2653, MAT1613, MAT2613, MAT2615, PHY1604, PHY2601, PHY2602, PHY2606
- NQF Level: 7: APM3712, APM3713, AST3755, AST3763, MAT3705, PHY3702, PHY3703, PHY3707

Spherical Astronomy and Kepler Orbits – AST1534 (AST134J)

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Prerequisite: Co-requisite:

Purpose: To gain insight into spherical trigonometry; celestial coordinate systems; times; aberration; precession and nutation and Kepler’s laws.

General Introduction to Astronomy – AST1631 (AST131F)

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Prerequisite: Co-requisite:

Purpose: To enable students to obtain a broad and general introduction to astronomy (suitable for all students interested in the subject).

The Structure and Evolution of Stars – AST2651 (AST251N)

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Prerequisite: PHY1505 and PHY1506 and MAT1512 or MAT112P and PHY1038 and PHY1049 and PHY105A and PHY1068

Purpose: To enable students to understand energy sources and timescales, equations of stellar structure, the sun, stars, evolution on the Hertzsprung-Russel diagram, degenerate stars, binary star evolution.

The Structure and Evolution of Galaxies – AST2652 (AST252P)

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Prerequisite: PHY1604, PHY1505, PHY1506, MAT1512, MAT1613

Purpose: To enable students to gain a basic insight into observational techniques that may be used to study the structure and dynamics of the Milky Way, galaxy morphology and evolution, and the large-scale structure of the Universe.

Astronomy Practical – AST2655 (AST255S)

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Prerequisite: PHY1503 and PHY1038

Purpose: To gain practical experience with the planning and preparation of astronomical observations (star charts, catalogues); determination of latitude (star transits); determination of azimuth (on the basis of solar observations); astronomical time-keeping; astrophotography.
### Advanced Astronomy Practical – AST3755 (AST355V)

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**Prerequisite:** AST2651 and AST2652 and AST2655  
**Co-requisite:**  
**Purpose:** To gain experience in preparing a professional observing run; photometry of variable stars; spectroscopy of various classes of star; double-star observations, and CCD photometry.

### Observational Techniques – AST3763 (AST363V)

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**Prerequisite:** AST2651 and AST2652 and AST2655  
**Co-requisite:**  
**Purpose:** To enable students to gain an understanding of the basic techniques of astronomical observations in order that useful information can be extracted from observing sessions.

### Postgraduate Modules

#### Galaxies I – AST4880

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**Prerequisite:**  
**Co-requisite:**  
**Purpose:** This module deals with the physical properties of our Galaxy and the galaxies in the Local Group. We discuss the structure and the components of the Galaxy, and the spatial distribution and the dynamics of the different stellar populations and the interstellar medium. Another important topic is the evolution of stellar populations. The second part of the module deals with the properties of the members of the Local Group. We discuss how the Local Group formed, what kind of galaxies are found today and how they move and interact, and what will happen to the Local Group in the future.

#### Galaxies II – AST4881

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**Prerequisite:**  
**Co-requisite:**  
**Purpose:** This module deals with the physical properties of the different types of galaxies. For spiral, S0 and elliptical galaxies, we discuss the properties, the spatial distributions and the dynamics of the stellar populations and the interstellar medium. We also discuss how galaxies form and evolve due to collisions and mergers. Furthermore, the module deals with the properties of groups and clusters of galaxies and with the large-scale distribution of galaxies in the Universe. Finally, we treat the processes in active galactic nuclei.

#### Astrophysics of Dust – AST4882

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**Prerequisite:**  
**Co-requisite:**  
**Purpose:** This module deals with the physical properties of the dust in our Galaxy. The main topics include the production and abundance of heavy elements, interstellar extinction and scattering, interstellar polarization and grain alignment, the properties of the 2173 absorption feature, continuum and line emission of dust, and the conclusions about the dust properties from the observations. Another important topic is the production and evolution of interstellar dust grains, and how the dust is related to stellar evolution.

#### Radiative Processes – AST4883

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**Prerequisite:**  
**Co-requisite:**  
**Purpose:** This module looks at the mechanisms that produce radiation in astronomical environments, and the properties (such as the polarization) of the radiation thus produced. The mechanisms to be considered produce radiation over the entire electromagnetic spectrum, but examples will concentrate on the application of these results to radiation from radio through IR and optical to the UV regime. A basic knowledge of statistical physics, electromagnetism and quantum mechanics will be required for this course. Syllabus: Blackbody Radiation; Potentials and Fields of moving charges; Larmor's Formula; Bremsstrahlung; Polarization and Stokes Parameters; Cyclotron Radiation; Relativistic Beaming; Synchrotron Radiation.

#### Atomic and Molecular Spectroscopy – AST4884

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**Prerequisite:**  
**Co-requisite:**  
**Purpose:** The absorption and emission lines formed by transitions of electrons in atoms, or the changes in the vibrational or rotational state of molecules contains an enormous amount of information about the gas in which these lines are formed. This module applies the method of quantum mechanics to atomic and molecular systems so that the energy eigenvalues of the atom or molecule can be determined, and transition rates between the energy levels calculated. Syllabus: Solutions to Schroedinger Equation for one-electron atom; Corrections to the one-electron atom; Many-electron atoms; Molecules and the Born-Oppenheimer approximation; Molecular spectra: Rotation and Vibration; Interaction of atoms with EM radiation; Selection Rules; Line Shapes and Widths.

#### Astronomy Research Methods – HMAST80

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**Prerequisite:**  
**Co-requisite:**  
**Purpose:** To consult Chairperson of the Department of Mathematical Sciences.

#### Astronomy Research Project – HRAST81

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**Prerequisite:**  
**Co-requisite:**  
**Purpose:**
Introduction to Auditing – AUE1501 (IOU191Y)

Semester module  | NQF level  | Credits
--- | --- | ---
AUE1501  | 5  | 12

Prerequisite: FAC1502 or FAC1M2X

Purpose: To provide learners with knowledge and skills in auditing theory and practice, which includes basic auditing concepts, statutory requirements, guidelines and auditing standards.

Legal Aspects in Accountancy – AUE1601

Semester module  | NQF level  | Credits
--- | --- | ---
AUE1601  | 6  | 12

Prerequisite: CLA1503

Purpose: To enable learners to gain insight into the principles of corporate governance; internal control; internal control structures ‘ EDP general controls: organisational controls, system development controls, hardware controls, software controls, security controls; internal control structures ‘ EDP application controls: input controls, processing controls, output controls; the auditor’s approach to internal control systems; obtaining an understanding of systems, designing of systems, evaluation of systems.

Introduction to the Performing of the Audit Process – AUE202M

Semester module  | NQF level  | Credits
--- | --- | ---
AUE202M  | 6  | 12

Prerequisite: FAC1502

Purpose: To gain insight into important aspects of performing the audit process such as a general overview of an audit of financial statements; the role of internal control in the audit process; the audit of the transaction cycles: revenue/receipts, purchases/payments; inventory, finance (source of funds and application of funds); and the review of financial statements and audit working papers.

Auditing Theory and Practice – AUE2601 (AUE201L)

Semester module  | NQF level  | Credits
--- | --- | ---
AUE2601  | 6  | 12

Prerequisite: FAC1502 and AUE1601 or AUE1601 an FAC1M2X (Exemption for AUE1601 if CLA201V or CLA2601 was already passed)

Purpose: To provide learners with knowledge and skills in auditing theory and practice, which includes basic auditing concepts, statutory requirements, guidelines and auditing standards.

Selected Pervasive Skills In Accountancy – AUE2602 (AUE202M)

Semester module  | NQF level  | Credits
--- | --- | ---
AUE2602  | 6  | 12

Prerequisite: FAC1502 or FAC1M2X

Purpose: This module is intended for trainee auditors or related fields for example people who are interested in qualifying as registered accountants and auditors to develop the necessary basic competencies. The purpose of this module is to provide learners with knowledge and skills in the principles of corporate governance and statutory matters, and internal controls in the accounting cycles, including evaluating internal controls. Students credited with this module are equipped with theoretical knowledge regarding corporate governance and statutory matters, and for identifying and evaluating the efficiency of internal controls in different business cycles to report to management of an ordinary company trading in goods and services.

Introduction to the Performing of the Audit Process – AUE2603

Semester module  | NQF level  | Credits
--- | --- | ---
AUE2603  | 6  | 12

Prerequisite: BSM1501 or BSM1M1P

Purpose: This module is intended for trainee auditors or related fields for example people who are interested in qualifying as registered accountants and auditors to develop the necessary basic competencies. The purpose of this module is to provide learners with knowledge and skills in the principles of corporate governance and statutory matters, and internal controls in the accounting cycles, including evaluating internal controls. Students credited with this module are equipped with theoretical knowledge regarding corporate governance and statutory matters, and for identifying and evaluating the efficiency of internal controls in different business cycles to report to management of an ordinary company trading in goods and services.

Aspects of Internal Control of Importance to an Auditor – AUE301P

Semester module  | NQF level  | Credits
--- | --- | ---
AUE301P  | 6  | 12

Prerequisite: FAC2601 and FAC2602 and AUE2601 (AUE201L) and AUE2602

Purpose: To enable students to gain insight into the principles of corporate governance: internal control; internal control structures ‘ EDP general controls: organisational controls, system development controls, hardware controls, software controls, security controls; internal control structures ‘ EDP application controls: input controls, processing controls, output controls; the auditor’s approach to internal control systems; obtaining an understanding of systems, designing of systems, evaluation of systems.
Legal Aspects Concerning Audit Practice – AUE302Q

Semester module

Prerequisite: FAC201Q and FAC202Q and AUE201L (AUE201L) and AUE202M

Co-requisite:

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Purpose: To enable students to gain insight into the common law and other aspects of importance to the public accountant and auditor; the Auditing Profession Act; aspects of the Companies Act; the Auditing and Assurance Standards Board’s (SAASB) auditing standards; and rules regarding improper conduct.

Advanced Theory of Auditing and the Performing of the Audit Process – AUE303R

Semester module

Prerequisite: FAC201Q and FAC202Q and AUE201L (AUE201L) and AUE202M

Co-requisite:

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Purpose: To enable students to gain insight into advanced theory of Auditing; performing the audit process’ planning; performing the audit process field work on business cycles; completing an audit and reporting.

Computer Auditing and the Use of the Computer in Performing the Audit Process – AUE304S

Semester module

Prerequisite: ACN201Q and AUE201L and AUE202M

Co-requisite: AUE301P or AUE321T

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Purpose: To enable students to gain insight into theoretical aspects of computer auditing: audit of computer programmes, audit of computer files and databases, audit of computer processing; the audit of specific computer applications; the use of the computer in the audit process: sampling, analytical review, other computer-assisted techniques.

Postgraduate Modules

Advanced Auditing – AUE4861 (DIPAC49)

Year module

Prerequisite: AUE201L and AUE202L

Co-requisite: AUE202P

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Purpose: To ensure that students meet 70% of the Auditing knowledge requirements of the SAICA prescribed syllabus to produce competent professional accountants. It will also provide a foundation of Auditing knowledge that enables students to continue to learn and adapt to change throughout their professional lives. In particular the module aims to develop core competence (the acquisition of Auditing knowledge and skills) in the field of Auditing. This module tests the application of acquired skills in order to audit and express an opinion on financial statements prepared in accordance with IFRS. Good communication skills, a logical thought process and the ability to apply information to various scenarios are essential in mastering the content.

Advanced Auditing – AUE4862 (TOE412S)

Year module

Prerequisite: AUE201L and AUE202L

Co-requisite: AUE202P

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Purpose: The aim is to ensure that students meet the other 30% of the Auditing knowledge requirements of the SAICA prescribed syllabus to produce competent professional accountants. It will also provide a foundation of Auditing knowledge that enables students to continue to learn and adapt to change throughout their professional lives. In particular the module aims to develop core competence (the acquisition of Auditing knowledge and skills) in the field of Auditing. This module tests the application of acquired skills in order to audit and express an opinion on financial statements prepared in accordance with IFRS. Good communication skills, a logical thought process and the ability to apply information to various scenarios are essential in mastering the content.

Advanced Auditing – NAU4861 (DIPAC49) – (Namibian students only)

Year module

Prerequisite: NQF level 8

Co-requisite: AUE201L and AUE202L

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Purpose: To ensure that students meet 70% of the Auditing knowledge requirements of the SAICA prescribed syllabus to produce competent professional accountants. It will also provide a foundation of Auditing knowledge that enables students to continue to learn and adapt to change throughout their professional lives. In particular the module aims to develop core competence (the acquisition of Auditing knowledge and skills) in the field of Auditing. This module tests the application of acquired skills in order to audit and express an opinion on financial statements prepared in accordance with IFRS. Good communication skills, a logical thought process and the ability to apply information to various scenarios are essential in mastering the content.

Advanced Auditing – NAU4862 (TOE412S) – (Namibian students only)

Year module

Prerequisite: NQF level 8

Co-requisite: AUE201L and AUE202L

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Purpose: The aim is to ensure that students meet the other 30% of the Auditing knowledge requirements of the SAICA prescribed syllabus to produce competent professional accountants. It will also provide a foundation of Auditing knowledge that enables students to continue to learn and adapt to change throughout their professional lives. In particular the module aims to develop core competence (the acquisition of Auditing knowledge and skills) in the field of Auditing. This module tests the application of acquired skills in order to audit and express an opinion on financial statements prepared in accordance with IFRS. Good communication skills, a logical thought process and the ability to apply information to various scenarios are essential in mastering the content.

Advanced Auditing – ZAU4861 (DIPAC49) – (Zimbabwean students only)

Year module

Prerequisite: NQF level 8

Co-requisite: AUE201L and AUE202L

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Purpose: To ensure that students meet 70% of the Auditing knowledge requirements of the SAICA prescribed syllabus to produce competent professional accountants. It will also provide a foundation of Auditing knowledge that enables students to continue to learn and adapt to change throughout their professional lives. In particular the module aims to develop core competence (the acquisition of Auditing knowledge and skills) in the field of Auditing. This module tests the application of acquired skills in order to audit and express an opinion on financial statements prepared in accordance with IFRS. Good communication skills, a logical thought process and the ability to apply information to various scenarios are essential in mastering the content.

Advanced Auditing – ZAU4862 (TOE412S) – (Zimbabwean students only)

Year module

Prerequisite: NQF level 8

Co-requisite: AUE201L and AUE202L

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Purpose: The aim is to ensure that students meet the other 30% of the Auditing knowledge requirements of the SAICA prescribed syllabus to produce competent professional accountants. It will also provide a foundation of Auditing knowledge that enables students to continue to learn and adapt to change throughout their professional lives. In particular the module aims to develop core competence (the acquisition of Auditing knowledge and skills) in the field of Auditing. This module tests the application of acquired skills in order to audit and express an opinion on financial statements prepared in accordance with IFRS. Good communication skills, a logical thought process and the ability to apply information to various scenarios are essential in mastering the content.
## Banking

### Banking: Introduction – BAN1501

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**Prerequisite:**

**Co-requisite:**

**Purpose:** This module will be useful to students who need to acquire foundational concepts of the banking environment and develop an understanding of various products and services in the banks. The purpose of the module is to provide students with knowledge of the financial sector that will serve as a foundation for later courses and modules in Banking.

### Banking: Fundamental Principles – BAN1502

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**Prerequisite:** BAN1501 and BAN1502

**Co-requisite:**

**Purpose:** The purpose of this module is to develop students' basic understanding of banking and its role in the payment, savings and investment system of an economy. In particular, its aim is for students to acquire further knowledge of the fundamental principles in banking, including policies that affect the financial services sector, and to develop a deeper understanding of the products and services offered in the banking industry.

### Banking: Compliance Management – BAN1503

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**Prerequisite:**

**Co-requisite:**

**Purpose:** This module will be useful to students who work in financial institutions and have an interest in compliance and governance as it relates to banking. Students accredited with this module will have a basic understanding of relevant legislation relating to compliance, the compliance management process within financial institutions and be able to comply with banking regulations in their work situations. The students will have an appreciation of the significance of non-compliance on the risk and sustainability of a financial institution.

### Banking I: Module 1 – BAN1M1R

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**Prerequisite:**

**Co-requisite:**

**Purpose:** Banking environment, banking products and services, opening, operating and closing of bank accounts.

### Banking I: Module 2 – BAN1M2R

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**Prerequisite:**

**Co-requisite:**

**Purpose:** Money and money creation, characteristics of the banker, code of banking practice, SA financial services sector, SA money and capital markets, and national payment system.

### Banking I – BAN1601

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**Prerequisite:** BAN1501 and BAN1502 (Applicable to Dip: Banking – 98224)

**Co-requisite:**

**Purpose:** This module will be useful to students who are following or planning to follow a career in banking. The purpose of the module is to provide students with a basic knowledge and skills to be able to describe the range of banking activities and to demonstrate how bank managers make financial decisions. The module explains how decisions in one area affect performance and opportunities in other related areas. As such, it provides a comprehensive view of balance sheet management with an emphasis on the trade-offs between profitability and risk.

### Banking II – BAN2601

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**Prerequisite:** BAN1601

**Purpose:** This module will be useful to students who are following or planning to follow a career in banking. It aims to give a unique understanding of the dynamic and evolving nature of the financial system and how it is related to the aggregate economy. This module offers discussions on theory, institutions, and policy as they relate to changes in the financial system, as well as an analytical foundation for understanding these changes. It is designed to introduce students to the study of money and banking as well as financial market analysis.

### Banking: Introduction to Treasury Management – BAN2602

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**Prerequisite:** BAN1601

**Purpose:** This module will be useful to students who are following or planning to follow a career in banking. The purpose of the module is to provide students with the necessary theoretical knowledge to understand the dynamic and evolving nature of the financial system and how it is related to the aggregate economy. It equips students with the analytical foundation for understanding these changes and the skills to undertake financial market analysis.

### International Finance – BAN2603

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**Prerequisite:**

**Co-requisite:**

**Purpose:** This module is intended for students in the banking and other financial services sectors who are, or intend to become, involved in the management processes of the bank. The recent changes in the bank environment globally have necessitated the development of a broader range of higher level competencies in bank management, including in the field of Treasury Management. The purpose of the module is to provide the student with relevant competencies and capabilities (knowledge, skills, norms and values) in bank treasury management.
### Banking II – BAN251W

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<td>BAN1M2R</td>
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</table>

**Prerequisite:** BAN1M2R  
**Co-requisite:**  

**Purpose:** The topics dealt with are commercial banking environment, analysing a bank’s performance, cash and liquidity management, risk management, investment management, capital management, credit management, financial ratio analysis, evaluating loan applications and dealing with problem loans and relationship between a bank and a client.

### Banking III – BAN361W

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**Prerequisite:** BAN251W  
**Co-requisite:**  

**Purpose:** The topics dealt with are strategic planning, financial ratio analysis, liquidity management and capital management.

### Banking III – BAN3701

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**Prerequisite:** BAN2601  
**Co-requisite:**  

**Purpose:** This module will be especially useful to students who are following or planning to follow a career in banking and who have an interest in investment management. The purpose of the module is to provide students with the knowledge necessary to understand the investment process, investment alternatives and return and risk in the investment context. It will equip students with the skills to undertake technical analysis and to manage portfolios.

### Banking: Treasury Management – BAN3702

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**Prerequisite:** BAN2602  
**Co-requisite:**  

**Purpose:** This module will be especially useful to students who are following or planning to follow a career in banking and who have an interest in investment management. The purpose of the module is to provide students with the knowledge necessary to understand the investment process, investment alternatives and return and risk in the investment context. It will equip students with the skills to undertake technical analysis and to manage portfolios.

### Postgraduate Modules

#### Financial Institutions Management – BAN4801

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**Prerequisite:**  
**Co-requisite:**  

**Purpose:** This module will be useful to students who are following or planning to follow a career in banking and financial institutions management. Students credited with this module will be able to identify the risks faced by various financial institutions and use it as a basis for managing financial institutions.

### Biblical Archaeology

**General Information:** The following modules are compulsory: HPECH81, HRECH86, ECH4804, and ECH4805. Students must then select either ECH4802 or ECH4803 to complete the degree. ECH4807 is compulsory for students with no prior qualification in Biblical Archaeology

#### Introduction to Biblical Archaeology – OTS1502

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**Prerequisite:**  
**Co-requisite:**  

**Purpose:** The purpose of the module is to enable students to understand the history of Biblical Archaeology as a discipline, to get to know and apply the basic excavation techniques, to be introduced to the geography of Israel and to learn about a selection of the most important archaeological discoveries from the Biblical World.

#### Introduction to Early Christian Literature, Theology, History, and Archaeology – ECH1501

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**Prerequisite:**  
**Co-requisite:**  

**Purpose:** The purpose of the learning is to introduce students to the scientific study of early Christian documents; to facilitate competence in the use of early Christian literature in contemporary meaning making and identity formation; and to facilitate knowledge of the context for the origins of Christianity, and the early history of Christianity up to and including the second century CE. Qualifying learners are able to describe and explain the contents, composition history, and message of the corpus of early Christian literature as well as interpret the Bible competently.

#### From Dan to Beersheba: An archaeological tour through ancient Israel – OTS2602

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**Prerequisite:**  
**Co-requisite:**  

**Purpose:** The purpose of this learning is to gain knowledge of the occupation history, excavation history, and Bible related history of eight well-known biblical cities.
Daily life in early Christianity – ECH2602

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**Prerequisite:** Co-requisite:

**Purpose:** The purpose of the learning is to introduce students to the archaeological periods relevant to Old Testament history up to and including the Hellenistic period. The fact that these periods cover some of the most problematic eras in Biblical history, like the Exodus from Egypt, the Israelite settlement, the Early Monarchy and the period of the Philistines, the aim of the module is to make an in depth investigation of these periods from an archaeological perspective. The period covered stretches from approximately 1500 BCE to 200 BCE.

Illness, health and healing in the early Christian world – ECH2603

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**Prerequisite:** Co-requisite:

**Purpose:** The purpose of the learning is to introduce students to the history of disease, illness and healing in the early Christian world. Students will be able to compare, contrast and evaluate the role of illness, health and healing in the New Testament and early Christian documents as well as the role of health care systems in society. Students credited with this module will be able to analyse the role of a variety of health care practices in the formation and maintenance of religious communities in particular and society in general.

Excavating a biblical city – OTS3702

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**Prerequisite:** Co-requisite:

**Purpose:** The purpose of the learning is to introduce students to the archaeological periods relevant to Old Testament history up to and including the Hellenistic period. The fact that these periods cover some of the most problematic eras in Biblical history, like the Exodus from Egypt, the Israelite settlement, the Early Monarchy and the period of the Philistines, the aim of the module is to make an in depth investigation of these periods from an archaeological perspective. The period covered stretches from approximately 1500 BCE to 200 BCE.

The Bible and African cultures – OTS3703

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**Prerequisite:** Co-requisite:

**Purpose:** The purpose of the learning is to introduce students to the history of disease, illness and healing in the early Christian world. Students will be able to compare, contrast and evaluate the role of illness, health and healing in the New Testament and early Christian documents as well as the role of health care systems in society. Students credited with this module will be able to analyse the role of a variety of health care practices in the formation and maintenance of religious communities in particular and society in general.

Understanding the Old Testament through archaeology – OTS3705

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**Prerequisite:** Co-requisite:

**Purpose:** The purpose of the learning is to introduce students to the history of disease, illness and healing in the early Christian world. Students will be able to compare, contrast and evaluate the role of illness, health and healing in the New Testament and early Christian documents as well as the role of health care systems in society. Students credited with this module will be able to analyse the role of a variety of health care practices in the formation and maintenance of religious communities in particular and society in general.

Death, tombs and burials in the early Christian world – ECH3701

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**Prerequisite:** Co-requisite:

**Purpose:** The purpose of the learning is to introduce students to the history of disease, illness and healing in the early Christian world. Students will be able to compare, contrast and evaluate the role of illness, health and healing in the New Testament and early Christian documents as well as the role of health care systems in society. Students credited with this module will be able to analyse the role of a variety of health care practices in the formation and maintenance of religious communities in particular and society in general.

Religion, worship and prayer in the early Christian world – ECH3702

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**Prerequisite:** Co-requisite:

**Purpose:** The purpose of the learning is to introduce students to the history of disease, illness and healing in the early Christian world. Students will be able to compare, contrast and evaluate the role of illness, health and healing in the New Testament and early Christian documents as well as the role of health care systems in society. Students credited with this module will be able to analyse the role of a variety of health care practices in the formation and maintenance of religious communities in particular and society in general.

Postgraduate Modules

Honours in Biblical Archaeology (Old Testament period)

Research in Biblical Archaeology – HPHBA81

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**Prerequisite:** Co-requisite:

**Purpose:** The purpose of this module is to introduce students doing post graduate studies to all aspects involved in the preparation and presentation of research articles, theses and dissertations. This is completely different from writing assignments or preparing for exams. Students and scholars often find it difficult to structure their research findings and present their work in a style that makes their work accessible to the rest of the research community. This module aims to prepare you, the student, at an early stage of your post graduate studies, to master the technicalities involved in producing and present quality research acceptable for the scholarly community doing research all Biblical Archaeology.

Biblical Archaeology of the Late Bronze Age, Iron Age, Babylonian, Persian and Hellenistic periods – HBA4802

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**Prerequisite:** Co-requisite:

**Purpose:** The purpose of this module is to introduce students doing post graduate studies to all aspects involved in the preparation and presentation of research articles, theses and dissertations. This is completely different from writing assignments or preparing for exams. Students and scholars often find it difficult to structure their research findings and present their work in a style that makes their work accessible to the rest of the research community. This module aims to prepare you, the student, at an early stage of your post graduate studies, to master the technicalities involved in producing and present quality research acceptable for the scholarly community doing research all Biblical Archaeology.
The purpose of this module is to equip students with skills to apply the knowledge they gathered from Biblical Archaeology critically to popular literature, film and video productions, art works, stage performances, sermons, etc. based on biblical history and culture. The module further aims to sensitize students to become aware of how the modern media, film industry, journalists, artists, and clergy sometimes abuse and distort the history and cultural practices from the biblical period to serve their own agendas. Finally, the aim is to allow students to discover that knowledge gained from Biblical Archaeology is applicable and still valuable today.

Biblical Archaeology and everyday life in the biblical world – HBA4804

Year module

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**Purposes** The purpose of this module is to: (1) introduce students to the context (material, textual and artifactual culture) of Jesus of Nazareth and the setting from which the Jesus movement emerged; (2) equip students with the tools to read these discourses and construct meaning from them; (3) expose students via selected Early Christian writings – to the socio-cultural contextual parameters and forces in which Early Christian discourses were formed and encountered.

Research project in Biblical Archaeology – HRHBA85

Year module

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**Purposes** The purpose of the this module is assist students to: (1) formulate a workable research proposal for a small research project related to the themes of the three honours modules they completed; (2) design a structure for the research project which will focus on a clearly demarcated scope, appropriate methodology and literary review; (3) present, under the guidance of a supervisor, a written research project that will prepare the student fully to embark with confidence on further research projects in this field.

Orientation to Biblical Archaeology – HBA4806 (Only for students who did not major in Biblical Archaeology)

Year module

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**Purposes** The aim of this module is to introduce those students that have not majored in Biblical Archaeology to the archaeology and cultural-historical background of the Old and New Testament worlds. Based on recent archaeological discoveries and publications in the field of Biblical Archaeology students are exposed to the terminologies, dating systems, excavation techniques and interpretation of archaeological data from the Biblical world.


Year module

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**Purposes** The purpose of this module is to: (1) equip students with conceptual skills to do research in New Testament and Early Christian Studies; (2) introduce students to the major tools for research in New Testament and Early Christian Studies; (3) facilitate meaningful interaction with existing research in New Testament and Early Christian Studies.

Christian origins: The formation of Early Christian discourses – ECH4802

Year module

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**Purposes** The purpose of this module is to: (1) introduce students to the reception history of early Christian traditions in the process of canon formation; (2) inculcate familiarity with the rich variety of Christian religious literature in their respective socio-rhetorical and cultural contexts; (3) enable students to understand and explain the embeddedness of Late Antique Christian traditions in their Graeco-Roman religious contexts in the formation of Christian identity; (4) enable students to explain the origins of Christianity as a religo-cultural phenomenon.

Making Christianities: Competing identities in a religiously diverse world – ECH4803

Year module

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**Purposes** The purpose of this module is to: (1) introduce students to the context (material, textual and artifactual culture) of Jesus of Nazareth and the setting from which the Jesus movement emerged; (2) equip students with the interdisciplinary tools to analyse the textual and archaeological data pertaining to Jesus of Nazareth and Christian origins; (3) enable students to grasp the cultural meaning of the emergence of Christianity. Students credited with this module will understand Christian origins as a complex cultural and religious process that is reflected in textual, archaeological and artifactual remains and Jesus of Nazareth as historical figure at the foundation of Early Christianity.

The Jesus movement in its context: Jesus research and Christian origins in archaeological perspective – ECH4804

Year module

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**Purposes** The purpose of this module is to: (1) introduce students to the context (material, textual and artifactual culture) of Jesus of Nazareth and the setting from which the Jesus movement emerged; (2) equip students with the interdisciplinary tools to analyse the textual and archaeological data pertaining to Jesus of Nazareth and Christian origins; (3) enable students to grasp the cultural meaning of the emergence of Christianity. Students credited with this module will understand Christian origins as a complex cultural and religious process that is reflected in textual, archaeological and artifactual remains and Jesus of Nazareth as historical figure at the foundation of Early Christianity.

Digging up the Church: Early Christianity in the Roman Empire – ECH4805

Year module

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**Purposes** The purpose of this module is to: (1) equip students with conceptual skills to understand the Graeco-Roman world of Early Christianity; (2) familiarise students with the artifactual remains of Early Christianity in North Africa, Asia Minor and Italy; (3) introduce students to the interdisciplinary tools necessary to discuss the cultural meanings of relevant material and architectural remains of Christianity in the provinces of the Roman empire; (4) facilitate meaningful interaction with existing research in the historical aspects of Early Christian groups.
Orientation in early Christian archaeology – ECH4807

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Prerequisite: Co-requisite:  

Purposes: The purpose of this module is to familiarise students with relevant archaeological discoveries relating to Early Christianity; to introduce students to the research methodologies and interpretive traditions in Early Christian archaeology; and to introduce students to Early Christian archaeological scholarship.

New Testament and Early Christian Studies research project – HRECH86

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Prerequisite: Co-requisite:  

Purposes: Under the guidance of a supervisor, this module aims to: (1) formulate a viable research problem for a small research project; (2) design the structure for a research essay; (3) document the research, using standard practices in the field of New Testament and Early Christian Studies.

Biblical Studies

Compulsory modules: HPECH81, HRECH86, ECH4802, and ECH4803. Students must then select from ECH4804, ECH4805 or ECH4807 to complete the degree.

Introduction to ancient Israelite literature – OTS1501

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Prerequisite: Co-requisite:  

Purposes: The purpose of the learning is to introduce students to the history and literature of ancient Israel: get a sense of the flow of ancient Israelite history; facilitate competence in the use of the literature in contemporary meaning making and interpret the Old Testament competently.

Introduction to early Christian literature, theology, history and archaeology – ECH1501

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Prerequisite: Co-requisite:  

Purposes: To introduce students to the scientific study of early Christian documents; to facilitate competence in the use of early Christian literature in contemporary meaning making and identity formation; and to facilitate knowledge of the context for the origins of Christianity, and the early history of Christianity up to and including the second century CE. Qualifying learners are able to describe and explain the contents, composition history, and message of the corpus of early Christian literature as well as interpret the Bible competently.

The Bible, creation and ecology – OTS2601

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Prerequisite: Co-requisite:  

Purposes: The purpose of the learning is to introduce students to biblical creation narratives and creation theology and provide them with an elementary background to ecology. Certain implications of these fields of study are explored and these will enable students to critically participate in current debates on the relationship between science and faith and to contribute to discourses concerning ecological issues.

Life orientation: Biblical perspectives – OTS2603

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Prerequisite: Co-requisite:  

Purposes: The purpose of this learning is to assist students in gaining knowledge and honing skills that will enable them to use the Bible meaningfully in the process of life orientation. It is aimed at students’ personal lives, and at situations in schools in which they act as facilitators of the learning area called “Life Orientation”.

The Bible and the eradication of poverty – OTS2604

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Prerequisite: Co-requisite:  

Purposes: The purpose of this learning is to enable students to make a contribution to the eradication of poverty through a better understanding of people’s experiences of poverty in the present-day world and in ancient Israelite societies, as well as by studying various biblical perspectives on poverty.

Text interpretation theory and method – ECH2601

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Prerequisite: Co-requisite:  

Purposes: The purpose of the learning is to facilitate knowledge of theories of interpretation of New Testament and early Christian literature, as well as knowledge of the context relatedness of interpretation. Qualified learners are able to use methods of interpretation and thus become competent social agents and interpreters of Christian resources.

Politics, power and prophecy in ancient Israel – OTS3701

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Prerequisite: Co-requisite:  

Purposes: The purpose of the learning is to help students to view the politics of ancient Israel holistically, and to gain an understanding of the role of the prophets in issues such as the use of power and social justice. This module will be useful to people who are interested in religion, politics, the Bible (in particular the Old Testament), spirituality and the church.
The Bible and sexuality – OTS3704

Semester module  
Prerequisite:  
Co-requisite:  

Purpose(s): The purpose of the learning is to facilitate knowledge about sexuality in terms of an understanding of present-day sexual experiences and sexual meaning in ancient Israel through exploring various perspectives in predominantly Old Testament texts.

Credits: 12

The Bible and human development in post-colonial Africa – ECH3703

Semester module  
Prerequisite:  
Co-requisite:  

Purpose(s): The purpose of the learning is to facilitate knowledge of how different ways of interpreting the Bible can be used to facilitate human development in post-colonial Africa. Students credited with this module are able to integrate methods of Biblical interpretation and theories of people centred development. They are able to design practical models for development in Africa in which religious aspects are integrated. This learning is of interest to students engaged in development studies and activities involving social change.

Credits: 12

Constructing of bodies, gender and sexuality in early Christianity – ECH3704

Semester module  
Prerequisite:  
Co-requisite:  

Purpose(s): Firstly to acquire knowledge on how the Greco-Roman culture produced early Christian bodies and how early Christian experience, knowledge and bodies were interrelated. Secondly, students who complete this module can critically assess contemporary attitudes towards construction of bodies. Furthermore, students will be able to understand and evaluate how bodies and religion interact in the formation of culture and integrate this knowledge in historical studies concerned with the body such as History, Classical Studies, anthropology or Culture Studies. This module complements approaches concerned with the health of the body, such as Health Sciences and Psychology. Lastly, it provides a critical dimension to transformational approaches, such as Gender Studies, Philosophy and Ethics.

Credits: 12

Early Christian spirituality – ECH3705

Semester module  
Prerequisite:  
Co-requisite:  

Purpose(s): This module is useful to people who have a desire to develop insight into the diversity of spiritualities in early Christianity. The purpose of the learning experience is to develop a historical consciousness, which is facilitated through an exposition of various modes of being spiritual. Qualifying learners are able to recognize and compare six modes of spirituality and critically evaluate contemporary spiritualities, and are able to engage in contemporary dialogue on spiritual diversity.

Credits: 12

Postgraduate Modules


Year module  
Prerequisite:  
Co-requisite:  

Purpose(s): The purpose of this module is to: (1) equip students with conceptual skills to do research in New Testament and Early Christian Studies; (2) introduce students to the major tools for research in New Testament and Early Christian Studies; (3) facilitate meaningful interaction with existing research in New Testament and Early Christian Studies.

Credits: 12

Christian origins: The formation of Early Christian discourses – ECH4802

Year module  
Prerequisite:  
Co-requisite:  

Purpose(s): The purpose of this module is to: (1) introduce students to the variety and diversity of Early Christian discourses; (2) equip students with the tools to read these discourses and construct meaning from them; (3) expose students – via selected Early Christian writings – to the socio-cultural contextual parameters and forces in which Early Christian discourses were formed and encountered.

Credits: 24

Making Christianities: Competing identities in a religiously diverse world – ECH4803

Year module  
Prerequisite:  
Co-requisite:  

Purpose(s): To introduce students to the reception history of early Christian traditions in the process of canon formation; to inculcate familiarity with the rich variety of Christian religious literature in their respective socio-rhetorical and cultural contexts; to enable students to understand and explain the embeddedness of Late Antique Christian traditions in their Graeco-Roman religious contexts in the formation of Christian identities; and to enable students to explain the origins of Christianity as a religio-cultural phenomenon.

Credits: 24

The Jesus movement in its context: Jesus research and Christian origins in archaeological perspective – ECH4804

Year module  
Prerequisite:  
Co-requisite:  

Purpose(s): The purpose of this module is to: (1) equip students with conceptual skills to understand the Greco-Roman world of Early Christianity; (2) familiarise students with the artifactual remains of Early Christianity in North Africa, Asia Minor and Italy; (3) introduce students to the interdisciplinary tools necessary to discuss the cultural meanings of relevant material and architectural remains of Christianity in the provinces of the Roman empire; (4) facilitate meaningful interaction with existing research in the historical aspects of Early Christian groups.

Credits: 24

Digging up the Church: Early Christianity in the Roman Empire – ECH4805

Year module  
Prerequisite:  
Co-requisite:  

Purpose(s): The purpose of this module is to: (1) equip students with conceptual skills to understand the Greco-Roman world of Early Christianity; (2) familiarise students with the artifactual remains of Early Christianity in North Africa, Asia Minor and Italy; (3) introduce students to the interdisciplinary tools necessary to discuss the cultural meanings of relevant material and architectural remains of Christianity in the provinces of the Roman empire; (4) facilitate meaningful interaction with existing research in the historical aspects of Early Christian groups.

Credits: 24
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<td><strong>Orientation in early Christian archaeology -ECH4807</strong></td>
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<td><strong>New Testament and Early Christian Studies research project – HRECH86</strong></td>
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<td><strong>Biblical Studies (Old Testament)</strong></td>
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<td><strong>Research in the Old Testament – HPOTS81</strong></td>
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<td><strong>Understanding the Old Testament – OTS4802</strong></td>
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<td><strong>Contextualising the Old Testament – OTS4804</strong></td>
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<td><strong>Research Project – HROTS85</strong></td>
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<tr>
<td><strong>Introductory Biochemistry – BCH2601 (BCH2118)</strong></td>
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**Orientation in early Christian archaeology -ECH4807**

**Prerequisite:**

**Co-requisite:**

**Purpose:** The purpose of this module is to familiarize students with relevant archaeological discoveries relating to Early Christianity; to introduce students to the research methodologies and interpretive traditions in Early Christian archaeology; and introduce students to Early Christian archaeological scholarship.

**New Testament and Early Christian Studies research project – HRECH86**

**Prerequisite:**

**Co-requisite:**

**Purpose:** Under the guidance of a supervisor, this module aims students to: (1) formulate a viable research problem for a small research project; (2) design the structure for a research essay; (3) document the research, using standard practices in the field of New Testament and Early Christian Studies.

**Biblical Studies (Old Testament)**

**Research in the Old Testament – HPOTS81**

**Prerequisite:**

**Co-requisite:**

**Purpose:** The purpose of this module is to introduce students to research done in the field of Old Testament since the end of the nineteenth century. They will be familiarized with the scientific method and three paradigms in the study of the Old Testament: (1) the confessional paradigm, (2) the historical-critical paradigm, and (3) the modern literary paradigm. Some of the outcomes of research done within the different paradigms will be scrutinized, discussed and criticized. The module will enable students to understand the research being done by leading Old Testament scholars, and to adjudicate scholarly articles and assess whether the author used sound scholarly practices.

**Understanding the Old Testament – OTS4802**

**Prerequisite:**

**Co-requisite:**

**Purpose:** This module deals with hermeneutics, that is, understanding the Bible and problems that pertains to understanding Scripture. It takes up the need to account for the author of the text, the audience for whom the text was intended and the reader of the text, focusing on the issues of historicity of the author, the text and the reader. The aim is to have the students realize that these three entities are all products of history, namely that once one realizes that people and their products are historical data, the biblical text needs to be read in terms of its historical contexts and with historical awareness.

**Reading the Old Testament – OTS4803**

**Prerequisite:**

**Co-requisite:**

**Purpose:** The purpose of this module is to acquaint students with the practice of exegesis. The purpose of exegesis is twofold: (1) to establish what the author(s) of a biblical book intended to communicate in the original context (i.e. “what the text meant”); (2) to establish whether this communication is still relevant for our day and age, and how it can be applied to a new context (i.e. “what the text means”). It will introduce students to information which is important in order to read the books of the Old Testament with understanding. Information concerning the background, content, literary issues and the message of some of the books of the Old Testament will be studied. This will enable students to engage the Bible in a responsible manner.

**Contextualising the Old Testament – OTS4804**

**Prerequisite:**

**Co-requisite:**

**Purpose:** The purpose of this module is first of all to understand the backdrop against which the Old Testament books were written. Emphasis is also placed on the contribution of archaeology which informs readers about aspects not contained in the biblical text. The period from 1200 BCE until 333 BCE is covered. The information will then be used to guide students into the field of study known as theology of the Old Testament. This discipline concerns itself with the entire Old Testament and how it can communicate in new contexts. Students will acquire an understanding of the problems inherent to the practice of Old Testament theology, and be exposed to different approaches to Old Testament theology. They will eventually explore an answer to the question whether the Old Testament has “a” message or “a” coherent systematic core of ideas about God, humans and the rest of creation.

**Research Project – HROTS85**

**Prerequisite:**

**Co-requisite:**

**Purpose:** The purpose of this module is: firstly to assist and guide students in formulating a viable research proposal for a small research project related to one of the three honours modules which they have completed; secondly, to design a structure for a research essay or report and thirdly, to document, under the guidance of a supervisor, the outcomes of the research using standard practices in the field of Old Testament research.

**Introductory Biochemistry – BCH2601 (BCH2118)**

**Semester module**

**Prerequisite:** CHE1501 or CHE1502

**Co-requisite:**

**Purpose:** To enable students to understand the scope of biochemistry and to know the structure and functions of biomolecules i.e. carbohydrates, proteins, nucleic acids and lipids.
Bioenergetics – BCH2602 (BCH2129)

Semester module  
NQF level 6  
Credits 12  
Prerequisite: CHE1501 or CHE1502  
Co-requisite: 

Purpose: To enable students to understand the basic principles of bioenergetics and the metabolism of selected carbohydrates, lipids and amino acids.

Biopolymers of Heredity – BCH2603 (BCH213A)

Semester module  
NQF level 6  
Credits 12  
Prerequisite: CHE1501 or CHE1502  
Co-requisite: 

Purpose: To enable students to explain the central dogma describing the flow of genetic information in the biosphere and to understand the principles of regulation of gene expression.

Biochemistry (Practical) – BCH2604 (BCH214B)

Year module  
NQF level 6  
Credits 12  
Prerequisite: Co-requisite: Any two of the following: BCH2601, BCH2602, BCH2603  
Co-requisite: 

Purpose: To enable students to understand the principles of biochemical investigations and to have practical experience of selected biochemical techniques.

Biotechnology – BIT2601

Year module  
NQF level 6  
Credits 12  
Prerequisite: Co-requisite: BCH2601  
Co-requisite: 

Purpose: This module will provide students with information on the fundamentals of biotechnology. The knowledge gained from this module will enable students to identify and apply practices, processes and principles of biotechnology to solve problems in health and diseases, including maintenance of the environment that is suitable for growing crops, and farming with animals.

Enzymology – BCH3701 (BCH3711)

Semester module  
NQF level 7  
Credits 12  
Prerequisite: Co-requisite: BCH2601  
Co-requisite: 

Purpose: To enable students to describe and explain the structure and function of enzymes, as well as the kinetics and mechanisms of enzyme-catalysed reactions. The knowledge acquired will enable students to recognise the relevance of enzymes in living systems and how the characteristics of enzymes are used in numerous life sciences and biotechnical applications.

Advanced Metabolism – BCH3702 (BCH3712)

Semester module  
NQF level 7  
Credits 12  
Prerequisite: Co-requisite: BCH2602  
Co-requisite: 

Purpose: To enable students to obtain with advanced knowledge of the central metabolic pathways and their regulation. This will enable them to analyse metabolic pathways and defects in metabolism.

Molecular Genetics – BCH3703 (BCH3713)

Semester module  
NQF level 7  
Credits 12  
Prerequisite: Co-requisite: BCH2603  
Co-requisite: 

Purpose: To enable students to obtain well-rounded and systematic knowledge of gene structure and function and of the principles and applications of recombinant DNA technology.

Biochemistry (Practical) – BCH3704 (BCH3714)

Year module  
NQF level 7  
Credits 12  
Prerequisite: Co-requisite: Any two of the following: BCH3701, BCH3702, BCH3703  
Co-requisite: 

Purpose: To provide students with an understanding of the importance of knowing the principles and applications of analytical techniques in expanding biochemical knowledge. Selected experiments will be performed to reach this goal.

Biology

Basic Biology – BLG1501 (BLG111H)

Semester module  
NQF level 5  
Credits 12  
Prerequisite: Co-requisite: 

Purpose: To enable students to obtain an understanding of basic biological concepts with regard to the physical and chemical basis of life; cell structure and functions; cytogenesis; cell metabolic principles; and ecological principles.

Animal and Plant Diversity – BLG1502 (BLG112J)

Semester module  
NQF level 5  
Credits 12  
Prerequisite: Co-requisite: 

Purpose: To enable students to obtain a: (a) Basic understanding of the form (anatomy) and function (physiology) of animals (invertebrates and vertebrates) with regard to respiration, nutrition, homeostasis, reproduction, etc. (b) Basic understanding of the structure (morphology), function (physiology) and diversity (systematics) of selected representatives of the Kingdoms Monera, Protista, Fungi and Plantae.
Biology Practical – BLG1603 (BLG114L)

**Year module**

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**Prerequisite:**

Co-requisite: BLG1501 and BLG1502

**Purpose:** To enable students to study the structure, function and diversity of selected live specimens of the Kingdoms Monera, Protista, Fungi, Plantae and Animalia, using specific techniques (e.g. microscopy, physiology experiments) and skills (e.g. preparation of microscope slides, animal dissections).

Immunology – BMI2607

**Semester module**

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**Prerequisite:**

Co-requisite: CHE1502

**Purpose:** This module will be useful to biology students interested in studying mechanisms of resistance to infections, an individual’s response to non-infectious foreign substances, as well as serology, which are the practical methods used to detect micro-organisms. Students credited with this module can understand how cells within the immune system are activated to specifically kill certain cells, such as cancer cells, and to activate other immune cells to develop antibodies that recognizes and then responds to pathogens and other foreign substances in the body.

Botany

**General Information:** Students that take Botany as a major subject must include CHE1501, 1502, 1503, an essential component of Biological sciences, in their curriculum and pass it together with all the other requirements set for the degree before he/she can qualify for the completion of the BSc degree. The degree will not be conferred before the abovementioned Chemistry requirements are met.

Plant Structure: Cytology, Morphology and Anatomy – BOT1501 (BOT131W)

**Semester module**

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**Prerequisite:**

**Purpose:** To enable students to gain insight into Botany as a science; basic laboratory procedures, processes and techniques; prokaryotic and eukaryotic cells; primary and secondary cells and tissues; tissues in normal and modified plant organs; life cycles of plants; role of plants in sustaining life on earth.

Plant Biodiversity and Environmental Botany – BOT1502 (BOT132X)

**Semester module**

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**Prerequisite:**

**Purpose:** To enable students to gain insights into the study of the evolution of plants, basic classification, prokaryotes, algae, bryophytes, seedless vascular plants, gymnosperms, ecology and the Biosphere, ecosystem dynamics, conservation biology and environmental problems.

Botany (Practical) – ENB2243

**Year module**

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**Prerequisite:** BOT1603 and CHE1501

**Co-requisite:** Any TWO of BOT2601, BOT2602 or BOT2603

**Purpose:** To enable students to understand the principles of botany investigations and to have practical experience of selected laboratory techniques.

Botany I (Practical) – BOT1603 (BOT1343)

**Year module**

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**Prerequisite:**

**Co-requisite:** BOT1501 or BOT1502

**Purpose:** To enable students to understand the principles of botany investigations and to have practical experience of selected laboratory techniques.

Plant Anatomy, Structure and Function – BOT2601 (BOT2313)

**Semester module**

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**Prerequisite:**

**Co-requisite:** BOT1501

**Purpose:** To enable students to gain insight into the anatomy of vascular plants.

Systematics of Vascular Plants – BOT2602 (BOT2632)

**Semester module**

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**Prerequisite:**

**Co-requisite:** BOT1502

**Purpose:** To enable students to acquire knowledge and competencies underpinning plant biodiversity and plant systematics. In addition a basic knowledge of research methodologies together with writing and reporting skills are required.

Plant Physiology, Water Relations and Plant Nutrition – BOT2603 (BOT2335)

**Semester module**

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**Prerequisite:**

**Co-requisite:** BOT1501

**Purpose:** To enable students to gain insight into plant-water relations, mineral nutrition and phloem transport.
Botany II (Practical) – BOT2604 (BOT2346)

**Year module**
- **NQF level**: 6
- **Credits**: 12

**Prerequisite**: BOT1603 and CHE1501 or BOT1603 and CHE1502

**Co-requisite**: Any two of the following: BOT2601, BOT2602, BOT2603

**Purpose**: To enable students to understand the principles of botany investigations and to have practical experience of selected laboratory techniques.

Introduction to Medicinal Plants – BOT2605

**Semester module**
- **NQF level**: 6
- **Credits**: 12

**Prerequisite**: CHE1502

**Purpose**: Students registering for this module will be introduced to the history of herbal medicines, the economic viability of, and issues impacting on the use of herbal medicines.

Plant Physiology – BOT3701 (BOT3214)

**Semester module**
- **NQF level**: 7
- **Credits**: 12

**Prerequisite**: BOT2603 or BOT2333

**Purpose**: To enable students to gain insight into enzymology, photochemical processes, carbon metabolism, environmental implications, respiratory metabolism, nitrogen metabolism, hormones and growth regulators.

Aquatic Ecology – BOT3702 (BOT3225)

**Semester module**
- **NQF level**: 7
- **Credits**: 12

**Purpose**: To enable students to gain insight into the ecology of aquatic plants; aquatic ecosystems; environmental variables and monitoring techniques; data processing; sustainable use.

Terrestrial Ecology – BOT3703 (BOT3236)

**Semester module**
- **NQF level**: 7
- **Credits**: 12

**Purpose**: To enable students to gain insight into the ecology of terrestrial plants, terrestrial ecosystems, vegetation dynamics, survey techniques, data processing, sustainable use, biomes and vegetation types.

Botany III (Practical) – BOT3704 (BOT3248)

**Year module**
- **NQF level**: 7
- **Credits**: 12

**Prerequisite**: Any two of the following: BOT3701, BOT3702, BOT3703

**Purpose**: To enable students to understand the principles of botany investigations and to have practical experience of selected laboratory techniques.

Postgraduate Modules

Medicinal Plant Use – BOT4801 (BOTMETE)

**Year module**
- **NQF level**: 8
- **Credits**: 24

**Prerequisite**: CHE1502

**Purpose**: To identify common South African medicinal plants; analyse the different parts of plants used in traditional medicine; medicinal uses; major chemical constituents and rationale for their uses; explain the importance of conservation of medicinal plants. Analyse the storage of plant parts; apply chromatographic techniques to identify main chemical compounds found in medicinal plants.

Advanced Plant Taxonomy and Nomenclature – BOT4802 (BOTTAXX)

**Year module**
- **NQF level**: 8
- **Credits**: 24

**Prerequisite**: CHE1502

**Purpose**: To do a critical review of the different methods and approaches of plant classification and their principles, interpret and apply the rules of plant nomenclature and typification, as delineated in the International Code of Botanical Nomenclature, evaluate the various sources of taxonomic evidence used in plant classification, to develop the competence required to correctly identify and classify both known and unknown plant species, indigenous and exotic plant species and their families.

Research Project (Botany) – BOT4803 (BOTRESU)

**Year module**
- **NQF level**: 8
- **Credits**: 36

**Prerequisite**: CHE1502

**Purpose**: The fundamentals of research, with the final outcome being the completion of a research project. Thus, within a selected research topic, students conduct a research project, use appropriate basic methodologies, complete the research and prepare and submit a research portfolio.
## Business Management

### Business Management IA – BSM1501 (BSM1M1P)

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**Prerequisite:**

**Co-requisite:**

**Purpose:** The purpose of the unit standard is to ensure that a qualified learner is able to select and apply a range of intervention techniques and strategies at the operational and tactical levels in organisations, in commerce and industry, resulting in optimising productivity and the quality of work life. A typical role could be that of an operations manufacturing, or warehouse manager. It allows the learner to identify and learn the competencies necessary for the practising of manufacturing technology. All methodologies taught in this module will allow the student to carry out the tasks of management in manufacturing and look at improving the planning and control towards organisations. Their newly acquired competencies should increase their potential of finding employment in the manufacturing sector and making a constructive contribution towards the organisation objectives.

### Business Administration IA – BSA1501 (BSA111P)

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**Prerequisite:**

**Co-requisite:**

**Purpose:** The purpose of the learning is to introduce the learner to the field of office management within an organisation. The learner will know the business environment in which the office operates as well as the basics of financial record keeping in the office.

### Explosives I – EXP1501 (EXP101D)

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**Prerequisite:**

**Co-requisite:**

**Purpose:** Apply explosives technologies and skills to supervise limited production processes and to perform routine tasks in an explosives environment. Select the correct type of explosive or combination of explosives for a particular application. Select and combine the appropriate explosives accessories for prescribed applications. Utilise and maintain standard services and measuring apparatus in explosives plants.

### Manufacturing Technology I – MFT101M

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**Prerequisite:**

**Co-requisite:**

**Purpose:** The purpose of the unit standard is to ensure that a qualified learner is able to select and apply a range of intervention techniques and strategies at the operational and tactical levels in organisations, in commerce and industry, resulting in optimising productivity and the quality of work life. A typical role could be that of an operations manufacturing, or warehouse manager. It allows the learner to identify and learn the competencies necessary for the practising of manufacturing technology. All methodologies taught in this module will allow the student to carry out the tasks of management in manufacturing and look at improving the planning and control towards organisations. Their newly acquired competencies should increase their potential of finding employment in the manufacturing sector and making a constructive contribution towards the organisation objectives.

### Business Management 1A – MNB1501 (MNB101D)

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**Prerequisite:**

**Co-requisite:**

**Purpose:** The purpose of this module is to provide and lay a theoretical foundation to the first year student/s by exposing them to the fundamentals, concepts, terms and expressions of operations management as used in the industry. Their newly acquired knowledge and competencies should enable them to proceed with the module in the next level.

### Operations Management I – OMN101M

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</table>

**Prerequisite:**

**Co-requisite:**

**Purpose:** This module is intended to provide and lay a theoretical foundation to the first year student/s by exposing them to the fundamentals, concepts, terms and expressions of operations management as used in the industry. Their newly acquired knowledge and competencies should enable them to proceed with the module in the next level.

### Organisational Effectiveness I (Module 1) – ORE1M1M

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</table>

**Prerequisite:**

**Co-requisite:**

**Purpose:** Introduction to the concept of work-study, its origins and definitions, introduction to the concept of method study, an explanation of productivity, a discussion of worker behaviour and group behaviour, introduction to the concept of method study, description of the four phases of method study.

### Organisational Effectiveness I (Module 2) – ORE1M2M

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</table>

**Prerequisite:**

**Co-requisite:**

**Purpose:** The purpose of the unit standard is to ensure that a qualified learner is able to select and apply a range of intervention techniques and strategies at the operational and tactical levels in organisations, in commerce and industry, resulting in optimising productivity and the quality of work life. A typical role could be that of a management services practitioner. It allows the learner to identify and learn the competencies necessary for the practising of work study, specifically Work Measurement. All methodologies taught in this module will allow the learner to carry out a complete work measurement investigation and look at improving the effective use of time towards organisational effectiveness. Their newly acquired competencies should increase their potential of finding employment in the management services sector and making a constructive contribution towards the organisation objectives.

### Risk Management I – RMN111Z

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</table>

**Prerequisite:**

**Co-requisite:**

**Purpose:** To equip the student with the necessary knowledge, skills and understanding of risk management, that is, the management of events which can result in losses.
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Type</th>
<th>NQF Level</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPP101S</td>
<td>Safety Principles and Practice I – SPP101S</td>
<td>Year module</td>
<td>5</td>
<td>24</td>
</tr>
<tr>
<td>SUS1501</td>
<td>Sustainability &amp; Greed – SUS1501</td>
<td>Semester</td>
<td>5</td>
<td>12</td>
</tr>
<tr>
<td>TQM1501</td>
<td>Sustainability &amp; Greed – TQM1501</td>
<td>Semester</td>
<td>5</td>
<td>12</td>
</tr>
<tr>
<td>BNS201J</td>
<td>Business Strategy II – BNS201J</td>
<td>Semester</td>
<td>6</td>
<td>20</td>
</tr>
<tr>
<td>BSA1602</td>
<td>Business Administration IB – BSA1602</td>
<td>Semester</td>
<td>6</td>
<td>12</td>
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<tr>
<td>BSM1602</td>
<td>Business Management 1B – BSM1602</td>
<td>Semester</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td>BSM2601</td>
<td>Business Management II (A) – BSM2601</td>
<td>Semester</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td>BSM2602</td>
<td>Business Management II (B) – BSM2602</td>
<td>Semester</td>
<td>6</td>
<td>12</td>
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<tr>
<td>SMN372U</td>
<td>Sales Management III – SMN372U</td>
<td>Year module</td>
<td>6</td>
<td>20</td>
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**Prerequisite:**

- SPP101S: Understand the historical synopsis, safety as a science and an art, the philosophy of safety, hazard identification, incident investigations, reporting of incidents, safety reporting, basic safety training, safety propagation.
- SUS1501: The overarching purpose of this signature module will be to remind commerce students of their personhood, and to present students with a primer to a lifetime of critical thinking. This will be pursued by: (a) introducing students to selected ethical traditions; and (b) providing them with opportunities in the form of case studies to apply these to contemporary social themes including (but not necessarily limited to) sustainability and greed.
- TQM1501: The purpose of the whole module is to apply quality management principles when supervising staff in the working environment. This module is primarily intended for members in the explosives industries who are in the middle to senior management position in the police, military, labour and commercial industry. Apply quality management principles in the working environment.
- TQM1502: The purpose of this module is to apply quality techniques and configuration management in the working environment. This module is primarily intended for members in the explosives industries who are in the middle to senior management position in the police, military, labour and commercial industry.
- BNS201J: To give the business student a general understanding of evaluating and implementing appropriate strategic control systems and to identify problems in strategic performance measurement.
- BSA1602: To introduce the learner to the office environment within an organisation. The learner will know the tasks and duties related to an office in any organisation.
- BSM1602: Business functions in a small business, management functions in a small business, management functions and business functions in perspective and management techniques.
- BSM2601: To provide students with an overview of general management principles, financial management and credit management and to study the interrelationships between and among these different functional areas in the context of the organisation as an open system functioning in a dynamic business environment.
- BSM2602: To provide students with an overview of the three internal functions of the organisation: information management, public relations, operations management and globalisation and to study the interrelationships between and among these functional areas in the context of the organisation as an open system functioning in a dynamic business environment.
- SMN372U: An overview of the personal selling function, sales planning and organization, sales staff, guidance and control of sales staff and evaluation of sales staff.
### Year module

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<tr>
<th>Module Title</th>
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<tbody>
<tr>
<td>E-Commerce in Business – MNC202M</td>
<td>NQF level 6</td>
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<tr>
<td>Year module</td>
<td>NQF level 6</td>
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<tr>
<td>Co-requisite:</td>
<td>MNG1602 or MNG1M25</td>
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<tr>
<td>Purpose: The Entrepreneurship practice (Experiential Learning) is based on the compilation and presentation of a Business Plan. The learner researches the viability of a business idea and plans the implementation of this viable business idea. An oral examination is conducted by way of presenting a Business Plan before a panel. The panel members include the examiner, the moderator, representative from a financial institution and an expert in the field of the proposed enterprise. The panel members evaluate the Business Plan and allocate marks based on the presentation and the content of the Business Plan. This course is done at the third year level. The rationale behind this course is to enable the learner to utilise the theory learnt during the course of the first and second year levels to produce a practical and applicable planning document for the establishment of a viable business.</td>
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<tr>
<td>Prerequisite:</td>
<td>MNB1501 or MNB101D</td>
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<tr>
<td>Purpose: Introduction to small business and entrepreneurship: strategic entrepreneurship, the nature and development of entrepreneurship, the entrepreneur: entrepreneurial process; creativity and business opportunity, window of opportunity, business plan, resource requirements and legal and related aspects; getting started, financial and entrepreneurial venture and networking and support; alternative routes to entrepreneurship: entering the family business, buying a franchise and the business buyout; post-startup challenges: managing growth, growth strategies and options, business failure and turnaround measures, harvesting and exiting the venture, international business opportunities and e-commerce and the entrepreneur: corporate venturing: intrapreneurship.</td>
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<tr>
<td>Purpose: Decision-making skills, creativity and innovation, problem-solving, goal-setting (business and personal), negotiation, communication, assertiveness skills, interpersonal skills, cognitive skills (lateral thinking), transferable skills, practical application of skills, action orientation, change management orientation, networking and time management.</td>
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<tr>
<td>Prerequisite:</td>
<td>MNB1501 or MNB101D</td>
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<tr>
<td>Purpose: General introduction, understanding yourself and the individual employee, the South African Legislative framework, preparing to staff your organisation: recruitment, selection and orientation, leading and motivating people for performance, developing a small business, the South African labour relations system, managing labour relations in South Africa.</td>
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<tr>
<td>Prerequisite:</td>
<td>MNB1501 or MNB101D</td>
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<tr>
<td>Purpose: Utilise primary high explosives, secondary high explosives and propellants appropriately according to their properties and performance.</td>
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<td>MNB1501 or MNB101D</td>
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<tr>
<td>Purpose: To enable students to gain insight into fundamental aspects characterising e-commerce, structuring e-commerce, security, payment issues; electronic payment systems; e-commerce strategy and implementation; application areas of e-commerce.</td>
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<td>Purpose: The purpose of this module, in the broader context of the Diploma in Management, is to enable the student to understand and apply the principles of management (with special emphasis on the management functions of planning, organising, leading and control) with competence and skill. The emphasis in this module is on the management function of organizing. The qualifying student will be competent in applying selected management principles and techniques and Supporting and implementing strategies, policies and procedures.</td>
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Introduction to Entrepreneurship and Small Business Management – MNE2601 (MNE202V)

Semester module
Prerequisite: MNB1501 and MNB1601 or MNB101D and MNB102E

Purpose: The purpose of this module is to empower you with the commensurate knowledge, skills and expertise to understand the mechanics of entrepreneurship; be able to start and grow your own business in South African context by grasping the entrepreneurial process and to be able to select and implement alternative routes to entrepreneurship.

Global Business Environment – MNI301J

Semester module
Prerequisite: MNG2016

Purpose: The purpose of this paper is to introduce students to Global Business management and its dynamics as a strategic approach for businesses that operates across international borders. This paper provides insight into the complexity of business operations across international borders and the essence of international business environments in the international business context. This module covers the processes involved in identifying international business opportunities, and how to exploit same in a strategic manner. It is a module that prepares potential global managers for the challenges of operating internationally. It exposes students to various fields of business management such as Human resources, marketing, strategic management, finance, and accounting. It also touches on some aspects of sociology, IT and a host of others issues that influence the conduct of business globally.

Global Business Environment – MNI3701 (MNI301J)

Semester module
Prerequisite: MNG2601 or MNG2016

Purpose: The purpose of this module is to introduce students to Global Business management and its dynamics as a strategic approach for businesses that operates across international borders. This paper provides insight into the complexity of business operations across international borders and the essence of international business environments in the international business context. This module covers the processes involved in identifying international business opportunities, and how to exploit same in a strategic manner. It is a module that prepares potential global managers for the challenges of operating internationally. It exposes students to various fields of business management such as Human resources, marketing, strategic management, finance, and accounting. It also touches on some aspects of sociology, IT and a host of others issues that influence the conduct of business globally.

Production and Operations Management – MNO2601 (MNO202B)

Semester module
Prerequisite: MNB1601

Purpose: The purpose of the unit standard is to equip learners with knowledge and skills related to a basic understanding of the role and functioning of production and operations management, selected design and planning tasks and responsibilities of production and operation managers and productivity management with regards to the management of operations in organisations.

Purchasing Management – MNP2601 (MNP202F)

Semester module
Prerequisite: MNB1601 or MNB102E

Purpose: People credited with this module are able to demonstrate the knowledge of the field of purchasing management, and will have insight into the purchasing function’s role in organisations, the management of the function, processes, procedures and systems within the function and organisation.

Supply Chain Management – MNP2602 (MNP203G)

Semester module
Prerequisite: MNB1601 or MNB102E

Purpose: People credited with this module demonstrate the knowledge of the a modern integrated approach to the management of the supply of materials and services to organisations and insight into the impact of this approach to certain related areas.

Corporate Citizen – MNW301G

Semester module

Purpose: To provide students with the necessary competencies to analyse the development of and rationale for global responsible business behaviour against a historical, sociological, environmental and economic background. Students will be able to apply the key terms, concepts, and theories related to the multifaceted field of responsible business practice leading into becoming better corporate citizens. The implementation of corporate citizenship initiatives will be evaluated, and the role of the African context in corporate citizenship examined. Considering the increasing international emphasis on responsible business practice and corporate citizenship, this module is of value to the individual, the broader business sector, as well as society at large.

Management Services Practice – MSP301M

Year module
Prerequisite: Co-requisite:

Purpose: The purpose of the unit standard is to ensure that a qualified learner is able to select and apply a range of intervention techniques and strategies at the operational and tactical levels in organisations, in commerce and industry, resulting in optimising productivity and the quality of work life. A typical role could be that of a management services practitioner. It also provides insight into the impact of this approach to certain related areas.

Operations Management II – OMN201M

Year module
Prerequisite: OMN201M

Purpose: The purpose of this module is to provide a more versatile approach to operations management through the use of the first year module. This is a second year module providing a more in-depth knowledge and understanding into the concepts already learnt in the previous module. It is also intended to improve the competency level of the student/s in advancing to expert practitioners of the discipline.
<table>
<thead>
<tr>
<th>Module Title</th>
<th>Year module</th>
<th>NQF level</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Operations Management III – OMN301M (PRM362V)</td>
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<td>6</td>
<td>24</td>
</tr>
<tr>
<td>Prerequisite: OMN201M</td>
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<tr>
<td>Co-requisite:</td>
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<tr>
<td>Purpose: The purpose of this module is to qualify the student/s as operations management practitioners and graduates at diploma level. It will enable the student/s to apply and the knowledge acquired in the intervention and solving of organizational problems to the benefit of all stakeholders. It is also intended to benchmark the industry practice instilled into the students with the market demand in terms of operations management ethics and considerations.</td>
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<tr>
<td>Organisational Effectiveness II – ORE202M</td>
<td></td>
<td>6</td>
<td>24</td>
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<tr>
<td>Prerequisite: ORE1M1M, ORE1M2M</td>
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<tr>
<td>Co-requisite:</td>
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<tr>
<td>Purpose: The purpose of the unit standard is to ensure that a qualified learner is able to select and apply a range of intervention techniques and strategies at the operational and tactical levels in organisations, in commerce and industry, resulting in optimising productivity and the quality of work life. A typical role could be that of a management services practitioner. It allows the learner to identify and learn the competencies necessary for the practicing of work study, specifically Work Measurement. All methodologies taught in this module will allow the learner to carry out a complete work measurement investigation and look at improving the effective use of time towards organisational effectiveness. Their newly acquired competencies should increase their potential of finding employment in the management services sector and making a constructive contribution towards the organisation objectives.</td>
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<tr>
<td>Organisational Effectiveness III – ORE301M</td>
<td></td>
<td>6</td>
<td>24</td>
</tr>
<tr>
<td>Prerequisite: ORE202M</td>
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<tr>
<td>Co-requisite:</td>
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<tr>
<td>Purpose: The purpose of the unit standard is to ensure that a qualified learner is able to select and apply a range of intervention techniques and strategies at the operational and tactical levels in organisations, in commerce and industry, resulting in optimising productivity and the quality of work life. A typical role could be that of a management services practitioner. It allows the learner to identify and learn the competencies necessary for the practicing of work study, specifically Method Study. All methodologies taught in this module will allow the learner to carry out a complete method study investigation and look at improving the method of working towards organisational effectiveness. Their newly acquired competencies should increase their potential of finding employment in the management services sector and making a constructive contribution towards the organisation objectives.</td>
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<tr>
<td>Production and Purchasing Management II – PAB242S</td>
<td></td>
<td>6</td>
<td>12</td>
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<tr>
<td>Prerequisite:</td>
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<tr>
<td>Co-requisite:</td>
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<tr>
<td>Purpose: The purpose of PAB242S, in the broader context of the Baccalaureus Technologiae: Business Administration qualification will be to introduce students to the production and purchasing function in the broader strategic management context, to enable students to understand the working of the production and purchasing function in organisations as well as some of the most important production and purchasing activities.</td>
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<tr>
<td>Purchasing Management II – PMM371P</td>
<td></td>
<td>6</td>
<td>30</td>
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<tr>
<td>Prerequisite: PMM261W</td>
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<tr>
<td>Co-requisite:</td>
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<tr>
<td>Purpose: People credited with this module demonstrate the knowledge and insight into the strategic approach to purchasing and supply management.</td>
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<tr>
<td>Quality Management Systems III – QMS301Q</td>
<td></td>
<td>6</td>
<td>15</td>
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<tr>
<td>Prerequisite:</td>
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<tr>
<td>Co-requisite:</td>
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<tr>
<td>Purpose: The purpose of Quality Management Systems III is to provide the knowledge and skills for the understanding and requirements for the implementation of ISO management systems. The contents relate to ISO quality management systems, environmental management systems and health and safety management systems.</td>
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<tr>
<td>Risk Management II – RSM271Z</td>
<td></td>
<td>6</td>
<td>30</td>
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<tr>
<td>Prerequisite: RMN111Z</td>
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<tr>
<td>Co-requisite:</td>
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<tr>
<td>Purpose: To equip the student to understand and apply occupational risk control measures.</td>
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<tr>
<td>Safety Management III – SMN301S</td>
<td></td>
<td>6</td>
<td>30</td>
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<tr>
<td>Prerequisite: SPP201S</td>
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<tr>
<td>Co-requisite:</td>
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<tr>
<td>Purpose: To empower the student with the necessary knowledge, skills and attitudes to be able to manage a safety management program.</td>
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<tr>
<td>Safety Principles and Practice II – SPP201S</td>
<td></td>
<td>6</td>
<td>15</td>
</tr>
<tr>
<td>Prerequisite: SPP101S</td>
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<tr>
<td>Co-requisite:</td>
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<tr>
<td>Purpose: Equip students to compile basic safety system standards and criteria, safety processes basic risk analysis, basic management reporting, basic programme development and co-ordination, practical training skills.</td>
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<tr>
<td>Course Title</td>
<td>Type</td>
<td>NQF Level</td>
<td>Credits</td>
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<tr>
<td>Statistical Quality Techniques III – SQT301Q</td>
<td>Year module</td>
<td>6</td>
<td>15</td>
</tr>
<tr>
<td>Prerequisite: Co-requisite:</td>
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<tr>
<td>Purpose: The purpose of this module is to introduce the student to the various basic statistical techniques used in quality management and to provide a basis for quality management system implementation. Thus, viewed from the broad perspective of the BTech degree in quality, the aim of this module is not to teach the student to be a statistician, but instead, to show the student how to apply basic statistical techniques in an environment where quality is the order of the day. The student will be able to perform basic statistical techniques and to present data professionally so that it can be used to make important quality management decisions. This module focuses on basic statistical methods for application in the quality industry. It is important to note that this module is all about UNDERSTANDING and APPLYING concepts and techniques, NOT merely memorising facts.</td>
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<tr>
<td>She Management III – TMA301P</td>
<td>Year module</td>
<td>6</td>
<td>24</td>
</tr>
<tr>
<td>Prerequisite: TMA201L Co-requisite:</td>
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<tr>
<td>Purpose: Apply Safe, Health and Environmental (SHE) management principles when providing leadership and managing staff. Social Environmental Studies.</td>
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<tr>
<td>Strategic Sourcing – MNP3701 (MNP302J)</td>
<td>Semester module</td>
<td>7</td>
<td>12</td>
</tr>
<tr>
<td>Prerequisite: MNP2601 or MNP202F Co-requisite:</td>
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<tr>
<td>Purpose: People credited with this module demonstrate insight in the strategic management of the procurement function in organisations that follows an integrated approach.</td>
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<tr>
<td>Supply Chain Alignment – MNP3702 (MNP303K)</td>
<td>Semester module</td>
<td>7</td>
<td>12</td>
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<tr>
<td>Prerequisite: MNP2602 or MNP203G Co-requisite:</td>
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<tr>
<td>Purpose: People credited with this module demonstrate insight in the application of tools and strategies to align organisations in supply chains.</td>
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<tr>
<td>Supplier Relationship Management – MNP3703 (MNP304L)</td>
<td>Semester module</td>
<td>7</td>
<td>12</td>
</tr>
<tr>
<td>Prerequisite: MNP2601 or MNP202F Co-requisite:</td>
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<tr>
<td>Purpose: People credited with this module demonstrate insight in the management of relationships with suppliers and other members of the supply chain.</td>
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<tr>
<td>Business Management IIIA – BSM3701 (BSM301P)</td>
<td>Year module</td>
<td>7</td>
<td>12</td>
</tr>
<tr>
<td>Prerequisite: BSM2601 and BSM2602 or BSM201P Co-requisite:</td>
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<tr>
<td>Purpose: To equip you with the necessary competencies (knowledge, skills and values) for business management responsibilities at various levels of management in a business environment and enable you to facilitate change within a business so that it can become more competitive; empower you to contribute to society by creating new products and services and more effective and efficient companies.</td>
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<tr>
<td>Business Management IIIB – BSM3702 (BSM301P)</td>
<td>Year module</td>
<td>7</td>
<td>12</td>
</tr>
<tr>
<td>Prerequisite: BSM2601 and BSM2602 or BSM201P Co-requisite:</td>
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<tr>
<td>Purpose: To equip you with the necessary competencies (knowledge, skills and values) for business management responsibilities at various levels of management in a business environment and enable you to facilitate change within a business so that it can become more competitive; empower you to contribute to society by creating new products and services and more effective and efficient companies.</td>
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<tr>
<td>Explosives Industrial Practice III – EXI3701</td>
<td>Year module</td>
<td>7</td>
<td>24</td>
</tr>
<tr>
<td>Prerequisite: Co-requisite:</td>
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<tr>
<td>Purpose: Introduction; systems analysis and design; performance improvement programmes; computerisation.</td>
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<tr>
<td>Explosives III – EXP3701 (EXP301K)</td>
<td>Year module</td>
<td>7</td>
<td>24</td>
</tr>
<tr>
<td>Prerequisite: Co-requisite:</td>
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<tr>
<td>Purpose: Utilise primary high explosives, secondary high explosives and propellants appropriately according to their properties and performance.</td>
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<tr>
<td>Management IIIA – MND3701 (MNG381K)</td>
<td>Semester module</td>
<td>7</td>
<td>12</td>
</tr>
<tr>
<td>Prerequisite: MND2602 or MNG241Y Co-requisite:</td>
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<tr>
<td>Purpose: The purpose of this module, in the broader context of the Management diploma, is to provide you with graduate-level knowledge, applied competence and skills related to contemporary management issues. The emphasis is on understanding contemporary management issues that will prepare you to be employable managers, workers or entrepreneurs, and contributors to society and the business community.</td>
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</table>
### Management IIIB – MND3702 (MNG381K)

<table>
<thead>
<tr>
<th>Semester module</th>
<th>NQF level</th>
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</table>

**Prerequisite:** MND3701  
**Co-requisite:**

**Purpose:** The purpose of this module is to provide you with graduate-level knowledge, applied competence and skills related to contemporary management issues. The emphasis is on understanding contemporary management issues that will prepare you to be employable managers, workers, entrepreneurs, and contributors to society and the business community. The module will be contributing to the full personal development of each learner and the social and economic development of the society at large, by making it the underlying intention of any programme of learning to make an individual aware of the importance of reflecting on and exploring a variety of strategies to learn more effectively – Participating in the life of local, national and global communities as responsible citizens.

### Entrepreneurship and Small Business Management – MNE3701 (MNE301X)

<table>
<thead>
<tr>
<th>Semester module</th>
<th>NQF level</th>
<th>Credits</th>
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<td>12</td>
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</table>

**Prerequisite:** MNB1501 and MNB1601 and MNG2016 or MNB101D and MNB102E and MNG2016

**Co-requisite:**

**Purpose:** The purpose of the learning is to empower learners with the competencies (knowledge, values and skills) necessary to understand the uniqueness of the relationship between the entrepreneurship and small business, and through sound managerial, governance and entrepreneurial practices increase the odds that their owned business organisation will continue from generation to generation, contributing to job creation and economic wealth and growth. The purpose of the learning is to empower learners with the competencies (knowledge, values and skills) necessary to optimally utilise the small business as a way to economic wealth and growth. Learners will investigate the uniqueness of the relationship between the family and its business. They will discover the competencies necessary for sound managerial, governance and entrepreneurial practices. Their newly acquired competencies should increase the odds that their small business organisation will continue from generation to generation, contributing to job creation, personal fulfilment and economic wealth.

### Corporate Entrepreneurship – MNE3702 (MNE302Y)

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<tr>
<th>Semester module</th>
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<td>12</td>
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</table>

**Prerequisite:** MNE2601 or MNE202V

**Co-requisite:**

**Purpose:** The purpose of the learning is to empower learners with the competencies (knowledge, values and skills) necessary to understand the uniqueness of the relationship between the entrepreneurship and small business, and through sound managerial, governance and entrepreneurial practices increase the odds that their owned business organisation will continue from generation to generation, contributing to job creation and economic wealth and growth. Learners will investigate the uniqueness of the relationship between the family and its business. They will discover the competencies necessary for sound managerial, governance and entrepreneurial practices. Their newly acquired competencies should increase the odds that their small business organisation will continue from generation to generation, contributing to job creation, personal fulfilment and economic wealth.

### Innovation and Technology – MNE3703 (MNE3033)

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<th>Semester module</th>
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</table>

**Prerequisite:** MNE2601 or MNE202V

**Co-requisite:**

**Purpose:** To enable students to gain insight into the scientific method, technology, creativity, innovation and technology management, innovation and technology management, technology innovation and innovation in business, quantum and incremental innovation, business incubation, technology transfer, and technology for Africa.

### Family Business Management – MNE3704 (MNE3044)

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<th>Semester module</th>
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<td>12</td>
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</table>

**Co-requisite:**

**Purpose:** To enable students to gain insight into the family of today, interfacement of family business with family life, types of family businesses, family roles and relationships, special features of family business management, the process of leadership succession, transfer of ownership.

### Production and Operations Management – MNO3701 (MNO301D)

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<tr>
<th>Semester module</th>
<th>NQF level</th>
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<td>12</td>
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</table>

**Prerequisite:** MNO2601

**Co-requisite:**

**Purpose:** The purpose of the module is to equip learners with knowledge and skills related to the theoretical concepts and practical skills of the strategic role of production and operations management, including further aspects with regard to the design, planning and control, and improvement of the production/operations management system in organisations.

### Health and Safety Management 2A – TMA3601

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<tr>
<th>Semester module</th>
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</table>

**Co-requisite:**

**Purpose:** The purpose of the whole module is to interpret and apply risk management principles and safety and health requirements. The qualifying learner will have the competence to implement risk management actions and safety and health principles.

### Health and Safety Management 2B – TMA3602

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<th>Semester module</th>
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<td>12</td>
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**Co-requisite:**

**Purpose:** The purpose of the whole module is to interpret and apply health and safety related legal requirements as well as health and safety management system requirements in an explosives environment. The qualifying learner will have the competence to implement legal requirements and management actions in compliance with OHSAS 18001.
### Postgraduate Modules

#### Safety Management IV – SMN401S

<table>
<thead>
<tr>
<th>Year module</th>
<th>NQF level</th>
<th>Credits</th>
<th>Purpose</th>
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<tbody>
<tr>
<td>SMN401S</td>
<td>7</td>
<td>30</td>
<td>To provide the student with the necessary knowledge, skills and attitudes to be able to act as a safety consultant/expert.</td>
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</table>

#### Business Research – CBURESX

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<tr>
<th>Year module</th>
<th>NQF level</th>
<th>Credits</th>
<th>Purpose</th>
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<tbody>
<tr>
<td>QPI401Q</td>
<td>7</td>
<td>24</td>
<td>The purpose of this course is for BCom Honours students to acquire practical skills in conducting business research. It provides the foundation for conducting academic research beyond honours level and to guide students in their role as existing or potential managers to apply and evaluate research in such a manner that it could benefit the business in terms of generating business intelligence (information) in support of the optimum functioning of various business units. In this regard the purpose of the learning is to provide practical research competencies to business managers in respect of short-, medium– and long-term planning. In following this course, students will develop skills to conduct and evaluate business research independently. Students will be able to design a research proposal, manage and administrate a research project and analyse, interpret and present and evaluate research findings.</td>
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#### Continual Quality Improvement IV – CQI401Q

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<tr>
<th>Year module</th>
<th>NQF level</th>
<th>Credits</th>
<th>Purpose</th>
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<tbody>
<tr>
<td>QPI401Q</td>
<td>7</td>
<td>15</td>
<td>The purpose of Continual Quality Improvement is to provide the knowledge of tools and concepts towards recognizing, implementing and managing continual improvement initiatives. A student who completes this module will be able to identify and implement quality activities for continual improvement. The student will be able to use improvement tools such as six sigma principles, process reengineering, benchmarking, and ISO 9000 systems. Introduction to TQM, ISO 9000 and TQM, business philosophies, QFD, QPD, BPR, QIS, quality costs, customer satisfaction survey, teamwork and motivation.</td>
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#### Entrepreneurship IV (Option 1) – ENT401I

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<tr>
<th>Year module</th>
<th>NQF level</th>
<th>Credits</th>
<th>Purpose</th>
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</thead>
<tbody>
<tr>
<td>QPI401Q</td>
<td>7</td>
<td>15</td>
<td>The purpose of this module is to empower students with the competencies (knowledge, values and skills) necessary to optimally start and manage their enterprise as a way to economic wealth and growth. Students will investigate the uniqueness of the relationship between the different functions of a business and the environment that it operates in. They will discover the competencies necessary for sound managerial governance. The course culminates in the student being able to build a professional business plan of their intended enterprise.</td>
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#### Management Practice IV – MGP437U

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<tr>
<th>Year module</th>
<th>NQF level</th>
<th>Credits</th>
<th>Purpose</th>
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<tbody>
<tr>
<td>QMS301Q and QPD401Q and RME101Q and SQT301Q</td>
<td>7</td>
<td>12</td>
<td>The purpose of this module is to equip students with the competence to discharge the responsibility of a manager. Students are introduced to the importance of management, by relating management theory to management practices.</td>
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#### Project IV: Module 2: Research Project – PRT4M2Q

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<tr>
<th>Year module</th>
<th>NQF level</th>
<th>Credits</th>
<th>Purpose</th>
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</thead>
<tbody>
<tr>
<td>QMS301Q and QPI401Q and RME101Q and SQT301Q</td>
<td>7</td>
<td>15</td>
<td>The purpose of Project IV is to provide the learner with knowledge and the ability to select a topic relating to a quality problem from the 16 topics provided in this tutorial letter. The topic is researched by finding information from books, articles, journals, Internet, newspapers, interviews, papers, publications etc. This information will relate to the topic and to the problem statement. The researcher will set a list of objectives, which will lead to the expected outcomes of the study. A research method is selected known as a quantitative technique. A quantitative technique: When using this method, a questionnaire is prepared relative to the research problem, the research question, the research objectives and the literature study. This questionnaire is sent out to selected groups of respondents to answer. The respondents will complete and return the questionnaires to the researcher for analysis. The results of the analysis are used to identify a list of findings and a list of recommendations to conclude the study.</td>
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#### Quality Planning and Implementation IV – QPI401Q

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<tr>
<th>Year module</th>
<th>NQF level</th>
<th>Credits</th>
<th>Purpose</th>
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</thead>
<tbody>
<tr>
<td>QMS301Q</td>
<td>7</td>
<td>15</td>
<td>The purpose of this module is to provide the knowledge and skills for the understanding and requirements for the implementation of quality systems.</td>
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#### Quality Techniques IV – QLT401Q

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<tr>
<th>Year module</th>
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<th>Credits</th>
<th>Purpose</th>
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<tbody>
<tr>
<td>SQT301Q</td>
<td>7</td>
<td>15</td>
<td>Advanced SPC, design of experiments, taguchi, anova and software.</td>
</tr>
</tbody>
</table>

#### Quality Auditing Techniques IV – QUT401Q

<table>
<thead>
<tr>
<th>Year module</th>
<th>NQF level</th>
<th>Credits</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>QMS301Q</td>
<td>7</td>
<td>15</td>
<td>The purpose of this module is to introduce the student to more advanced statistical techniques used in quality management and to provide a basis for quality management system implementation. Thus, viewed from the broad perspective of the BTech degree in quality, the aim of this module is not to teach the student to be a statistician, but instead, to show the student how to apply more advanced statistical techniques in an environment where quality is the order of the day. This module follows on SQT301Q (Statistical Quality Techniques III) and focuses on applying more advanced statistical methods in the Quality industry. It will also teach the student the techniques of statistical process control, reliability testing and acceptance sampling. It is important to note that this module is all about UNDERSTANDING and APPLYING concepts and techniques, NOT merely memorising facts.</td>
</tr>
</tbody>
</table>
### Strategic Management – STRBESC

<table>
<thead>
<tr>
<th>Year module</th>
<th>NQF level</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td><strong>Prerequisite:</strong></td>
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<td><strong>Co-requisite:</strong></td>
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<tr>
<td><strong>Purpose:</strong></td>
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</tbody>
</table>

The purpose of this unit standard is to introduce learners to strategic management and its development as a management approach. This unit standard provides insight into the building blocks of strategic management and the interrelatedness of these building blocks. It covers the formulation, implementation, and control of strategic plans and also affords learners with the opportunity to evaluate and develop a strategic plan.

### Project Management V – PMN501B

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<thead>
<tr>
<th>Year module</th>
<th>NQF level</th>
<th>Credits</th>
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<tbody>
<tr>
<td><strong>Prerequisite:</strong></td>
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<tr>
<td><strong>Co-requisite:</strong></td>
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<tr>
<td><strong>Purpose:</strong></td>
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</tbody>
</table>

The purpose of this module is to develop the learner in project management knowledge and skills that can be applied in the organisation. The module is designed to enable students to apply project management concepts in alignment with corporate goals or vision by formulating, interpreting, and implementing project management principles.

### Advanced Operations Management – AOM4801 (ADPRODE)

<table>
<thead>
<tr>
<th>Year module</th>
<th>NQF level</th>
<th>Credits</th>
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<tbody>
<tr>
<td><strong>Prerequisite:</strong></td>
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<tr>
<td><strong>Co-requisite:</strong></td>
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<tr>
<td><strong>Purpose:</strong></td>
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</table>

The aim of this paper is to provide students with a different view of the specialist academic study field known as operations management (OM). This includes a specific integrated focus on goods and services from a value chain perspective. The perspective provides the key driver for all business activities. Students are again exposed to some of the "traditional" topics taught in OM but also some of the more advanced concepts, techniques, and application of contemporary OM by formulating, interpreting, and implementing project management principles.

### Explosives Project IV – ESJ4801 (ESJ401X)

<table>
<thead>
<tr>
<th>Year module</th>
<th>NQF level</th>
<th>Credits</th>
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<tbody>
<tr>
<td><strong>Prerequisite:</strong></td>
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<td><strong>Co-requisite:</strong></td>
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<td><strong>Purpose:</strong></td>
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</table>

The purpose of this module is to apply appropriate skills and knowledge to conduct a limited research project.

### Explosives IV – EXP4801 (EXP401N)

<table>
<thead>
<tr>
<th>Year module</th>
<th>NQF level</th>
<th>Credits</th>
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<tbody>
<tr>
<td><strong>Prerequisite:</strong></td>
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<td><strong>Co-requisite:</strong></td>
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<tr>
<td><strong>Purpose:</strong></td>
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</table>

The purpose of this module is to test and evaluate explosives and explosive-filled items, supervise and lead people in an environment where explosives and explosives-filled items are handled.

### Research Proposal – Business Management – HPBUS81

<table>
<thead>
<tr>
<th>Semester module</th>
<th>NQF level</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td><strong>Prerequisite:</strong></td>
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<tr>
<td><strong>Co-requisite:</strong></td>
<td>HMEMS80</td>
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<tr>
<td><strong>Purpose:</strong></td>
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</tbody>
</table>

The purpose of this unit standard is to equip students with the competencies required to plan a business research project and write up an acceptable research proposal.

### Research Report – Business Management – HRBUS82

<table>
<thead>
<tr>
<th>Year module</th>
<th>NQF level</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td><strong>Prerequisite:</strong></td>
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<tr>
<td><strong>Co-requisite:</strong></td>
<td>HMEMS80 and HPBUS81</td>
<td></td>
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<tr>
<td><strong>Purpose:</strong></td>
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</tbody>
</table>

The purpose of this module is to equip students with the competencies required to execute a business research project and write up an acceptable research report.

### Information Management – IMA4801 (INFMANA)

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<tr>
<th>Year module</th>
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<tbody>
<tr>
<td><strong>Prerequisite:</strong></td>
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<tr>
<td><strong>Co-requisite:</strong></td>
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<tr>
<td><strong>Purpose:</strong></td>
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</tbody>
</table>

The purpose of this paper is to introduce students to the management of information. This paper combines information and management. It makes students with a computer science background to understand management and students with business management background to understand information systems (IS). It also provides an insight on where IS fit in the overall management levels.

### International Business – INT4801 (INTBUSL)

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<tr>
<th>Year module</th>
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<tbody>
<tr>
<td><strong>Prerequisite:</strong></td>
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<td></td>
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<tr>
<td><strong>Co-requisite:</strong></td>
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<td></td>
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<tr>
<td><strong>Purpose:</strong></td>
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</tbody>
</table>

The purpose of this paper is to introduce students to International Business management and its dynamics as a strategic approach for businesses that operate across international borders. This paper provides insight into the complexity of international business operations and why the study of international business environments is of essence for any manager that operates in the international business context. This module covers the processes involved in identifying international business opportunities, and how to exploit same in a strategic manner. It is a module that prepares potential global managers for the challenges of operating internationally. It exposes students to various fields of business management such as human resources, marketing, strategic management, finance, and accounting. It also touches on some aspects of sociology, IT, and a host of others issues that influence the conduct of business globally.
Operations Management IV – OMN401M (PRM401P)

Year module

NQF level 8

Credits 24

Prerequisite: Co-requisite:

Purpose: This module is intended to qualify the student/s as operations management practitioners and graduates at B Tech level. It empower the student with a more critical and intensive approach in solving the problems in the market place. It does provide the learner with skills to do research in order to enable them to do structured investigations before taking certain discussions. It is also intended to benchmark the industry practice instilled into the students with the market demand in terms of operations management ethics and considerations.

The Management of Organisational Change and Renewal – ORG4801 (ORGREN)

Year module

NQF level 8

Credits 24

Prerequisite: Co-requisite:

Purpose: The purpose of the module is to enable students to explore the role of the manager in emerging new organisation forms that develop in response to major, ongoing change in the business environment and differ from traditional organisations in terms of structure, technology, strategy and relationships with internal and external stakeholders. The way organisations respond to these challenges necessitates a change in strategy and leadership style and students will discover a range of appropriate managerial responses to these challenges.

Project Management – PRO4801 (PROJEKH)

Year module

NQF level 8

Credits 24

Prerequisite: Co-requisite:

Purpose: The purpose of this paper is to give the student in-depth understanding of the project management philosophy and profession and to equip the student to be a project manager. The paper is also designed to direct the student’s study of the specific project management knowledge areas (based on the PMBOK) and the various project management processes and, with the help of practical examples and assignments, to enable the student to apply the skills the student needs in order to perform more effectively in project environments.

Supply Chain Management – SCH4801 (CHAINY)

Year module

NQF level 8

Credits 24

Prerequisite: Co-requisite:

Purpose: People credited with this module demonstrate insight into the supply chain management approach from vision to implementation.

Chemical Engineering

Information for Chemical Engineering is subject to change

Chemical Engineering Practice I – CEP101E

Year module

NQF level 5

Credits 60

Prerequisite: All subjects from the first and second levels

Purpose: Safety training as required for the specific workstation; Process monitoring; taking readings and entering logsheets, monitoring readings against standard operating conditions, assisting in instrument calibrations, tasks as required for good housekeeping. Exposure to laboratory work such as: routine distillations, specific gravity, viscosity, ash and moisture determinations, titrations and saponification numbers, gas analysis; Flow diagrams of plants, piping systems – symbols and specifications; Elementary mass balances; Report writing.

Drawing: Chemical Engineering I – DCE1501 (DCE131G)

Semester module

NQF level 5

Credits 12

Prerequisite: Co-requisite:

Purpose: Introduction; drawing equipment; starting to draw; SA standard code of drawing; SABS; lettering (letters, numerals & symbols); sketching or free-hand drawing; practical geometry; basic loi and simple mechanisms; conic sections; orthographic projection; isometric and oblique projection; auxiliary views; lines of interpenetration; surface development; sketches; chemical plant; pipe drawings.

Water Engineering II (Theory) – WEN2601 (WEN221R)

Year module

NQF level 6

Credits 9

Prerequisite: PHY1501, AMC1PRA

Purpose: Fundamental principles of hydraulics; pipes; pumps; water purification; wastewater treatment.

Chemical Engineering Technology II – CEM2601 (CEM211F)

Semester module

NQF level 6

Credits 9

Prerequisite: Co-requisite:

Purpose: Syllabus: Introduction to Chemical Engineering calculations: Units and dimensions; Force and weight, pressure and temperature; Material balances; techniques of solving balances on: Single unit processes; Multiple unit processes; reacting and nonreacting systems; Aspects of recycle, bypass and purge; Gases, vapours, liquids and solids; Energy relationships: Concepts and units; Heat capacity; First law of thermodynamics; Kinetic and potential energy; Energy changes; Energy balances: Define terms; energy entering and leaving a system; Law of conservation of energy; Solve energy balances for simple systems; Balances on nonreactive processes; Balances on reactive processes; Combined mass and energy balances; Involves distillation column, evaporator, reactor; Appropriate laboratory work.

Chemical Engineering Practice II – CEP201E

Year module

NQF level 6

Credits 60

Prerequisite: Co-requisite: CEP101E

Purpose: Plant operations and troubleshooting; mastering basic operating skills e.g.: ensuring safe conditions and then operating valves, starting motors, turbines, pumps, compressors, conveyors etc; Handling of equipment specific to the operation concerned; Participating in project work in order to understand the specific nature of projects e.g.: design of piping system; Optimisation of processes; Troubleshooting projects; Loss control; loss control inspections; Safety inspections/audits; Quality audits management; Overall material and energy balance of plant; Schematic diagrams of unit operations; Analysis of design; Environmental assessment; Exposure to the following would be of benefit but is not compulsory: financial management; ROI calculations; Depreciation; Human resources; planning for and the application of human resources; Industrial relations.
<table>
<thead>
<tr>
<th>Course</th>
<th>Year module</th>
<th>NQF level</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Chemical Plant III (Module B) – CHP3601 (CHP321Y)</strong></td>
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<tr>
<td>Prerequisite:</td>
<td>CHE181T</td>
<td>Co-requisite:</td>
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<tr>
<td>Purpose:</td>
<td>Compulsory: Flow diagrams; coal technology; petroleum processing; heavy chemicals; iron and steel. Optional: agrochemicals; rubber industries; paper and pulp; plastics; sugar refining.</td>
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<tr>
<td><strong>Chemical Engineering Technology II (Practical) – CEMPRA2 (CEM2PRA)</strong></td>
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<tr>
<td>Prerequisite:</td>
<td>Co-requisite:</td>
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<tr>
<td>Purpose:</td>
<td>The purpose of this module is to provide students with an opportunity to apply their theoretical knowledge to relevant problem situations in the Chemical Industry, and to gain exposure to laboratory work, and fundamentals of chemical engineering technology, including mass balances, the fundamentals of fluid flow and related basic knowledge in chemical engineering (e.g. distillation, absorption, pipe fittings, etc.).</td>
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<tr>
<td><strong>Chemical Engineering Technology III (Module A) (Practical – CEMPRA3 (CEM3PRA))</strong></td>
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<tr>
<td>Prerequisite:</td>
<td>Co-requisite:</td>
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<tr>
<td>Purpose:</td>
<td>The purpose of this module is to provide students with an opportunity to apply their theoretical knowledge to relevant problem situations in the Chemical Industry, and to gain exposure to laboratory work, and fundamentals of chemical engineering technology, including the fundamentals of fluid flow (e.g. fluid friction) and related basic knowledge in chemical engineering (e.g. distillation, absorption, heat exchanger, ion exchange resin, ball mill, sedimentation, etc.).</td>
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<tr>
<td><strong>Chemical Engineering Technology II (Practical) – CEMPRA3 (CEM3PRB)</strong></td>
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<td>Prerequisite:</td>
<td>Co-requisite:</td>
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<tr>
<td>Purpose:</td>
<td>The purpose of this module is to provide students with an opportunity to apply their theoretical knowledge to relevant problem situations in the Chemical Industry, and to gain exposure to laboratory work, and fundamentals of chemical engineering technology, including the fundamentals of fluid flow (e.g. fluid friction) and related basic knowledge in chemical engineering (e.g. distillation, absorption, heat exchanger, ion exchange resin, ball mill, sedimentation, etc.).</td>
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<tr>
<td><strong>Chemical Engineering Technology III (Module A) – CEM311A</strong></td>
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<tr>
<td>Prerequisite:</td>
<td>CEM311A or CEM32601 Co-requisite: CEM3PRA or CEM3PRA</td>
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<tr>
<td>Purpose:</td>
<td>Incompressible fluid flow: Use of mechanical energy balance on a single pipeline system with bends, changes in cross-section, valves and pumps. Trial and error approach. Classification of fluid rheology: Based on relationship between shear stress and shear rate. Pumps and piping: Introduction; Classification and selection of pumps; System heads; Characteristic curve; Theoretical power. Heat transfer: Conduction: 1-D steady-state conduction in plane, cylindrical and spherical walls, no heat generation; Derive expressions for temperature distribution, and calculate heat transfer rate and thermal resistance; Convection: Explain convection; Heat transfer calculations using average convection coefficients; Thermal radiation: Define; Calculate net rate of radiation from a grey surface; Heat exchangers; Describe the operation of 4 types; Calculate overall heat transfer coefficients from individual ones; perform thermal design calculations and evaluate performance of heat exchangers. Mass transfer: Molecular diffusion in gases and liquids: Calculate rate of diffusion and predict the concentration profile for: equimolar counter diffusion; component A diffusing through stagnant non-diffusing B; mass diffusion with chemical reactions; Filtration equipment and filtration practice: Psychrometry: definitions and humidity charts; Appropriate laboratory work.</td>
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<tr>
<td><strong>Chemical Engineering Technology III (Module B) – CEM321B</strong></td>
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<tr>
<td>Prerequisite:</td>
<td>CEM311A Co-requisite: CEM311A and CEM3PRA</td>
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<tr>
<td>Purpose:</td>
<td>Gas absorption: Mass balance for co – and countercurrent absorbers and strippers; stage-wise and continuous contact columns; applications of mass transfer coefficients; Distillation: Single stage and introduction to multi stage; Introduction; Calculation of liquid-vapour equilibrium data; Single stage operation (flash); Simple distillation; McCabe-Thiele analysis for binary system; Multistage batch distillation with constant and variable refluxes; Calculation of number of plates; Column performance; Open steam distillation; Multiple feed streams and side streams operation; Azeotropic and extractive distillation: Single evaporation; Introduction; Heat transfer; Apparent temperature difference and boiling point rise; Duhring’s rule and Raoult’s law; Standard overall coefficients; Calculation assumptions; Drying: Introduction; Methods and principles of drying; Leaching: Principles; Factors influencing extraction rate; Mass transfer: Counter current washing; Calculation of number of stages; Appropriate laboratory work.</td>
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<tr>
<td><strong>Chemical Plant III (Module A) – CHP3601 (CHP311A)</strong></td>
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<tr>
<td>Prerequisite:</td>
<td>CHE181T</td>
<td>Co-requisite:</td>
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<tr>
<td>Purpose:</td>
<td>Materials: corrosion; water and wastewater treatment; air pollution; solid waste management and environmental legislation.</td>
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<tr>
<td><strong>Chemical Plant III (Module B) – CHP3602 (CHP321B)</strong></td>
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<tr>
<td>Prerequisite:</td>
<td>Co-requisite: CEM311A</td>
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<tr>
<td>Purpose:</td>
<td>Steam plant; cooling towers; reactors; auxiliary equipment: valves, pumps and compressors.</td>
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<td><strong>Chemical Process Design: Principles III – CPD3601 (CPD371S)</strong></td>
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<td>Prerequisite:</td>
<td>Co-requisite:</td>
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<tr>
<td>Purpose:</td>
<td>Introduction to process design principles and codes; Process design – economic aspects; Plant layout; Selecting materials of construction; Construction details of: distillation columns, dryers, evaporators, filtration units, heat exchangers; Shell and tube heat exchanger design; Principles of convection and conduction revisited; Log mean temperature difference; Countercurrent: Flow arrangements for increased heat recovery; Gases: Calculations for process conditions; Condensation of single and mixed vapours; Vapourisers, evaporators and reboilers.</td>
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</table>
Documentation III (Theory) – DCM3601 (DCM371Y)

Year module | NQF level | Credits
---|---|---
DCM3601 | 6 | 8
Prerequisite: Co-requisite: DCM3PJT or DCM3601

Purpose: Quantities; specifications; estimating; computer applications; conditions of contract.

Documentation III (Project) – DCM3602 (DCM3PJT)

Year module | NQF level | Credits
---|---|---
DCM3602 | 6 | 4
Prerequisite: Co-requisite: DCM3601 or DCM371Y

Purpose: The aim of this course is to give students a thorough introduction to documentation for construction contracts. The course opens by setting the scene—showing where documentation fits into the overall management of construction projects. Detail then follow: how quantities are measured, described and billed; what specifications are and how they may be written; cost estimation and drawing up a tender; a short summary of computer applications to contract documentation, discussion of general conditions of contract and finally, a chapter on the application of the documents to a construction contract.

Process Control III – PCT3601 (PCT381H)

Year module | NQF level | Credits
---|---|---
MAT2691 | 6 | 12
Prerequisite: Co-requisite:

Purpose: Process and instrumentation diagrams II; Instrumentation: Level, pressure and temperature measurement; Control valves; Control: Define process control technology; Open and closed loop control; PI, PD and PID control; Feedback and feedforward control; Typical control systems; Cascade control; Ratio control; Selective control; Split-range control; Reactor control; Boiler control; Control systems documentation; Process safety mechanisms; Alarms, safety trips and interlocks; Hazard analyses and operability studies.

Thermodynamics – TDA3601 (TDA331V)

Year module | NQF level | Credits
---|---|---
PCH241P & PCH2PRA | 6 | 12
Prerequisite: Co-requisite:

Purpose: Heating and expansion; flow processes; nozzles; refrigeration and cooling; steam; steam generation; steam plant; boiler plant.

Thermodynamics – TDC3601 (TDC341P)

Year module | NQF level | Credits
---|---|---
PCH241P | 6 | 12
Prerequisite: Co-requisite:

Purpose: Basic concepts and definitions in thermodynamics; the first law of thermodynamics; properties of real and ideal gases; heat effects; the second and third laws of thermodynamics; thermodynamic relationships; thermodynamic properties of mixtures; introduction to adsorption.

Water Engineering II (Practical) – WEN2PRA

Year module | NQF level | Credits
---|---|---
PHY1501 & AMC1PRA | 6 | 3
Prerequisite: Co-requisite: WEN221R or WEN2601

Purpose: As the name says, we will be studying the theory, principle and application of topics that have to do with the water as encountered in Civil engineering. These topics are, broadly speaking, devoted to hydraulics (fluid at rest), the flow of water through pipes, fitting and pumps, water and wastewater treatment principle and processes.

Water Engineering III (Theory) – WEN3601 (WEN361F)

Year module | NQF level | Credits
---|---|---
WEN2601 or WEN221R, WEN2PRA | 6 | 6
Prerequisite: Co-requisite: WEN3PRA and WEN3PJT

Purpose: Hydrology; canals; stormwater; clear water storage and distribution; sewerage reticulation; design project.

Water Engineering III (Project) – WEN3PJT

Year module | NQF level | Credits
---|---|---
WEN2601 or WEN221R, WEN2PRA | 6 | 3
Prerequisite: Co-requisite: WEN361F or WEN3601

Purpose: To develop a comprehensive report, acquire knowledge in clear understanding of a water scheme; Set scope of work, period of performance, deliverable schedule, cost estimate and quality based on the theory and practical they have learnt.

Water Engineering III (Practical) – WEN3PRA

Year module | NQF level | Credits
---|---|---
WEN2601 or WEN221R & WEN2PRA | 6 | 3
Prerequisite: Co-requisite: WEN361F or WEN3601

Purpose:

Postgraduate Modules

Air Quality Control (Chemical) IV – AQC4701

Year module | NQF level | Credits
---|---|---
AQC4701 | 7 | 12
Prerequisite: Co-requisite:

Purpose: Identify the constituents of the Atmosphere; Climate and structure of the Atmosphere; Know what is Air Pollution, its causes and consequences. Know the various types of air pollutants their causes and consequences in the atmosphere. Contributions of air pollution on climate change and global warming.
Chemical Engineering Technology IV: Fluid Flow (Module A) – CEM4701 (CEM4M1C)

Year module

Purpose:
- Revision: Flow patterns; Newton’s law; Non-Newtonian behaviour; Boundary layer; Energy relationships and Bernoulli equation; Momentum changes in fluid motion; Pressure head; Flow per unit area; Compressible and incompressible fluids; Flow of incompressible Newtonian fluids in pipes and channels; Flow patterns in pipes; Pressure drop; friction factor and Reynolds number; Calculation of Pressure drop in fittings and curved pipes; Non-circular pipes; Velocity distribution; turbulent and laminar flow; Types of flow as a function of velocity gradient; Flow in open channels; Flow of incompressible Non-Newtonian fluids in pipes; Flow of general time independent non-Newtonian fluids; Laminar and turbulent pressure drops; Pressure drop in pipes for Bingham plastics; Power law fluids; Flow and velocity distribution; expansion and contraction losses; Pumping of liquids; Pumps and pumping revisited; System heads; Centrifugal pumps; relations, series and parallel; Positive displacement pumps; Efficiencies; Pump selection; Control valves and pressure ; efficencies; Mixing of liquids in tanks; Mixers and mixing. Types of agitators; Dimensionless groups for mixing; Power curves; Scale up; Pumping of stirred tank systems; Flow of compressible fluids in conduits; Energy relationships and equations of state; Ideal gas flow in a horizontal pipe; Isothermal, Non-isothermal, adiabatic (with a contraction); Velocity of propagation of a pressure wave; Compressors; Flow of two phase gas liquid mixtures in pipes; Flow patterns; Pressure drop (by the Lockhart and Martinelli method when both phases are turbulent); Flow measurement; Fluid pressure (static and impact); Measurement of fluid flow (pitot tube, meter nozzle, venturi, orifice, etc.); Fluid flow through packed beds; Fluidisation; Unsteady State Flow.

Prerequisite: NQF level 7

Credits: 12

Chemical Engineering Technology IV: Heat and Mass (Module B) – CEM4702 (CEM4M2C)

Year module

Purpose:

Prerequisite: NQF level 7

Credits: 12

Chemical Engineering Technology IV: Unit Operations (Module C) – CEM4703 (CEM4M3C)

Year module

Purpose:
- The module covers application of mass and energy balance to solve chemical engineering problems. It provides the student ability of understanding the theories of heat and mass balance transfer to be able to design and specify equipment for unit operation of evaporation, distillation, crystallization, absorption, adsorption and leaching.

Prerequisite: NQF level 7

Credits: 12

Chemical Environmental Engineering IV (Project) – CEE4701 (CEE401C)

Year module

Purpose:
- The purpose of this course is to introduce students to the application of engineering principles in diagnosing and solving broadly defined engineering problems. For these projects, it will be necessary to conduct investigations, research and/or experiments. It will be important to demonstrate the impact of this engineering project on the society, economy, industrial and physical environment. By the end of this course, the student would be able to apply engineering principles in solving broadly defined engineering problems and to evaluate its impact on the environment, society and economy.

Prerequisite: NQF level 7

Credits: 12

Chemical Engineering IV (practical) – CHE4PRA

Semester module

Purpose:
- The purpose of this module is to provide students with an opportunity to apply their theoretical knowledge to relevant problem situations in the Chemical Industry, and to gain exposure to laboratory work, and fundamentals of chemical engineering technology, including the fundamentals of fluid flow (e.g. fluid friction) and related basic knowledge in chemical engineering (e.g. distillation, absorption, heat exchanger, ion exchange resin, ball mill, sedimentation, etc.).

Prerequisite: NQF level 7

Credits: 12

Chemical Process Design IV: Equipment Design (Module A) – CPD4701 (CPD4M1C)

Year module

Purpose:

Prerequisite: NQF level 7

Credits: 12

Chemical Process Design IV: Plant Design (Module B) – CPD4702 (CPD4M2C)

Year module

Purpose:
- Design method, design alternative, cost estimation. Simulate a continuous flow process using a rigorous package i.e. CHEMCAD/ ASPEN/ PRIORITY. Input-output structure of flow sheets. Develop P & I diagrams. Engineering economics; HAZOPS. Progress and final reports, and oral presentation.

Prerequisite: NQF level 7

Credits: 12

Hydrology IV (Theory) – HDG4701 (HDG401C)

Year module

Purpose:
- Introduction to meteorology, ground water, surface water, flood analysis, water resources analysis, SA hydrology.

Prerequisite: NQF level 7

Credits: 10
### Hydrology IV (Project) – HDG4702 (HDG4PJT)

<table>
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<tr>
<th>Year module</th>
<th>NQF level</th>
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<tbody>
<tr>
<td>HDG4702</td>
<td>7</td>
<td>5</td>
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</tbody>
</table>

**Prerequisite:** Co-requisite: HDG4701 or HDG4PJT

**Purpose:** The purpose of the subject is to provide the learners with a good understanding of the various processes that occur in Hydrology: from meteorology to surface/groundwater. Hence the learners can able to apply the knowledge acquired to a range of problems encountered in practice. The analysing of hydrological processes supplies the basis for the planning, design and execution of water engineering projects. The development of water resources over a river basin or over a whole geographical region (with the inclusion of several rivers), which is becoming especially important to the modern day hydrologist can be seen as a wider perspective. An example of a river basin system analyses is the Vaal River system in South-Africa. Unfortunately hydrology is not an exact subject. The tools will be used will in many probability problems cases defy each other in the results they produce, but they will supply us with a very big asset.

### Hydraulics IV (Theory) – HDL4701 (HDL401C)

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<tr>
<th>Year module</th>
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<tbody>
<tr>
<td>HDL4701</td>
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<td>10</td>
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</tbody>
</table>

**Prerequisite:** Co-requisite: HDL4702 or HDL4PJT

**Purpose:** Hydronamics, hydraulic machinery, hydraulic models, open channel hydraulics, fluvial hydraulics, wave hydraulics.

### Hydraulics IV (Project) – HDL4702 (HDL4PJT)

<table>
<thead>
<tr>
<th>Year module</th>
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<tr>
<td>HDL4702</td>
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<td>10</td>
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</table>

**Prerequisite:** Co-requisite: HDL4701 or HDL401C

**Purpose:** Hydronamics, hydraulic machinery, hydraulic models, open channel hydraulics, fluvial hydraulics, wave hydraulics.

### Project: Chemical Engineering IV – PCE401C

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<tr>
<th>Year module</th>
<th>NQF level</th>
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<tbody>
<tr>
<td>PCE401C</td>
<td>7</td>
<td>12</td>
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</table>

**Prerequisite:** Co-requisite:

**Purpose:** 1) Finding a suitable research problem; 2) Literature research find a suitable research problem; 3) Decide on methodology; 4) Collect relevant data or run appropriate experiments; 5) Analyse or diagnose data; 6) Obtain results; 7) Write a progress report; 8) Write a final report; 9) Give an oral presentation.

### Production Engineering: Chemical Industry IV – PCI401C

<table>
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<tr>
<th>Year module</th>
<th>NQF level</th>
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<tbody>
<tr>
<td>PCI401C</td>
<td>7</td>
<td>12</td>
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</tbody>
</table>

**Prerequisite:** Co-requisite:

**Purpose:** Linear programming; transportation models; integer programming; decision analysis; queuing models; simulation; project management; forecasting; statistical management and sampling.

### Process Control IV (Chemical) – PCT401C

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<tr>
<th>Year module</th>
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<tr>
<td>PCT401C</td>
<td>7</td>
<td>12</td>
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</table>

**Prerequisite:** Co-requisite:

**Purpose:** Examples of mathematical models of chemical engineering systems; analogue simulation; digital simulation; time-domain dynamics; laplace-domain dynamics; time-domain synthesis; laplace-domain synthesis.

### Reticulation Design and Management IV (Theory) – RDM4701 (RDM401C)

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<th>Year module</th>
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<tr>
<td>RDM4701</td>
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</table>

**Prerequisite:** Co-requisite: RDM4702 or RDM4PJT and HDL4701 a or HDL401C and HDL4702 or HDL4PJT

**Purpose:** This subject covers water, waste water, and stormwater reticulation systems. Hydraulic principles, design parameters, ancillary works, pumping installations, system operation, water management, waste management, environmental aspects, design project(s).

### Reticulation Design and Management IV (Project) – RDM4702 (RDM4PJT)

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<tr>
<th>Year module</th>
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<tr>
<td>RDM4702</td>
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</table>

**Prerequisite:** Co-requisite: RDM4701 or RDM401C and HDL4701 or HDL401C and HDL4702 or HDL4PJT

**Purpose:** This module is compulsory and core for BTech students in Civil Engineering taking the Water specialisation. The purpose of this module is to introduce students to basic design of a reticulation system, with guidelines on various auxiliary facilities.

### Reactor Technology IV – RTE4701 (RTE401C)

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<tr>
<td>RTE4701</td>
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<td>12</td>
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</table>

**Prerequisite:** Co-requisite:

**Purpose:** Mole balances: Definition of rate of reaction; General mole balance equation; Batch reactors, continuous-flow, continuous-stirred tank reactor; tubular reactor; industrial reactors; Conversion and reactor sizing: Definition of conversion; Design equations; Batch and flow systems; Applications of the design equations; Reactors in series; Rate laws and stoichiometry; Basic definitions; reaction rate constant, reaction order Elementary reactions and molecularity, reversible reactions, non-elementary reactions; Present status of our approach to reactor sizing and design, stoichiometric table; batch systems, constant-volume reaction systems, flow systems, volume change with reaction, reactions with phase change; Collection and analysis of rate data; Batch reactor data: Differential method of rate analysis, internal method, least-squares analysis; Experimental design: Finding the rate law, experimental planning; Isothermal reactor design: Design structure for isothermal reactor; Batch operation, design of CSTRs, tubular reactors; Pressure drop in reactors: pressure drop and the rate law, flow through a packed bed, pressure drop in pipes; Reversible reactions, Multiple reactions: Conditions for maximizing the desired product in parallel reactions; Maximizing the desired product in series reactions. Nonelementary reactions: Brief; Nonsolution: Energy balance; Nonsolution continuous reactors at steady state; Equilibrium conversions; Multiple steady states. Catalysts: Catalysts: Definitions, catalyst properties; Steps in a catalytic reaction, synthesizing rate law, mechanism, rate-limiting step; Design of reactors for gas-solids reactions. Heterogeneous data analysis for reactor design: Distributions of residence times for chemical reactors.
Solid Waste Management IV (Theory) – SWM4701 (SWM401C)

Year module
NQF level 7
Credits 10
Prerequisite:
Co-requisite: SWM4702 or SWM4PJT

Purpose:
Characteristics of waste, solid waste disposal methods, design operation and management of landfill sites, operation and management of solid waste removal systems; third world applications, waste recycling, emergency waste management, legal aspects.

Solid Waste Management IV (Practical) – SWM4702 (SWM4PJT)

Year module
NQF level 7
Credits 5
Prerequisite:
Co-requisite: SWM4701 or SWM401C

Purpose:
Waste generation and storage; Collection and transportation; Site selection; Site Operation and Management; Waste Minimisation; Closure, end-use and Rehabilitation.

Solid Waste Treatment (Chemical) IV – SWT4701 (SWT401C)

Year module
NQF level 7
Credits 12
Prerequisite:
Co-requisite:

Purpose:

Water Treatment (Chemical) IV – WTC4701 (WTC401C)

Year module
NQF level 7
Credits 12
Prerequisite:
Co-requisite:

Purpose:
Water Treatment (Chemical) IV is the heart of environmental engineering program. The module introduce the student to different application and uses of multidisciplinary subjects such as Chemistry, Fluid Flow and Unit Operations. The module introduce the students to different techniques used in water treatment, namely Coagulation and Flocculation, Lime Soda Softening, Reverse Osmosis and Nanofiltration, Microfiltration and Ultrafiltration, Disinfiction, Chlorination, UV and Ozone, and Biological Treatment.

Water Treatment Technology IV – WTT4701 (WTT401C)

Year module
NQF level 7
Credits 10
Prerequisite:
Co-requisite: WTT4702 or WTT4PJT

Purpose:
To develop a comprehensive report, acquire knowledge in clear understanding of a water scheme; Set scope of work, period of performance, deliverable schedule, cost estimate and quality based on the theory and practical they have learnt.

Water Treatment Technology IV (Project) – WTT4702 (WTT4PJT)

Year module
NQF level 7
Credits 5
Prerequisite:
Co-requisite: WTT4701 or WTT401C

Purpose:
Water Properties; Treatment Process; Treatment Plant design; Water Recycling, reuse, recovery and conservation; Environmental Aspects; Plant operation and Management.

Waste Water Treatment Technology IV (Theory) – WWT4701 (WWT401C)

Year module
NQF level 7
Credits 10
Prerequisite:
Co-requisite: WWT4702

Purpose:
Waste water properties, treatment process, treatment plant design, environmental aspects, plant operation, design project.

Waste Water Treatment Technology IV (Project) – WWT4702 (WWT4PJT)

Year module
NQF level 7
Credits 5
Prerequisite:
Co-requisite: WWT4701 or WWT401C

Purpose:
This study guide contains basic information about the technologies applied in the study and treatment of wastewater. The methods and methodologies discussed are a combination of physical, chemical and biological techniques. There are eight units in the study guide. Unit 1 provides an orientation by explaining terms and concepts and why wastewater must be treated before disposal. Units 2, 3 and 4 deal with the physical, chemical and biological characteristics of wastewater respectively. These characteristics are taken into account when wastewater is classified as being of either low, medium or high strength, depending on how polluted it is. Unit 5 discusses wastewater flow and characteristics that are taken into account when determining daily peak and average flow factors, which are used in sizing wastewater treatment units. Unit 6 explains the basic principles and design techniques of the physical, biological and chemical unit processes of conventional wastewater treatment methods. Unit 7 covers operation and management procedures for wastewater systems critical for the provision of high-quality effluent that meets disposal/reuse standards. The last unit, unit 8, gives you a brief introduction to advanced wastewater treatment methods that are capable of removing pollutants that cannot be easily removed by conventional methods.

Chemistry

Major combinations:
NQF Level: 5: CHE1501, CHE1502, CHE1503, MAT1512
NQF Level: 6: CHE2611, CHE2621, CHE2612, CHE2622, CHE2613, CHE2623, CHE2614, CHE2624
NQF Level: 7: CHE3701, CHE3702, CHE3703, CHE3704, CHE3721, CHE3722, CHE3723, CHE3724

Introductory Chemistry – CHE1500 (CHE111Q, CHE112R)

Semester module
NQF level 5
Credits 12
Prerequisite:
Co-requisite:

Purpose:
Chemical symbols, formulas and equations; properties of matter; structure of the atom and arrangements of electrons; chemical bonding and molecular structure; chemistry of certain main group elements, thermochemistry.
### General Chemistry 1A – CHE1501

**Semester module**

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**Prerequisite:**

**Co-requisite:**

**Purpose:** Properties of matter; equilibria; rates of reaction; thermodynamics; electrochemistry; chemistry of certain main group elements.

### General Chemistry 1B – CHE1502

**Semester module**

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**Prerequisite:** CHE1501

**Co-requisite:**

**Purpose:** Introduction to organic chemistry.

### Chemistry 1 (Practical) – CHE1503 (CHE104R)

**Semester module**

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**Prerequisite:** CHE1501

**Co-requisite:** CHE1502

**Purpose:** The purpose of the module is to equip learners with basic insight into chemical bonding; intermolecular forces; introductory stereochemistry and the nomenclature, nature and behaviour of hydrocarbons, hydrocarbon derivatives and carbonyl compounds.

### Chemistry I (Theory) – CHE181T

**Semester module**

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**Prerequisite:**

**Co-requisite:** CHE1PRA

**Purpose:** Matter; scientific measurements; atomic structure; chemical bonding; gases, liquids and solids; chemical formulas and stoichiometry; rates of chemical reactions; the gaseous phase; chemical equilibria; the liquid phase: solutions; the liquid phase: ionic equilibria; oxidation and reduction reactions; electrochemistry; introduction to organic chemistry; introduction to inorganic chemistry. Appropriate laboratory work.

### Chemistry I (Practical) – CHE1PRA

**Year module**

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**Prerequisite:**

**Co-requisite:** CHE181T

**Purpose:** Appropriate laboratory work.

### Inorganic Chemistry 2 (Theory) – CHE2611 (CHE211T)

**Semester module**

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**Prerequisite:** CHE1501 & CHE1503

**Co-requisite:**

**Purpose:** To enable students to demonstrate their understanding of chemical bonding; ionic solids; solvents, solutions, acids and bases; introduction to co-ordination chemistry and transition metals.

### Physical Chemistry 2 (Theory) – CHE2612 (CHE212U)

**Semester module**

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</table>

**Prerequisite:** CHE1501 & CHE1503

**Co-requisite:** MAT1512

**Purpose:** To enable students to demonstrate their understanding of the laws of thermodynamics and changes of state.

### Organic Chemistry 2 (Theory) – CHE2613 (CHE213V)

**Semester module**

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**Prerequisite:** CHE1502 & CHE1503

**Co-requisite:**

**Purpose:** To enable students to gain insight into dienes, aromaticity; electrophilic aromatic substitution; benzene, arenes, aldehydes, ketones, carboxylic acids and their functional derivatives, ethers and epoxides, amines, phenols and aryl halides.

### Analytical Chemistry 2 (Theory) – CHE2614 (CHE214W)

**Semester module**

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</table>

**Prerequisite:** CHE1501 & CHE1503

**Co-requisite:**

**Purpose:** To enable students to gain insight into statistical treatment of data, titrimetry, gravimetry, potentiometry and coulometry.

### Inorganic Chemistry 2 (Practical) – CHE2621 (CHE221V)

**Semester module**

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<th>NQF level</th>
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**Prerequisite:** CHE1501 & CHE1503;

**Co-requisite:** CHE2611

**Purpose:** The acquisition and demonstration of laboratory skills and techniques associated with the theoretical concepts covered in module CHE2611 (CHE211T).
<table>
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<tr>
<th>Course Title</th>
<th>Code</th>
<th>Type</th>
<th>NQF Level</th>
<th>Credits</th>
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<td>Physical Chemistry 2 (Practical) – CHE2622 (CHE222W)</td>
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<tr>
<td>Semester module</td>
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<td>Co-requisites:</td>
<td></td>
<td>CHE1501 &amp; CHE1503; MAT1312 &amp; CHE2612</td>
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<tr>
<td>Prerequisite:</td>
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<td>Co-requisites:</td>
<td></td>
<td>CHE2612</td>
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<tr>
<td>Purpose:</td>
<td>The acquisition and demonstration of laboratory skills and techniques associated with the theoretical concepts covered in module CHE2612 (CHE212U).</td>
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| Organic Chemistry 2 (Practical) – CHE2623 (CHE223X) | | | 6 | 4 |
| Semester module | | Co-requisites: | | CHE1502 & CHE1503 |
| Prerequisite: | | Co-requisites: | | CHE2613 |
| Purpose: | The acquisition and demonstration of laboratory skills and techniques associated with the theoretical concepts covered in module CHE2613 (CHE213V). |

| Analytical Chemistry 2 (Practical) – CHE2624 (CHE224Y) | | | 6 | 4 |
| Semester module | | Co-requisites: | | CHE1501 & CHE1503 |
| Prerequisite: | | Co-requisites: | | CHE2614 |
| Purpose: | The acquisition and demonstration of laboratory skills and techniques associated with the theoretical concepts covered in module CHE2614. |

| Inorganic Chemistry II (Theory) – INC251U | | | 6 | 4 |
| Semester module | | Co-requisites: | | CHE181T |
| Prerequisite: | | Co-requisites: | | INC2PRA |
| Purpose: | Chemical bonding; a more advanced study of ionic bonding; introduction to chemical reactions and factors that determine their possibility and rate; acids and bases; precipitate and complex formation in aqueous solutions; redox chemistry and derivation of oxidation state diagrams; hydrogen; group I (Na, Li, K); group II (Mg, Ca); group III (B, Al); group IV (C, Si, Ge, Sn, Pb); group V (N, P); group VI (O, S); group VII (F, Cl, Br, I). Appropriate laboratory work. |

| Inorganic Chemistry II (Practical) – INC2PRA | | | 6 | 4 |
| Year module | | Co-requisites: | | CHE181T & CHE1PRA |
| Prerequisite: | | Co-requisites: | | INC251U |
| Purpose: | Appropriate laboratory work. |

| Organic Chemistry II (Theory) – ORC221F | | | 6 | 4 |
| Semester module | | Co-requisites: | | CHE181T |
| Prerequisite: | | Co-requisites: | | ORC2PRA |
| Purpose: | Introduction – structure and properties; organic nomenclature; alkanes; alkylhalides; alkenes; alkynes; benzene; alcohols; ethers; phenols; aldehydes and ketones; carboxylic acids; derivatives of carboxylic acids, amines. Appropriate laboratory work. |

| Organic Chemistry II (Practical) – ORC2PRA | | | 6 | 4 |
| Year module | | Co-requisites: | | CHE1PRA |
| Prerequisite: | | Co-requisites: | | ORC221F |
| Purpose: | The purpose of the ORC2PRA module is to explain the general principles in Organic Chemistry and help the students demonstrate an understanding of the different laboratory techniques in practical organic chemistry. The ORC2PRA module highlights semi-micro techniques in organic chemistry and their applications in pre-preparations, separations, purifications, analyses and physical determinations of different organic compounds. |

| Physical Chemistry II (Theory) – PCH241P | | | 6 | 7 |
| Semester module | | Co-requisites: | | CHE181T |
| Prerequisite: | | Co-requisites: | | PCH2PRA |
| Purpose: | Gases; chemical kinetics; chemical equilibrium; ionic equilibrium; activity coefficients; electrochemistry; coligative properties of solutions; colloids. Appropriate laboratory work. |

| Physical Chemistry II (Practical) – PCH2PRA | | | 6 | 7 |
| Year module | | Co-requisites: | | CHE1PRA |
| Prerequisite: | | Co-requisites: | | PCH241P |
| Purpose: | The purpose of laboratory experiments in Physical Chemistry is to perform measurements, usually under controlled conditions, in order to illustrate, prove or disprove a theory or a scientific law. |

| Chemical engineering IV (practical) – CHE4PRA | | | 7 | 12 |
| Semester module | | Co-requisites: | | |
| Prerequisite: | | Co-requisites: | | |
| Purpose: | The purpose of this module is to provide students with an opportunity to apply their theoretical knowledge to relevant problem situations in the Chemical Industry, and to gain exposure to laboratory work, and fundamentals of chemical engineering technology, including the fundamentals of fluid flow (e.g. fluid friction) and related basic knowledge in chemical engineering (e.g. distillation, absorption, heat exchanger, ion exchange resin, ball mill, sedimentation, etc.). |
Inorganic Chemistry 3 (Theory) – CHE3701 (CHE311W)

Semester module

Prerequisite: CHE2611

Co-requisite:

Purpose: To enable students to gain insight into spectroscopy, advanced coordination chemistry, organometallic chemistry and bioinorganic chemistry.

Physical Chemistry 3 (Theory) – CHE3702 (CHE312X)

Semester module

Prerequisite: CHE2612

Co-requisite:

Purpose: To enable students to gain insight into changes of state, equilibria, electrochemistry, kinetic theory of gases, transport and diffusion and molecular reaction dynamics.

Organic Chemistry 3 (Theory) – CHE3703 (CHE313Y)

Semester module

Prerequisite: CHE2613

Co-requisite:

Purpose: To enable students to gain insight into and demonstrate an understanding of stereochemistry and conformational analysis, reaction mechanisms, applications of spectroscopic methods, carbanions, polyfunctional compounds, orbital symmetry and synthesis.

Analytical Chemistry 3 (Theory) – CHE3704 (CHE3143)

Semester module

Prerequisite: CHE2614

Co-requisite:

Purpose: To enable students to demonstrate their understanding of electroanalytical methods, molecular and atomic absorptions.

Inorganic Chemistry 3 (Practical) – CHE3721 (CHE321Y)

Semester module

Prerequisite: CHE2611 & CHE2621

Co-requisite: CHE3701

Purpose: The purpose of this course is to motivate student to understand the fundamental concepts of electronic structure and spectra in the metal complexes and coordination compounds and organometallic Chemistry.

Physical Chemistry 3 (Practical) – CHE3722 (CHE3223)

Semester module

Prerequisite: CHE2612 & CHE2622

Co-requisite: CHE3702

Purpose: The purpose of the Physical Chemistry practical course is to facilitate and improve the understanding of the theory covered in Module CHE3702, and to direct you, the student, towards the awareness that the theory which you are studying is based on reality and is applicable to experimentation and measurements.

Organic Chemistry 3 (Practical) – CHE3723 (CHE3234)

Semester module

Prerequisite: CHE2613 & CHE2623

Co-requisite: CHE3703

Purpose: The purpose of the module is to enable learners to gain and demonstrate Organic Chemistry laboratory skills and techniques, process and present data in a scientific way and make meaningful conclusions based on theory and practical knowledge.

Analytical Chemistry 3 (Practical) – CHE3724 (CHE3245)

Semester module

Prerequisite: CHE2614 & CHE2624

Co-requisite: CHE3704

Purpose: This module is to equip learners with a sound understanding of further concepts on the sample pre-treatment and instrumental analysis techniques and how they could be applied in solving real life problems. Students accredited with this module should be able to prepare real samples for analysis, select suitable sample pre-treatment and instrumental methods of analysis to generate quality creditable data to address the fundamental question of how much and what is it.

Postgraduate Modules

Inorganic Chemistry 4 – CHE4801 (CHE411A)

Year module

Prerequisite: CHE2611

Purpose: Coordination Complexes, Electronic structures and bonding in transition metal complexes, Electronic Spectra, colors, Redox and magnetic properties of transition metal complexes, Reaction mechanisms, Introduction to organometallic Chemistry and Catalysis, Introduction to Bioinorganic Chemistry, Synthetic methods in Coordination Chemistry.

Physical Chemistry 4 – CHE4802 (CHE442B)

Year module

Prerequisite: CHE2612

Purpose: Molecular and thermodynamic basis for chemical phenomena.
### Organic Chemistry – CHE4803 (CHE443C)

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</table>

**Purpose:** The structure of organic compounds and its relationship to chemical bonding, stereochemistry and reactivity.

### Analytical Chemistry 4 – CHE4804 (CHE444D)

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<tr>
<th>Year module</th>
<th>NQF level</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Prerequisite:</td>
<td>Co-requisite:</td>
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</table>

**Purpose:** Theory and practice of instrumental methods of analysis: absorption spectroscopy, magnetic resonance, mass spectrometry, electrometric methods and fundamental electronics.

### Advanced Physical Inorganic Chemistry – CHE4805 (CHE445E)

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<tr>
<th>Year module</th>
<th>NQF level</th>
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<tbody>
<tr>
<td>Prerequisite:</td>
<td>Co-requisite:</td>
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</table>

**Purpose:** Quantum chemistry, molecular symmetry and group theory.

### Advanced Organic Chemistry – CHE4806 (CHE446F)

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<tr>
<th>Year module</th>
<th>NQF level</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Prerequisite:</td>
<td>Co-requisite: CHE4803</td>
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</tbody>
</table>

**Purpose:** Incorporates the applications of vibrational, electronic, ESR, nuclear magnetic resonance and mass spectroscopy and CD to structure elucidation and specialized topics.

### Environmental Chemistry – CHE4807 (CHE449J)

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<tr>
<th>Year module</th>
<th>NQF level</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Prerequisite:</td>
<td>Co-requisite: CHE4803</td>
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</tbody>
</table>

**Purpose:** Incorporates the applications of vibrational, electronic, ESR, nuclear magnetic resonance and mass spectroscopy and CD to structure elucidation and specialized topics.

### Honours Project – CHE4808

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<tr>
<th>Year module</th>
<th>NQF level</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Prerequisite:</td>
<td>Co-requisites: CHE4801, CHE4802, CHE4803, CHE4804 or CCHE441A, CHE442B, CHE443C and CHE444D</td>
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</tbody>
</table>

**Purpose:** To gain comprehensive knowledge of different aspects of research techniques and presentation of scientific information in the form of research proposals, seminars and written reports based on their laboratory work. The Honours Research Project incorporates a Research Methodology component and Mini-Research project conducted under the supervision of a Chemistry staff member. The outcome of a Research Methodology component is a research proposal prepared according to the Guidelines for the Design of Research Proposal provided to registered students. The proposal should be approved by the executive committee and upon completion of the project, a comprehensive write up (mini-dissertation) to be submitted to the Chemistry department for evaluation and credit after approval by the supervisor. An oral presentation is highly recommended.

### Christian Spirituality

#### Postgraduate Modules

### Introductory Issues in the Study of Christian Spirituality – CSP4802

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<tr>
<th>Year module</th>
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<tr>
<td>Prerequisite:</td>
<td>Co-requisite:</td>
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</table>

**Purpose:** Firstly, to assist and guide students to understand what the discipline of Christian Spirituality entails, also in its various and complex interrelationships; secondly, to assist and guide students to formulate their views critically on how Christian Spirituality relates to its primary literary source, the Bible.

### History of Christian Spirituality – CSP4803

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<th>Year module</th>
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<tr>
<td>Prerequisite:</td>
<td>Co-requisite:</td>
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</table>

**Purpose:** Firstly, to assist and guide students to understand what constitutes the nature of historical understanding, the ‘problem of history’ as it relates to Christian Spirituality; secondly, to assist and guide students to gain insight into some of the major spiritual movements in Christian history; thirdly, to assist and guide students to give particular attention to their specialising choice of one of the major historical eras in Christian Spirituality: Ancient Christian Spirituality, Medieval Christian Spirituality, Renaissance/Reformation Christian Spirituality, or Contemporary Christian Spirituality.

### Christian Mysticism – CSP4804

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<th>Year module</th>
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<tr>
<td>Prerequisite:</td>
<td>Co-requisite:</td>
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</table>

**Purpose:** Firstly, to assist and guide students to understand what Christian Mysticism entails, also in its various and complex interrelationships; secondly, to assist and guide students to show such understanding by analysing the life and works of an important example of a Christian mystic from the history of Christian Spirituality.
Research Proposal in Christian Spirituality – HPCSP81

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<tr>
<th>Year module</th>
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<th>Credits</th>
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</table>

**Prerequisite:**

**Purpose:**
In the first part, Basics of Research, to introduce students to the technical, ethical, and intellectual requirements of high-quality and critically engaged academic writing, and in the second part, Specialised Methodologies, to introduce students to the different research methodologies in their chosen discipline and, for the sake of interdisciplinary work, in closely associated disciplines.

Research Report – HRCSP85

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<th>Year module</th>
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<td>36</td>
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</table>

**Prerequisite:**

**Purpose:**
To assist and guide students in formulating a viable research proposal for a small research project related to the subject area of Christian Spirituality; to carry out the research project, and to write a well-structured research report. This module is the culmination of the Honours BTh degree in Christian Spirituality.

Church History

**General Information:** Church History is not offered as a major at undergraduate level. For information on the five undergraduate modules on offer, consult the subject “Theologies in Context”. Church History can only be taken at postgraduate level.

Postgraduate Modules

Church Historiography and Methodology – HMKEG80 (KEG401E)

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<th>Year module</th>
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</table>

**Prerequisite:**

**Purpose:**
The purpose of this module is to introduce students to how historical research is done and explore the significance of these processes. To gain a broad understanding of the methods used to do Church History and explore the nature and characteristics of the art of writing History and Church History and to also examine examples of how the writing of History changed over time and to learn to become historians.

Research Report – HRKEG81 (KEG402F)

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<th>Year module</th>
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<td>36</td>
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</table>

**Prerequisite:**

**Purpose:**
Firstly to assist and guide students in formulating a viable research proposal for a small research report related to the subject area of Church History; secondly, to design a structure for a research essay or report; and thirdly, to write down, under the guidance of a supervisor, the outcomes of the research using standard practices in the field of Church History research.

A Detailed Study of a Primary Text – KEG4802 (KEG405J)

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<th>Year module</th>
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<td>24</td>
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</table>

**Prerequisite:**

**Purpose:**
To introduce students to the study of primary sources and to explore the significance of primary sources for the study of Church History today. To help them gain a broad understanding of the situation the authors found themselves in, to explore the nature and characteristics of the church and its development over time, to examine examples of Christian writings from different stages in the life of the Church and understand the motives behind and methods used by authors.

A Detailed Study of a Theme or a Theologian – KEG4803 (KEG403G)

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<th>Year module</th>
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<td>24</td>
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</table>

**Prerequisite:**

**Purpose:**
To introduce students to the study of themes and theologians and explore the significance of these for the study of Church History today. To help students gain a broad understanding of the situation the theologians found themselves in, to explore the nature and characteristics of themes within the church and its development over time, to examine examples of Christian themes and Christians from different stages in the life of the Church and to understand the motives behind and methods used by the Church.

Civil Engineering

**Information for Civil Engineering is subject to change**

Construction Methods I – CMD1501 (CMD101C)

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<tr>
<th>Semester module</th>
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</table>

**Prerequisite:**

**Purpose:**
Construction methods; construction plant; codes and building regulations; safety.

Construction Materials I (Theory) – CMT1501 (CMT101C)

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<th>Semester module</th>
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**Prerequisite:**

**Purpose:**
Materials and laboratory; quarries; environmental awareness; material codes.
Construction Materials I (Practicals) – CMTPRA1 (CMT1PRA)

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<th>Semester module</th>
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Prerequisite: Co-requisite:

**Purpose:** Qualifying students will be able to identify and apply the basic parameters to be considered when selecting construction materials and perform simple laboratory experiment according to relevant SANS codes such as the following: SANS 5862:1 Consistency of freshly mixed concrete – slump test. SANS 5862:2 Consistency of freshly mixed concrete – flow test. SANS 50934:2 Admixtures for Concrete (nor) and (grout) Parts 1 and 2. SANS 51008:2:2008 Mixing water for concrete specification for sampling etc. SANS 5863 Concrete tests – preparation and testing for compressive strength. SANS 845 – Bulk densities and void contents of aggregates. Other relevant SANS codes such as SANS 38, 42, 121, 1401-11, 1401-12. Students will also be able to discuss the technical aspects of mechanical, thermal, acoustical and chemical properties within the framework of energy and life cycle analysis. The basic environmental issues related to the selection of construction materials are also analyzed. Students will also be able to plan and execute basic management tasks involved in geotechnical work.

Management: Civil I – MCL1501 (MCL191S)

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<tr>
<th>Semester module</th>
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Prerequisite: Co-requisite:

**Purpose:** Composition of civil engineering industry; parties involved in the construction business; types of contracts; theory of management; office and site organisation; productivity; quality management; elementary economic concepts; basic accounting applications. (To be converted to modules; one offered by Department of Business Management and other by the Department of Civil Engineering).

Surveying I (Theory) – SRV1501 (SRV121Q)

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<th>Year module</th>
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Prerequisite: Co-requisite: SRVPRA1 or SRV1PRA

**Purpose:** Basic principles; coordinate calculations; levelling; tacheometry; areas and volumes.

Surveying I (Practical) – SRVPRA1 (SRV1PRA)

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<th>Year module</th>
<th>NQF level</th>
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</table>

Prerequisite: Co-requisite: SRV1501 or SRV121Q

**Purpose:** This module presumes that you have totally mastered the theory of the Applications and Calculations modules of the subject. During your practical involvement and exposure, up to now, you have acquainted yourself with the different instruments, their handling, operation, how to observe and take readings with them. During the practical week, you have to demonstrate your abilities to carry out production tasks. You should find it easy depending on the degree you have put your shoulder to the wheel during the practice sessions. The purpose is to enable you to demonstrate the outcomes in carrying out every practical part of the module as quickly as possible, within the required accuracies, and presenting the calculated results for assessment complete the calculations and or drawings of the measured data.

Surveying – SRC2601 (SRC211Q)

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<tr>
<th>Year module</th>
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</table>

Prerequisite: SRV1501 or SRV121Q, SRVPRA1 or SRV1PRA Co-requisite: SRCPRA2 or SRC2PRA

**Purpose:** Levelling; traversing; tacheometry; setting out civil engineering structures; computer applications.

Surveying: Civil II (Practical) – SRCPRA2 (SRC2PRA)

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<tr>
<th>Year module</th>
<th>NQF level</th>
<th>Credits</th>
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</table>

Prerequisite: SRV1501 or SRV121Q, SRVPRA1 or SRV1PRA Co-requisite: SRC2601 or SRC211Q

**Purpose:** This module presumes that you have totally mastered the theory of the Applications and Calculations modules of the subject. During your practical involvement and exposure, up to now, you have acquainted yourself with the different instruments, their handling, operation, how to observe and take readings with them. During the practical week, you have to demonstrate your abilities to carry out production tasks. You should find it easy depending on the degree you have put your shoulder to the wheel during the practice sessions. The purpose is to enable you to demonstrate the outcomes in carrying out every practical part of the module as quickly as possible, within the required accuracies, and presenting the calculated results for assessment complete the calculations and or drawings of the measured data.

Geotechnical Engineering II (Theory) – GTE2601 (GTE281Q)

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<tr>
<th>Year module</th>
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Prerequisite: Co-requisite: GTE2PRA

**Purpose:** Introduction to geology; engineering geology; engineering soils.

Geotechnical Engineering II (Practical) – GTE2PRA

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<th>Year module</th>
<th>NQF level</th>
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</table>

Prerequisite: Co-requisite: GTE2601 or GTE281Q

**Purpose:** Introduction to geology; engineering geology; engineering soils.

Geotechnical Engineering III (Theory) – GTE3601 (GTE331Q)

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<tr>
<th>Year module</th>
<th>NQF level</th>
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</table>

Prerequisite: GTE2601 or GTE281Q, GTE2PRA Co-requisite: GTEPRA3 or GTE3PRA

**Purpose:** Soil mechanics; site investigation; computer applications.
<table>
<thead>
<tr>
<th>Course Title</th>
<th>Year module</th>
<th>NQF level</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Geotechnical Engineering III (Practical) – GTEPRA3 (GTE3PRA)</td>
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<td>6</td>
</tr>
<tr>
<td>Prerequisite:  GTE2601 or GTE281Q, GTE2PRA</td>
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</tr>
<tr>
<td>Co-requisite: GTE3601 or GTE331Q</td>
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<tr>
<td>Purpose: Soil mechanics; site investigation; computer applications.</td>
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<tr>
<td>Engineering Practice: Civil III – PEC301C</td>
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<td>6</td>
</tr>
<tr>
<td>Prerequisite: All subjects from first, second &amp; third levels</td>
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<td></td>
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<tr>
<td>Co-requisite:</td>
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<tr>
<td>Purpose: One year experiential training under supervision of a qualified supervisor in four or more of the following: Administration; drawing; surveying; design; contracts; construction; materials testing.</td>
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<tr>
<td>Management: Civil II – MCL2601 (MCL221S)</td>
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<td>6</td>
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<tr>
<td>Prerequisite: MCL1501 or MCL1915</td>
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<tr>
<td>Co-requisite:</td>
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<tr>
<td>Purpose: Contract planning; planning techniques; financial planning and control; computer applications; labour legislation.</td>
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<tr>
<td>Engineering Practice: Civil II – PEC2601 (PEC201C)</td>
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<td>6</td>
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<tr>
<td>Prerequisite: 10 study units from level 1 or level 2</td>
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<tr>
<td>Co-requisite:</td>
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<tr>
<td>Purpose: One year experiential training under supervision of a qualified supervisor in four or more of the following: Administration; drawing; surveying; design; contracts; construction; materials testing.</td>
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<tr>
<td>Structural Analysis II – SAN2601 (SAN271Z)</td>
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</tr>
<tr>
<td>Prerequisite: TST2601 or TST271Z &amp; TSTPRA2 or TST2PRA</td>
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<tr>
<td>Co-requisite:</td>
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<tr>
<td>Purpose: Analysis of statically determinate structures; axially loaded compression members; combined stresses; computer applications (where applicable).</td>
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<tr>
<td>Transportation Engineering II (Theory) – TPE2601 (TPE211C)</td>
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<tr>
<td>Prerequisite:</td>
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<tr>
<td>Co-requisite: SRC2601, SRC2PRA2 &amp; TPE2602 or TPE2PJT, SRC211Q &amp; SRC2PRA</td>
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<tr>
<td>Purpose: Transport planning; traffic engineering; geometric design; rail design; design project.</td>
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<tr>
<td>Transportation Engineering II (Project) – TPE2602 (TPE2PJT)</td>
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<td>Prerequisite:</td>
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<tr>
<td>Co-requisite:</td>
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<tr>
<td>Purpose: The Purpose of this module is to expose and familiarize the qualifying students to the use of Civil Designer in designing a simple road network and be able to perform various operations such as creating a digital terrain model, vertical and horizontal alignment, as well as road template. The students should also be able to generate a cross section as well as long section drawing. Develop a skill of road design in a sequential manner using the software as well as a technical report writing skill.</td>
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<tr>
<td>Reinforced Concrete and Masonry Design III (Theory) – RCD3601 (RCD301C)</td>
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<tr>
<td>Prerequisite: TST2601 or TST271Z &amp; TSTPRA2 or TST2PRA &amp; SAN2601 or SAN271Z</td>
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<tr>
<td>Co-requisite: RCD3602 or RCD3PJT</td>
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<tr>
<td>Purpose: Reinforced concrete; unreinforced masonry; computer applications.</td>
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<tr>
<td>Reinforced Concrete and Masonry Design III (Project) – RCD3602 (RCD3PJT)</td>
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<td>6</td>
</tr>
<tr>
<td>Prerequisite: SAN2711Z, TST271Z &amp; TST2PRA or SAN2601, TST2601 &amp; TSTPRA2</td>
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<tr>
<td>Co-requisite: RCD301C or RCD3601</td>
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<tr>
<td>Purpose: Work methodically through each section in turn and make your own rough notes as you progress. Contact the mentor if you are unable to clarify any important points. Once you are comfortable with the section, attempt the self evaluation questions. Do not move on to the next section until you have mastered the present one. Do not attempt and submit the assignment or projects until you fully understand the course material required.</td>
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</table>
Structural Analysis III – SAN3601 (SAN341H)

Year module: NQF level 6 Credits 12

Prerequisite: SAN2601 or SAN271Z

Purpose: Analysis of statically indeterminate structures; computer applications (where applicable).

Transportation Engineering III (Theory) – TPE3601 (TPE381V)

Year module: NQF level 6 Credits 9

Prerequisite: TPE211C and TPE2PJT or TPE2601 and TPE2602

Purpose: Earthworks design; pavement design and management; drainage; pavement materials; design project.

Transportation Engineering III (Practical) – TPE3PRA

Year module: NQF level 6 Credits 4

Prerequisite: TPE211C and TPE2PJT or TPE2601 and TPE2602

Purpose: The Purpose of this module is to allow the qualifying students develop a required level of competence in the laboratory tests/experiments which shall be required to be carried out in accordance with TMH-1 Standard methods of testing road construction materials.

Structural Steel and Timber Design III (Theory) – SSD3601 (SSD301C)

Year module: NQF level 6 Credits 8

Prerequisite: SAN2601 or SAN271Z

Purpose: Structural loading; timber design; structural steel design; computer applications (where applicable).

Structural Steel and Timber Design III (PJT) – SSD3602 (SSD3PJT)

Year module: NQF level 6 Credits 4

Prerequisite: SAN2601 or SAN271Z

Purpose: The purpose of this module is to introduce students to structural loading analysis, timber design and structural steel design.

Theory of Structures II (Theory) – TST2601 (TST271Z)

Year module: NQF level 6 Credits 9

Prerequisite: PHY1501 & AMC1PRA

Purpose: Sectional properties; stress and strain; analysis of statically determinate beams; analysis of statically determinate pin-pointed frames; computer applications where applicable.

Theory of Structures II (Practical) – TSTPRA2 (TST2PRA)

Year module: NQF level 6 Credits 3

Prerequisite: PHY1501 and AMC1PRA

Purpose: This module is compulsory and core for the National Diploma in Civil Engineering. The purpose of this module is to enable students to apply the theory learnt in theory of structures II to practical environment and be able to compare theoretical results to practical results.

Postgraduate Modules

Solid Waste Management IV (Project) – SWM4702 (SWM4PJT)

Year module: NQF level 7 Credits 5

Prerequisite: Co-requisite: SWM4701 or SWM401C

Purpose: Waste generation and storage; Collection and transportation; Site selection; Site Operation and Management; Waste Minimisation; Closure, end-use and Rehabilitation.

Construction Materials Technology IV – CMT4701 (CMT401C)

Year module: NQF level 7 Credits 10

Prerequisite: Co-requisite: CMT4702

Purpose: Concrete technology, asphalt and bitumen technology, other materials, testing.
### Construction Materials Technology IV – CMT4702 (CMT4PJT)

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**Prerequisite:** Co-requisite: CMT4701

**Purpose:** The course in Civil Engineering construction material technology IV is intended to provide the student with a broad knowledge of the basic materials used in Civil engineering construction. Only the more widely used materials are covered. Materials such as wood, plastics and other similar materials which are more often used in building construction are not covered in this course although some of them are sometimes used in Civil Engineering construction. Materials which are used in conjunction with other basic materials such as joint sealants for concrete roads, curing compounds, etc. may be mentioned in passing at the relevant chapter in the course but are not discussed in any detail. Each basic material is discussed in much less detail than in the specialist courses such as the courses in ASPHALT or CONCRETE TECHNOLOGY. This course would, however, provide the student with sufficient information to do further self-study on any of those subjects.

### Contract Management: Civil IV – CMC4701 (CMC401C)

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**Prerequisite:** Co-requisite: CMC4702

**Purpose:** Contract documentation; contract specifications; pre-tender procedures; tender preparation; tender award; commencement of contract project; measurement and payment; subcontract work; contractual dispute management; cost control and productivity; quality management.

### Contract Management: Civil IV (Project) – CMC4702 (CMC4PJT)

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**Prerequisite:** Co-requisite: CMC4701

**Purpose:** The aim of this course is to introduce students to the general components of contract management within the civil engineering industry. The module covers the complete project life cycle from project conception up to, and including, project closure. Examples of typical documentation to be used during the various stages of the project are given where relevant and/or appropriate. The module is concluded by chapters covering subjects such as organisational behaviour, cost control, management system control, productivity and decision-tree analysis, and quality management.

### Concrete Technology IV (Theory) – CNT4701 (CNT401C)

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**Prerequisite:** Co-requisite: CNT4PRA4 and CNT4702

**Purpose:** Properties and materials, production and supply, special applications, testing.

### Concrete Technology IV (Project) – CNT4702 (CNT4PJT)

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**Prerequisite:** Co-requisite: CNT4PRA4 and CNT4701

**Purpose:** The purpose of this module is to enable students develop competencies and skills in general concrete technology.

### Concrete Technology IV (Practical) – CNTPRA4 (CNTP4PRA)

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**Prerequisite:** Co-requisite: CNT4701 and CNT4702

**Purpose:**

### Environmental Engineering: Civil IV (Module A) – EEN4701 (EEN4M1C)

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**Prerequisite:** Co-requisite: EEN4702 and EEN4703 and EEN4704

**Purpose:** Environmental microbiology: Structure and metabolism of cells and micro-organisms; Monitoring methods for pathogens and indicator organisms; Self-purification; Biodegradation; Biodeterioration; Ecotoxicity; Introduction to ecology; Ecosystems; Population dynamics; Environmental cycles; Human impact on ecosystems.

### Environmental Engineering: Civil IV (Module B) – EEN4702 (EEN4M2C)

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**Prerequisite:** Co-requisite: EEN4701 and EEN4703 and EEN4704

**Purpose:** Environmental chemistry: Stoichiometry and concentration; Atomic structure and chemical bonding; Acids; Bases; Salts; Metals; Changes of state; Solutions and equilibriums; Electrochemistry and corrosion; Organic chemistry; Biochemistry; Mass transfer and material balances; Environmental engineering; Environmental pollution; Impact of engineering on the environment; Mass energy transfer; Soil transport and erosion; Air quality issues; Water and wastewater treatment; Irrigation; Waste systems; Coastal Engineering; Transportation; Non-renewable resources.
Pavement design, pavement construction, pavement evaluation and rehabilitation, pavement management, project.

Geometric Design IV (Theory) – GDS4702 (GDS4PJT)

Purpose: Principles and practice of road alignment, environmental impact control, design control and criteria, elements of design (geometrics, safety), intersection and interchange design, drainage design, earthworks design, design project.

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Pavement Technology IV (Theory) – PVT4702 (PVT401C)

Purpose: Pavement design, pavement construction, pavement evaluation and rehabilitation, pavement management, project.

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Environmental Engineering: Civil IV (Module A) Project – EEN4703 (EEN4PJA)

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Environmental Engineering: Civil IV (Module B) Project – EEN4704 (EEN4PJB)

Purpose: This module is compulsory and core for BTech students in Civil Engineering taking all specializations. The purpose of this module is to introduce students to environmental engineering and its importance in the civil engineering field.

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Foundation Engineering IV (Theory) – FEN4701 (FEN401C)

Purpose: To introduce the fundamentals of microbiology to environmental engineers. To describe characteristics of microbial populations such as bacteria, algae, fungi, protozoa and others. To describe the growth of micro-organisms and to introduce the subject of identification and enumeration of micro-organisms. To understand the diversity of microbes, how the different microbes function in gaining energy and the impact of microbes on ecosystems and our globe. To realize that microbes can do anything they want, wherever they want, and that without microbes humans wouldn’t be alive. To introduce the fundamentals of water-borne disease transmission and protection against such diseases. To review the basics of agents of disease (bacterial pathogens), viral pathogens, protozoan pathogens, helminths and other vectors of disease. To understand indicators of faecal contamination and the concept of indicator organisms as well as limitations of these concepts. To introduce the subject of ecology to engineering students. To introduce the terminology and concepts of ecology. To explain briefly some historical efforts to determine the age of the earth and its geologic time. To utilise concepts of positive feedback. To understand the law of radioactive decay and the understanding the underlying assumptions and factors when it is used to determine the ages of certain rocks and other materials. To discuss the relationship between level of resolution and scientific truth and the importance of scientific methods. To discuss the Gaia (Gaia) hypothesis and its implications for the global environment. To understand the fundamental concepts of an ecosystem.

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Foundation Engineering IV (Project) – FEN4702 (FEN4PJT)

Purpose: The aim of this course is to make students aware of the importance of soil properties and their influence on foundation design. To distinguish between the different types of natural soils. To identify and define the problems associated with different soils. Students will also be able to provide a number of engineering solutions to the problem soil encountered. Students will be able to calculate stresses underneath foundations for various types of loading, to calculate stresses at different depths and lateral positions underneath the footings so that differential changes in stress can be obtained. Students will also be able to calculate consolidation settlement as well as the degree of consolidation after a specific time span. Students should also be able to calculate the spacing of sand drains to speed up the consolidation process for soft clay profiles. Students will also be able to use the appropriate test method to obtain the degree of strength of the soil and be able to apply the correct test method for a particular application of the shear strength parameters. The Geotechnical technicians should be able to do a thorough soil investigation and to prepare a geotechnical report. He must be able to do the profiling of test holes and interpret the results of boring logs during the drilling operation. He must also be able to sample representative soil samples for the relevant laboratory tests. He must also be able to do all the different in situ tests together with the interpretation of the associated design methods. Students should be able to calculate lateral earth pressure on near vertical interfaces for the rest condition, as well as for the limiting active and passive conditions, using the theories by Rankine and Coulomb. The student will know how to include in the calculations the effects of self-weight, submergence, seepage, simple surcharge loads and interface friction. Students will be able to classify the degree of damage and advise on the settlement that a building will be able to tolerate. To determine the ultimate bearing capacity of shallow footings on sand and on clay. To determine the allowable bearing capacity of clay soils, by making use of the total stress analysis for the undrained bearing capacity and the effective stress analysis for the drained case in clay. For the allowable bearing capacity of sand the student will have been informed with regard to the different in situ tests that can be used to obtain the bearing capacity. The student will also be able to design a raft foundation if the soil conditions are such that the foundations can be made of single strip or single footings cannot be used. To investigate the stability of gravity retaining walls embedded retaining structure, and structures that are installed to provide temporary support to the walls of vertical excavations. After completion of the contents, the student should know the different possible failure modes of these structures, and how to determine the factors of safety against failure. Students will be able to design single piles as well as pile groups taking into account the possibility of block failure in clayey soils. Students will be able to calculate the consolidation settlement of a single pile as well as a pile group. Students will be able to design pile in sand or clay to withstand lateral loads without developing a plastic hinge. Students will be able to design bored piles in the form of drilled shafts in clay or sand. It will also be possible for the student to design an embedded retaining structure, and structures that are installed to provide temporary support to the walls of vertical excavations. After completion of the contents, the student should know the different possible failure modes of these structures, and how to determine the factors of safety against failure. Students will be able to design single piles as well as pile groups taking into account the possibility of block failure in clayey soils. Students will be able to calculate the consolidation settlement of a single pile as well as a pile group. Students will be able to design pile in sand or clay to withstand lateral loads without developing a plastic hinge. Students will be able to design bored piles in the form of drilled shafts in clay or sand. It will also be possible for the student to design the appropriate thickness of the seal for an open caisson.

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### Social Environmental Studies: Civil IV – SNS4701 (SNS4M1C)

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**Prerequisite:**

**Co-requisite:** SNS470R and SNS4PJA and SNS4703

**Purpose:** Social theory, environmental issues, environmental economics, environmental policy and law, development studies, environmental ethics.

### Structural Analysis IV – SAN4701 (SAN401C)

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**Prerequisite:**

**Co-requisite:**

**Purpose:** Advanced structural analysis methods, applicable computer applications.

### Structural Masonry Design IV (Theory) – SMD4701 (SMD401C)

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**Prerequisite:**

**Co-requisite:** SMD4702

**Purpose:** Design of unreinforced and reinforced masonry structures, detailing.

### Pavement Technology IV (Project) – PVT4702 (PVT4PJT)

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**Prerequisite:**

**Co-requisite:**

**Purpose:** An introduction to the requirements of this course, the syllabus, background to pavement design, comprising South Africa perspective and the evolution of pavement design will be discussed in this chapter.

### Reinforced Concrete Design IV (Project) – RCD4701 (RCD401C)

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**Prerequisite:**

**Co-requisite:** RCD4PJT & CNT4701 & CNT4702 & CNTPRA4

**Purpose:** Design of reinforced concrete structures, computer applications.

### Structural Masonry Design IV (Project) – SMD4702 (SMD401PJT)

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**Prerequisite:**

**Co-requisite:** SMD4701

**Purpose:** Structural masonry is a cost effective engineering solution that offers many options and significant design flexibility.

### Social Environmental Studies: Civil IV – Module B: Theory – SNS4702 (SNS4M2C)

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**Prerequisite:**

**Co-requisite:** SNS4701 and SNS4PJA and SNS4703

**Purpose:** In social Environmental Studies the focus is on the human environment, an aspect of major concern in Geography. Although an academic subject in its own right, it is also strongly multidisciplinary in nature. The link between Civil Engineering and Geography is not only a theoretical but also evident in practice. Engineers work in the field and geographers collect data there and represent the information on maps, interpreting it spatially. Engineers need to understand the environment in which they work in order to apply their skills. Essentially they use the natural environment to plan, construct and maintain a facility to benefit people. In their world of work, awareness of the people living in a particular place is as important as the physical landscape that they seek to manage. Geographical literacy and other skills used in this course, will give you an idea of the diversity of people, places and natural phenomena. You will need such when involved in planning and implementing projects. At the end of this course students will be acquainted with a geographical perspective applied, natural and human environments, the representation of earth: maps and their use, the world population, cultures of the world, the urban environment, the distribution of wealth in the world, from global and local, global patterns of water, soil, plants and animals, global water issues, the loss of biodiversity.

### Social Environmental Studies: Civil IV (Module A) Project – SNS4PJA

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**Prerequisite:**

**Co-requisite:** SNS4701 and SNS4702 and SNS4703

**Purpose:** In social Environmental Studies the focus is on the human environment, an aspect of major concern in Geography. Although an academic subject in its own right, it is also strongly multidisciplinary in nature. The link between Civil Engineering and Geography is not only a theoretical but also evident in practice. Engineers work in the field and geographers collect data there and represent the information on maps, interpreting it spatially. Engineers need to understand the environment in which they work in order to apply their skills. Essentially they use the natural environment to plan, construct and maintain a facility to benefit people. In their world of work, awareness of the people living in a particular place is as important as the physical landscape that they seek to manage. Geographical literacy and other skills used in this course, will give you an idea of the diversity of people, places and natural phenomena. You will need such when involved in planning and implementing projects. At the end of this course students will be acquainted with a geographical perspective applied, natural and human environments, the representation of earth: maps and their use, the world population, cultures of the world, the urban environment, the distribution of wealth in the world, from global and local, global patterns of water, soil, plants and animals, global water issues, the loss of biodiversity.
### Social Environmental Studies: Civil IV (Module B) Project – SNS4703 (SNS4PJB)

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**Purposes:** In Social Environmental Studies the focus is on the human environment, an aspect of major concern in Geography. Although an academic subject in its own right, it is also strongly multidisciplinary in nature. The link between Civil Engineering and Geography is not only theoretical but also evident in practice. Engineers work in the field and geographers collect data there and represent the information on maps, interpreting it spatially. Engineers need to understand the environment in which they work in order to apply their skills. Essentially they use the natural environment to plan, construct and maintain a facility to benefit people. In their world of work, awareness of the people living in a particular place is as important as the physical landscape that they seek to manage. Geographical literacy and other skills used in this course, will give you an idea of the diversity of people, places and natural phenomena. You will need such when involved in planning and implementing projects. At the end of this course students will be acquainted with a geographical perspective, natural and human environments, the representation of earth: maps and their use, the world population, cultures of the world, the urban environment, the distribution of wealth in the world, from global and local, global patterns of water, soil, plants and animals, global water issues, the loss of biodiversity. Our earth: some environmental concepts and terms, sustainable development, turning ethical theory into practice, environmental justice, human-centred ethics (resources, conservation, issues), nature – centered ethics – animals, nature and land, the law and sources of South African law, what is the law, law and environment, the constitution of South Africa.

### Structural Steel Design IV (Theory) – SSD4701 (SSD401C)

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**Purposes:** Design of structural steel structures, computer applications.

### Structural Steel Design IV (Project) – SSD4702 (SSD4PJT)

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**Purposes:** In design of structural elements and analysis of structural components in Civil Engineering practice are very important. The agricultural steel design code will also be referred to this course. At the end of this course students will be acquainted with: material considerations, loading considerations, design of major structural elements, analysis of structures and structural components, application of cold-formed sections connections, multi-storey frames and composite design.

### Theory of Structures IV – TST401C

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**Purposes:** Advanced structural analysis methods; applicable computer applications.

### Urban Planning and Design IV (Theory) – UPD4701 (UPD401C)

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**Purposes:** Planning: Historical perspective, modern trends, land use, legal procedure, urban infrastructure management, maintenance and finance. Design: Residential layouts, informal settlements, design project with emphasis on the engineering related aspects of urban planning and design.

### Urban Planning and Design IV (Project) – UPD4702 (UPD4PJT)

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**Purposes:** Develop an ability by the student to apply the principles and techniques of urban planning and design in a project. Prepare the student to become competent in the employment environment.

### Classical Studies

#### Classical Culture (Major Combinations for Classical Culture)

**Major combinations:**

- **NQF Level: 5:** CLS1501, CLS1502
- **NQF Level: 6:** CLS2601, CLS2602
- **NQF Level: 7:** CLS3701, CLS3702, CLS3703, CLS3704, CLS3705

##### Greek Mythology in Context – CLS1501 (CCL101R)

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**Purposes:** To introduce students to ancient Greek society, its myths and literature, in particular Greek epic through a study of selected passages from Homer’s Odyssey.

##### Roman Myths, Literature and Society – CLS1502 (CCL102S)

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**Purposes:** To gain insight into ancient Roman society, its myths and its literature, with a view to appreciating the enduring influence of the ancient Roman Culture on Modern Civilization and intellectual endeavour. Instead of their final examination, students are required to present a portfolio of their work.
### Perspectives on Roman Africa and the Ancient Environment – CLS2601 (CLS826C)

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**Purpose:** Students of Ancient History will study North African and Egypt in the Greco-Roman period. Students specialising in Classical Culture are introduced to classical perspectives on the environment by means of selected source material in translation. Aspects of environment awareness in antiquity are studied with a view to relate these to current ecological concerns.

### Material Testimonials to the Classical World – CLS2602

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**Purpose:** To introduce students to the Classical world through its art, architecture, visual source materials. Students of Ancient History will engage with the original source material (in translation) in the forms of texts, coins and inscriptions. Students specialising in Classical Culture will study the main accomplishments in architecture and art, including vase painting, sculpture, mosaics and murals in the Greco-Roman period.

### Classical Historical Writings – CLS3701

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**Purpose:** To introduce students to the concept of history and the origins of historical thinking through the works of ancient historians and other prose writers. Students in Ancient History would focus on the writings of Herodotus, Thucydides, and Tacitus, and their value as sources for our knowledge of events in antiquity.

### Ancient Democracy and Moral Thought – CLS3702

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**Purpose:** Students in Ancient History study the origins of Greek democracy and its implementation in 5th century Athens. Students specialising in Classical Culture study selected texts in translation from Plato, Aristotle, Epicurus, Lucretius as well as Stoa authors.

### Pericles to Philip/Ancient Entertainment – CLS3703

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**Purpose:** Students in Ancient History study the origins of Greek democracy and its implementation in 5th century Athens. Students specialising in Classical Culture study selected texts in translation from Plato, Aristotle, Epicurus, Lucretius as well as Stoa authors.

### Classical Heroes in Fact and Fiction – CLS3704

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**Purpose:** Students of Ancient History will engage in a detailed study of the sources on the reign of Constantine the Great (AD 306 to 337) and his conversion to Christianity. Students specialising in Classical Culture study Homer’s Iliad and selections from Vergil’s Aeneid in translation from historical, cultural, literary and intertextual perspectives.

### The Fall of Rome/Greco-Roman Drama – CLS3705

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**Purpose:** Ancient History students will analyse the main factors in the decline and fall of the Roman Empire and examine reasons why the West fell, while the East remained intact. Students specialising in Classical Culture are allowed to choose between Greco-Roman tragedy (Sophocles’ and Seneca’s renditions of the Oedipus myth) and Greco-Roman comedy (selections from Aristophanes, Menander, Plautus and Terence), in order to establish how these genres were used to grapple with serious social issues.

### Postgraduate Modules

#### Historical Methodology and Classical Reception – CLS4801 (CLSRECU)

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**Purpose:** This paper Ancient history students examine the methodological uses and abuses of epigraphic, numismatic and archaeological evidence in the rediscovering of Greco-Roman history. A number of district study topics are investigated, including archaeology and its relevant techniques, as well as a detailed study of ancient coins and inscriptions. Students of Classical Culture, Greek or Latin will study Greek or Latin literature in particular the tragedies of Hippolytus and Phaedra.

#### Greek History/Classical Society – CLS4802 (CLSSOCN)

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**Purpose:** Ancient History students may study either the sociopolitical history of Archaic Greece (First Olympiad to 500BC) OR the rise of Philip II and Alexander in the fourth century BC. Classical Culture students will examine diverse facets of Greco-Roman civilization such as religion or gender issues in the ancient world.
Classical Thought and Roman History – CLS4803 (CLSTHOP)

Year module: NQF level 8 Credits 24

Prerequisite: Co-requisite:

Purpose: The paper offers Ancient History students a study of the Augustan principate and its political and constitutional significance. Classical Culture students will focus on themes around Classical thought, such as the famous sophists and their legacy.

Literary Texts and Historical Sources – CLS4804

Year module: NQF level 8 Credits 12

Prerequisite: Co-requisite:

Purpose: Ancient History students engage in a detailed analysis of the literary, epigraphic and numismatic evidence for the periods studied under CLS4802 and CLS4803. This paper provides Classical Culture students the opportunity to study a literary theme at the depth required for postgraduate study. The default theme is literary treatments of the Phaedra myth, studied through close analysis of the tragedies of Euripides, Hippolytus and Seneca's Phaedra. An additional outcome of the paper is the ability to situate authors of the Classical world within their own contexts and within the broad history of Classical literature.

Research Report – HRCWL81

Year module: NQF level 8 Credits 36

Prerequisite: Co-requisite:

Purpose: The purpose of this paper is to guide students in developing research skills to write a research article/portfolio on an approved author or field of study. This paper is shared by Modern Languages and Classics. In some language specialisations where an oral exam forms a part of this module, such an examination will be based on the candidates' research article. The oral examination will be of approximately 45 minutes' duration, preceded by 45 minutes' preparation. Where an oral examination forms part of this module, candidates resident in Southern Africa must take the oral examination in Pretoria, unless permission for alternative arrangements is obtained (by written request) from the Chair of the Department. Candidates residing outside Southern Africa may record the oral examination under official supervision.

Communication Science

Communication Science for BA (for BA Degree, BBA Degree and BA (Human and Social Studies)

Major combinations:

NQF Level: 5: COM1501, COM1502, COM2601, COM2602, COM2603, COM2604, TEX2601, RSC2601

NQF Level: 6: COM2601, COM2602, COM2603, COM2604, TEX2601, RSC2601

NQF Level: 7: COM2601, COM2602, COM2603, COM2604, COM3701, COM3702, COM3703, COM3706 and ONE of COM3704 COM3705 COM3706 COM3707 CO M3708 COM3707

Communication Science for BA (for BSW and BA (Health Sciences and Social Services) (with specialisation in Welfare Science)

Major combinations:

NQF Level: 5: COM1501, COM1502

NQF Level: 6: COM2601, COM2602, COM2603, COM2604, COM3701, COM3702, COM3703, COM3706 and ONE of COM3704 COM3705 COM3706 COM3707 CO M3708 COM3707

Communication Science for BA Communication Science

Major combinations:

NQF Level: 5: COM1501, COM1502, EUP1501, and TWO of ENGL 501 & AFK1302

NQF Level: 6: COM2601, COM2602, COM2603, COM2604, COM3701, COM3702, COM3703, COM3704, COR3705, COM3706, COM3708, COM3707TEX3701

Communication in Business Contexts – CBC1501

Semester module: NQF level 5 Credits 12

Prerequisite: Co-requisite:

Purpose: To make students aware that communication forms an integral part of the role of the accounting practitioner in a business context. Students are sensitised to the variables influencing communication situations in the accounting environment and know how to respond appropriately.

Fundamentals of Communication – COM1501

Semester module: NQF level 5 Credits 12

Prerequisite: Co-requisite:

Purpose: To introduce students to the basic principles of communication and to create an awareness of the skills and competencies needed to communicate effectively.

Media Studies for Public Relations I – MDS181Z

Year module: NQF level 5 Credits 17

Prerequisite: Co-requisite:

Purpose: Ethical considerations, gathering news, newspapers, magazines, feature writing, radio, television, house journals.

Communication Science for Public Relations I – COP1501 (COS121X)

Year module: NQF level 5 Credits 16

Prerequisite: Co-requisite:

Purpose: Defining communication, the communication process; communication forms; communication models; interpersonal communication; inter subjectivity; communication conducive and stumbling blocks; verbal and non-verbal code systems; listening, communication theory, communication by objectives, practical application.
## Public Relations I – PRO131V

**Year module**

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**Prerequisite:** PRO131V

**Co-requisite:**

**Purpose:** The nature of Public Relations; historical origins; ethics; role of PR in the organisation; the public relations practitioner; public relations resources and their applications; introduction to the public relations process; practical work/assignments/case studies.

## Communication Science for Public Relations II – COP2601 (COS421Z)

**Year module**

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**Prerequisite:** COP1501 or COS121X

**Co-requisite:**

**Purpose:** Mass communication; mass communication institutions; study of the media; persuasive communication; practical application.

## Media Studies for Public Relations II – MDS291R

**Year module**

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**Prerequisite:** MDS181Z

**Co-requisite:**

**Purpose:** Editing and design (theory and practice); photography (theory and practice); advanced writing; audio-visual production; and introduction to desktop publishing.

## Public Relations II – PRO251X

**Year module**

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**Prerequisite:** PRO131V

**Co-requisite:**

**Purpose:** Planning of the PR programme; public relations research and evaluation; different PR organisations; financing the PR programme; the budget; PR in practice; promoting South Africa overseas; case studies and practical applications.

## Communication Contexts and Applications – COM1502

**Semester module**

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**Purpose:** Interpersonal communication, Interpersonal communication, Communication in small groups, Public speaking, Mass communication, specialisation areas in communication studies.

## Organisational Communication – COM2601 (COM2025)

**Semester module**

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**Purpose:** To enable students to acquire knowledge of organisational communication theory and research, and to enable students to apply these theories and research for the effective use, assessment and planning of communication in and between organisations.

## Integrated Organisational Communication – COM2602 (COM2036)

**Semester module**

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**Purpose:** To equip students with theoretical knowledge of integrated organisational communication and practical skills to promote the use of an integrated approach to organisational communication.

## Intercultural, Development and Health Communication – COM2603 (COM2048)

**Semester module**

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**Purpose:** To enable students to acquire knowledge of the theories and research in the fields of intercultural, developmental and health communication, and to enable students to apply this knowledge in the development of a multicultural society.

## Media Studies: Mass Communication and Media Theory – COM2604 (COM2059)

**Semester module**

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**Purpose:** To educate students in the critical analysis of the relationship between the media and democracy; the functions, effects and power of the media in society; the media as public sphere and media culture.

## Marketing Communication – COM3701 (COM3018)

**Semester module**

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**Purpose:** To enable students to acquire knowledge of the theories and research related to the communicative aspects of marketing, and to enable students to apply this theory and research in marketing campaigns.
### Media Studies: Institutions, Theories and Issues – COM3702 (COM3029)

**Semester module**

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**Prerequisite:**

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**Purposes:**

To provide students with knowledge of media institutions, functionalist and critical media theories, and media issues, such as freedom of the press, media and race relations, stereotyping, media and violence etc. and to enable them to research topics such as media institutional practices, ownership, regulation, censorship, media and democratisation, and the power and functions of the media.

### Media Studies: Content, Audiences and Production – COM3703 (COM303A)

**Semester module**

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**Purposes:**

To enable students to acquire knowledge of the theories of and skills to analyse media texts, genres, audiences and the effects of the media as well as the ways in which media texts are produced.

### New Media Technology – COM3704 (COM304B)

**Semester module**

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**Purposes:**

To introduce students to new media technologies, such as the Internet, and to enable them to analyse the social, cultural, political and regulatory consequences of information and communication technology.

### International Communication – COM3705 (COM305C)

**Semester module**

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**Purposes:**

To provide students with knowledge of the role of the media in globalisation, cultural imperialism, and international affairs, and to enable them to research the international flow of news and entertainment, the New World Communication and Information Order and international communication policy.

### Communication Research – COM3706 (COM306D)

**Semester module**

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**Purposes:**

To introduce students to the techniques of communication research, how to plan and execute research, how to report research findings, and how to research advertising, mass-media audiences, media efficiency and organisational and development communication.

### Political and Government Communication and Media Ethics – COM3707 (COM311A)

**Semester module**

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**Purposes:**

Firstly, that students will be able to demonstrate an understanding of the theoretical knowledge of political communication; and secondly, that students will be able to apply this knowledge in practice. This module also enables students to demonstrate an understanding of ethics and to apply ethical behaviour in order to improve the quality of media products.

### Advertising and Public Relations – COM3708

**Semester module**

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**Purposes:**

To enable students to understand either the field of advertising or public relations within the different contexts in which they are practised and to apply their knowledge through the integrated communication campaign.

### Communication Science for Public Relations III – COP3701

**Year module**

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**Prerequisite:**

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**Purposes:**

Organisational communication, small group communication, intercultural communication, media choice, learnership and management, practical application.

### Public Relations III – PRO371Q

**Year module**

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**Prerequisite:**

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**Purposes:**

Some problem areas for PR: sociological perspective and socioeconomic implications for PR in South Africa; Public Relations and the mass communication media; corporate advertising; advanced case studies and practical applications.
## Postgraduate Modules

### Mass Communication Theory – COM4801 (HCMMCTG)

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**Prerequisite:**

**Co-requisite:**

**Purpose:** In this module students can either specialise in mass communication theory or in film studies. The main purpose of the module is to provide you with knowledge and insight into recent developments in the field of mass communication theory and in the case of film studies, film theory. Such knowledge is indispensable for asking the right kind of research questions and approaching a research problem, as well as for understanding the nature and functioning of media institutions, media content, media production and media audiences. Theme 01: Developments in mass communication theory. For this theme, students are expected to design a research proposal on a topic in the field of the media as an institution, or media content, or media audiences, or media production. A list of research topics is provided in the tutorial letter, but students are welcome to choose an own topic. The research proposal should stand proof of the student’s knowledge of media theory related to the research topic.

### Media Research – COM4802

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**Prerequisite:**

**Co-requisite:**

**Purpose:** You will be required to recognise and interpret the role of media studies in everyday, social life by demonstrating a comprehensive, coherent, and critical understanding of the theory, research methodologies, and techniques relevant to media studies. Complex, multi-dimensional issues related to media studies are therefore identified in real-life scenarios. An integral part of this module is the rigorous review and debate regarding ethics in media research in order to provide unbiased and balanced perspectives on ethical problems within the framework of the different data-collection techniques and methods in the context of media studies. You will therefore be required to demonstrate comprehensive and specialised academic knowledge to demonstrate the application of research skills and techniques, and reporting on the latter in selected areas of media studies as specified in the themes below. The syllabus for this module was planned with two teaching aims in mind. To enable you to apply several media research methods (together with requirements such as the formulation of research problems, hypotheses, or research questions, sampling, data collection, principles of measurement, data analysis, and the formulation of findings and conclusions). To function as a “service” module for Module 05 (Advanced Research Report) and to provide you with the research methods which you could apply in your areas of interest (such as ethics and media research, visual communication, print media and journalism; radio and television studies and/or film studies).

### Media Management, Policy And Regulation – COM4803 (HCMMPRB)

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**Prerequisite:**

**Co-requisite:**

**Purpose:** The purpose of this module is for students to gain knowledge and skills regarding management of the electronic media and an understanding of the regulation of the media and formulation and analysis of media policy. / Die doel van hierdie module is om studente toe te rus met kennis en vaardighede aangaande die bestuur van die elektroniese media en ’n begrip van die regulering van die media en die formulering en ontlening van mediaakte.

### International Communication and Political Communication – COM4804 (HCMICPV)

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**Prerequisite:**

**Co-requisite:**

**Purpose:** Students have a choice between international communication or political communication. INTERNATIONAL COMMUNICATION: Theme 01: International Communication as a field of study deals with the phenomenon of international communication in our current world. Theme 02: Globalisation and international communication deals with globalisation in various domains and the role of communication therein. Theme 03: Theories anddiscourses on the international flow of information deals with discourses on the free flow of information and theories employed in research on international communication. Theme 04: Theories of the information society deals with definitions of and discourses on the information society as well as discourses on the information-have’s and the information-have-not’s. Theme 05: International communication and development deals with both positive and negative viewpoints on the role of information and communication technologies (ICTs) in development as well as the practical application of ICTs in development projects. Theme 06: Global media and journalism deals with international communication and global information flows related to the news, radio, film, television and book industries as well as changing journalism practices due to the current nature of international communication POLITICAL COMMUNICATION: The purpose of this module is for students to gain advanced knowledge, critical skills, and applied competence in theories and discourses related to the phenomenon of political communication. Theme 07: Public sphere. Habermas’ concept of the public sphere; public sphere and democracy; internet and the public sphere. Theme 08: Persuasion: rhetoric, language and political communication. Aristotle’s concept of rhetoric and persuasion; structure of political argument; analyses of political rhetoric and communication; the role of language in politics; language as a form of political action; the use of language by politicians and mass media to construct the political spectacle. Theme 09: Political communication and the media. Different forms of political media: how politics works in democratic society; a study of the agents of the media; an application of the different forms of media in political context: the management of political parties and how they manage the media. Theme 10: Public opinion: philosophy of public opinion; the relationship between public opinion and the public sphere: study of pressure groups.

### Integrated Communication and the Organisation – COM4805 (HCMICOU)

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**Prerequisite:**

**Co-requisite:**

**Purpose:** Those who complete this module have insight into the position of communication in the organisation, the benefits of integrating the communication of organisations, and the means to integrate such communication. Qualified students can differentiate between the dominant fields within the discipline of organisational communication, identify the relationships between these fields, identity the roles of these fields in organisational outcomes, and identify the dominant fields’ contribution to the efficiency and effectiveness of organisational processes. They can provide arguments in substantiation of communication integration, demonstrate an understanding of the strategic role of communication in the organisation, and cultivate the ability to look beyond and across traditional field and disciplinary boundaries for solutions. They can select and apply methods of communication integration that are appropriate to specific organisational contexts.

### Organisational Communication Research – COM4806

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**Prerequisite:**

**Co-requisite:**

**Purpose:** To enable students to apply appropriate research methods to different types of organisational communication research problems. To function as a “service” module for Module 05 and to provide students with the research methods which they could apply in their areas of interest (such as corporate brand awareness, corporate communication campaign effectiveness, strategic communication objective attainment, etc.). To this end you will use this module to develop their field of interest for Module 05. The syllabus for this module comprises two themes: Theme 01: The foundations of social science research: The first theme establishes the foundations of research in the social sciences. Following the introduction to the topic a number of specific aspects are addressed. These include research paradigms in the scientific research like positivism, interpretivism and constructivism. A further focus of the theme is on the systematic nature of research by means of a discussion on ontology, epistemology and methodology. Theme 02: Research methodologies: The second theme focuses on research methodology in depth. The individual methodologies that are explored include qualitative observation and self-report methodologies, survey research, experimental research, action research and literature searches.
Organisational Communication Theory – COM4807 (HCMOCTN)

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Prerequisite: Co-requisite:  

Purpose: Theme 01: The organisation and its environments introduces students to concepts related to the systemic nature of organisations and environments. Theme 02: Perspectives of communication in the organisation addresses the functionalist, interpretivist and critical perspectives. Theme 03: Traditions in the study of communication in the organisation explores the concept of organisational communication tradition with specific attention to positional, relational and cultural traditions. Theme 04: Intra-organisational communication focuses on organisational communication in terms of the transactional, psychological, interactional and transactional views. Theme 05: Management communication explores the field of management communication in terms of the classical, human relations, post-modern and knowledge-enabling paradigms, including differences between management, transformational and trans-organisational leadership styles/communication. Theme 06: IT/Computer mediated communication conceptualises IT/Computer mediated communication and its interactive nature and relationship to organisational communication.

Marketing Communication, Advertising and Public Relations – COM4808 (HCMOAM)

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Prerequisite: Co-requisite:  

Purpose: Theme 01: The traditional and online marketing context, marketing approaches and marketing management addresses traditional and online marketing. Theme 02: Integrated marketing communication (IMC) and the IMC programme pays attention to the steps of the marketing programme. Theme 03: Traditional and online public relations in context, theory and function and marketing public relations (MPR) introduces public relations theoretically. Theme 04: Public relations media and campaigns: an integrated perspective pays attention to the steps of the public relations campaign. Theme 05: Traditional and online advertising theory and research and the integrated campaign introduces traditional and online advertising. Theme 06: The integrated communication campaign addresses the advertising campaign. Theme 07: The online audience addresses the characteristics of the online audience. Theme 08: Web-based commercial communication addresses web based commercial communication.

Advanced Research Project – COM4809

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Prerequisite: Co-requisite:  

Purpose: For this module there is no formal examination but students must submit a research project, which will be examined internally and externally. Details about the extent and carrying out of the project are given in the first tutorial letter for this module. There is thus no formal examination. The purpose of the themes below is to guide students systematically through the project. Theme 01: Research and the research problem: Theme 02: Research and the research problem: Theme 03: Research and the research problem: Theme 04: Research and the research problem: Theme 05: Research and the research problem: Theme 06: Finding and using information: Theme 07: The traditional and online marketing context, marketing approaches and marketing management addresses traditional and online marketing. Theme 02: Integrated marketing communication (IMC) and the IMC programme pays attention to the steps of the marketing programme. Theme 03: Traditional and online public relations in context, theory and function and marketing public relations (MPR) introduces public relations theoretically. Theme 04: Public relations media and campaigns: an integrated perspective pays attention to the steps of the public relations campaign. Theme 05: Traditional and online advertising theory and research and the integrated campaign introduces traditional and online advertising. Theme 06: The integrated communication campaign addresses the advertising campaign. Theme 07: The online audience addresses the characteristics of the online audience. Theme 08: Web-based commercial communication addresses web based commercial communication.

Advanced Research Project – HCMRES4

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Prerequisite: Co-requisite:  

Purpose: For this module there is no formal examination but students must submit a research project, which will be examined internally and externally. Details about the extent and carrying out of the project are given in the first tutorial letter for this module. There is thus no formal examination. The purpose of the themes below is to guide students systematically through the research for and production of the project. Theme 01: Research and the research problem: Theme 02: Research and the research problem: Theme 03: Research and the research problem: Theme 04: Research and the research problem: Theme 05: Research and the research problem: Theme 06: Finding and using information: By the end of this theme, students will need to complete a literature review based on the problem identified in theme 1. In order to do this they will need to gather information on their research problem and will need to practice the various techniques for data storage. They will also be required to distinguish between primary and secondary sources. In the literature review, students will need to demonstrate their skills in constructing an argument, critically analyse related texts, and to identify and describe the theoretical approach(es) to be used. Students need to indicate if their argument is inductive or deductive in nature. Theme 03: Research design and methods: Here the student needs to determine the approach to be used that is qualitative and/or quantitative. Within this context, the method used to gather data needs to be described by referring to the population, drawing of samples, gathering of data and establishing of reliability and validity. Having done this, the student needs to begin gathering the actual data required to resolve the problem stated in theme 1. Theme 04: Findings and conclusions: By the end of theme 4, students should be able to describe what they found in the data they collected, present statistics in the forms of a chart and/or graph and to draw conclusions from their findings and resolve their research problem. They should also analyse their list of sources consulted using the Harvard method and present a draft of their research report prior to examination.

Community Health

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Prerequisite: Co-requisite:  

Purpose: To equip the student with the knowledge of the broader concepts of health care systems within an international health related framework and the knowledge and skills to discuss the concepts and elements of comprehensive primary health care within the health system of South Africa and other developing countries.

Comprehensive Primary Health Care I – CMH1501

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Prerequisite: Co-requisite:  

Purpose: To equip the student with knowledge and skills to function effectively as a member of a multidisciplinary team in planning and implementing primary health care within a district-based primary health care approach.

Comprehensive Primary Health Care II – CMH1502

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Prerequisite: Co-requisite:  

Purpose: To equip the student with knowledge and skills to function effectively as a member of a multidisciplinary team in planning and implementing primary health care within a district-based primary health care approach.
### Health and the Environment – CMH1503

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**Prerequisite:** Co-requisite:  

**Purpose:** To enable students to identify and address environmental factors that could be detrimental to the physical, emotional and social health of people.

### Community Health Practical – CMH2601

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**Prerequisite:** Co-requisite:  

**Purpose:** To guide students through experience and action learning opportunities that are relevant to the community health practice.

### Health in Communities – CMH2602

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**Prerequisite:** Co-requisite:  

**Purpose:** To equip students to understand the dynamics of health in communities and the essential role of healthy families in promoting healthy communities. To equip students with the knowledge and skills to promote family health within existing ethical and legislative frameworks, taking into consideration the diverse African context.

### Basic Epidemiology in Health Sciences – CMH3701

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**Prerequisite:** Co-requisite: RSC2601  

**Purpose:** To equip students with higher cognitive skills of analysis, synthesis and evaluation. To promote a professional identity and integrity and mindful practice as these culminate in critical thinking and attitudinal change in the application of the theory of epidemiology in the health context.

## Community Ministry

2 modules at NQF level 5,  
3 modules at level 6 and  
4 modules at level 7  
(which includes the “capstone” module – BTH3720).

### Ethics and Life – CMM1501

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**Prerequisite:** Co-requisite:  

**Purpose:** (a) guide students on how to make defensible ethical decisions by giving attention to the relationship between ethics and context; the use of the Bible in the formation of ethical norms and values; central ethical theories and moral formation; (b) put this approach to ethical decision making into practice by making ethical evaluations of various ethical issues.

### The Dynamics of Mission – CMM1502

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**Prerequisite:** Co-requisite:  

**Purpose:** This module will be useful to students who are interested in the holistic nature of Christian mission as transformative encounters in various contexts. People credited with this module are able to: Reflect critically on patterns of practice in mission; Analyse the contextual use of biblical images in mission; Understand and use the basic terms and tools of missiology; Construct their own contextual missiology.

### Women in Society and Church – CMM2601

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**Prerequisite:** Co-requisite:  

**Purpose:** This module will be invaluable to people who want to: (a) become informed about sexism and related problems in society and in Christianity in the world today; (b) become exposed to a holistic understanding of a contextual feminist theological method which is useful for transforming church and society; (c) acquire the information and the skills to advocate for justice, tolerance and transformation where gender injustices and other forms are existent.

### Youth Ministry in Communities – CMM2602

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**Prerequisite:** Co-requisite:  

**Purpose:** This module will be useful to leaders who work with young people in local communities, churches and youth ministries and other youth developmental community settings, utilizing the praxis cycle. People credited with this module are able to: critically assess and apply contextual youth ministry principles and models; design, prepare and implement planning workshops involving group work and communitywide strategies; design and implement strategic processes, involving a series of formative experiences or events; design a range of resources for community based Christian youth ministry contexts.

### Intercultural Christian Communication – CMM2603

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**Prerequisite:** Co-requisite:  

**Purpose:** This module will be useful to students who want to develop competencies in intercultural Christian mission. Qualifying students will be able to practice and critically respond with necessary sensitivity in communicating the gospel of Jesus Christ within various intercultural contexts. The purpose of the module is to foster understanding and respect for the other, and to create a conducive atmosphere for cooperation.
Christian Action for Anti-Racism and Reconciliation – CMM3701
Semester module
NQF level 7
Credits 12
Prerequisite: Co-requisite:

**Purpose:** This module will be useful to people who are concerned about the need in communities to overcome the legacy of apartheid and the realities brought about by racism. People credited with this module are able to understand and describe our collective experiences of racism as we try to determine where the South African legacy of racism comes from and how it links with the international history of racism and colonialism, in order to contribute towards racial, cultural, economic and gender reconciliation and human equality in society.

God, Creation and Environment – CMM3702
Semester module
NQF level 7
Credits 12
Prerequisite: Co-requisite:

**Purpose:** To help students identify and interpret the significance of many of the varied factors that cause the current environmental crisis globally and more specifically in the southern African region for not only human life but also the many other forms of life with which humans share this planet; to determine the challenge the environmental crisis poses to the Christian faith; to develop a theology that has the potential to foster an environmentally friendly lifestyle to stimulate students to become lifelong theological students who are equipped to raise and debate current environmental and relevant theological issues in a southern African, African and international context; to empower students to initiate and participate in community-development programmes and projects.

Christian Social Ethics – CMM3703
Semester module
NQF level 7
Credits 12
Prerequisite: Co-requisite:

**Purpose:** This module will be useful to people who want to examine the development of Christian Social Ethics and teachings from its biblical origins to the contemporary context. It discourses the various strands, positions, approaches and methods or ethical reflections expressed by various churches and ecumenical movements/institutions in their relevance for the academic discipline of Christian Social Ethics. Students credited with this model will have developed moral consciousness, character and culture, as well as social conscience, in order to become effective social and/or church leaders and active and informed social participants or citizens in their societies and the world.

The Dynamic of Interreligious Encounter – CMM3704
Semester module
NQF level 7
Credits 12
Prerequisite: Co-requisite:

**Purpose:** This module will be useful to people who wish to explore the roles of religions in their community and how members of different religions interact in their context. Qualifying students are able to relate respectfully and sensitively to people of another faith, with confidence in their own Christian identity; know and assess a variety of approaches to interreligious encounter; address the various challenges and possibilities which arise out of interreligious encounter; work with people of other religions to serve local communities and the broader society; relate interreligious encounter to an integral understanding of mission and missiology.

Christian Moral Decision-Making – CMM3705
Semester module
NQF level 7
Credits 12
Prerequisite: Co-requisite:

**Purpose:** To facilitate students' learning in: (a) reflecting on the various distinctive aspects of moral judgement and decision making within the context of human life; (b) gaining knowledge of various ethical theories and theories of decision making in terms of how such theories influence and thus contribute to moral decision making and moral practice in a Christian context.

Integrated Theological Praxis – BTH3720
Semester module
NQF level 7
Credits 12
Prerequisite: Co-requisite:

**Purpose:** This compulsory ‘capstone’ module may only be done by students in the final Semester of their studies for the BTh degree. Qualifying students can integrate the insights and competences they gained from doing the other 29 BTh modules, and use those insights to design and carry out a small scale ministry project in their community to address a specific societal problem.

Composition Studies

**Music Studies (Major Combinations for Composition Studies (Modules which may be taken within the BMus))**

**Major combinations:**

- NQF Level 5: CST1501, CST1502
- NQF Level 6: CST2601, CST2602, CST2603
- NQF Level 7: CST3701, CST3702, CST3703, CST3704, CST3705, CST3706

**Composition Models 1: Tonal Music – CST1501**
Semester module
NQF level 5
Credits 12
Prerequisite: Co-requisite:

**Purpose:** To enable students to explore the structural, harmonic and contrapuntal aspects of tonal compositions with a clear texture and a predominantly diatonic harmonic vocabulary. They will gain skills in studying music for ensemble (e.g. four-part choir/ string quartet) using short score and open score formats.

**Composition Models 2: Modal and Tonal Counterpoint – CST1502**
Semester module
NQF level 5
Credits 12
Prerequisite: Co-requisite:

**Purpose:** To enable students to explore the structural and contrapuntal processes in selected compositions from the 16th, 18th and 20th centuries. They will gain skills in studying both vocal and instrumental mediums, and will be able to create short original compositions using these models.
Music Technology 1: Midi – CST2601
Semester module
Prerequisite: Co-requisite:
NQF level 6 Credits 12
Purpose: To provide students with the skills required to work creatively with pitched and unpitched sound using the MIDI protocol. They will become familiar with the General MIDI standard and work with MIDI sequencers using tracks, channels, patches, and quantization. They will also gain knowledge of the repertoire of electronic and electro-acoustic music. This work will stimulate the student’s own compositional activities.

Composition Models 3: Chromaticism – CST2602
Semester module
Prerequisite: CST1501 or CTH123D or CST1502 or CTH124E Co-requisite:
NQF level 6 Credits 12
Purpose: To familiarize students with a selected repertoire of music that incorporates chromaticism. This repertoire will focus on, but not be limited to, the eighteenth and nineteenth centuries. Learners will be able to apply this harmonic vocabulary in the composition of their own music and understand some implications of chromatic material on the structure of music. They will also gain some experience of studying music in orchestral score format.

Composition Models 4: Music Analysis – CST2603
Semester module
Prerequisite: CST1501 or CTH123D or CST1502 or CTH124E Co-requisite:
NQF level 6 Credits 12
Purpose: To familiarize students with the structure and syntax of a selected repertoire of music from the 17th to 19th centuries through the application of a range of analytical techniques. They will be able to create original compositions in a variety of mediums using selected models.

African Composition Resources – CST3701
Semester module
Prerequisite: CST1502 (CTH221E), CST2602 (CTH224H), CST2603 (CTH124E) or CTH223G Co-requisite:
NQF level 7 Credits 12
Purpose: To enable students to explore and gain an understanding of compositional resources used in the music of various cultural groups within various African traditions. Students will create original compositions, based on models they have studied in this module.

Modernist Composition Resources – CST3702 (CTH322J)
Semester module
Prerequisite: CST1502 (CTH221E), CST2602 (CTH224H), CST2603 (CTH124E) or CTH223G Co-requisite:
NQF level 7 Credits 12
Purpose: To enable students to explore and gain understanding of resources available to composers of the first half of the twentieth century. They will become familiar with a selected repertoire of seminal works by major composers from America, Europe and South Africa. Students will create original compositions, based on the models that they have studied in this module.

Postmodern Composition Resources – CST3703 (CTH323K)
Semester module
Prerequisite: CST1502 (CTH221E), CST2602 (CTH224H), CST2603 (CTH124E) or CTH223G Co-requisite:
NQF level 7 Credits 12
Purpose: To enable students to explore and gain understanding of the resources available to composers since the late 1960s. They will become familiar with a selected repertoire of seminal works by major composers from America, Europe and South Africa. Students will create original compositions, based on the models that they have studied in this module.

Free Composition – CST3704
Semester module
Prerequisite: CST1502 (CTH221E), CST2602 (CTH224H), CST2603 (CTH124E) or CTH223G Co-requisite:
NQF level 7 Credits 12
Purpose: To enable students to create a portfolio of original compositions in different musical mediums. They will draw on the wide range of models and resources they have studied in their composition modules.

Performing Practice – CST3705
Semester module
Prerequisite: Co-requisite:
NQF level 7 Credits 12
Purpose: To enable students to understand the basic principles of performing practice in Western music since the late 16th century and to explore the historical resources that underpin our knowledge of these principles in order to apply them convincingly in performing music today.

Music Technology 2: Digital Audio – CST3706 (MCT328J)
Semester module
Prerequisite: Co-requisite:
NQF level 7 Credits 12
Purpose: To introduce students to acoustics and the manipulation of sound waves for artistic/musical purposes using sampling techniques and a variety of waveform editing and sequencing programs. They will also study the history and current repertoire of electronic and electro-acoustic music in addition to the current thinking behind the manipulation/organisation of sound. This will enhance the student’s ongoing compositional activities with both pitched and unpitched sound.
**Computer Science**

**General Information:**
Students who register for any Computer Science or Information Systems modules should: (a) have access to an Internet Cafe or a Unisa Regional Learning Centre or other Internet facilities. After registration, access to myUnisa on a regular basis is compulsory. (b) have passed Computer Application Technology or Information Technology with a rating of 4 (new NSC) or passed Computer Studies (NSC) or hold an Industry Standard qualification such as the ICDL in Computer Literacy. Students who do not satisfy this requirement are advised to register for EUP1501 BEFORE they register for COS1511.

The following hardware and software requirements can be used as a guideline for the minimum requirements for most modules. Some modules have higher requirements and in those cases the requirements will be made available in the first tutorial letter or under 'module information' on myUnisa. Configuration: PC with a Pentium 233(500) MHz or higher processor, Windows XP (with SP2) or a later version, 512 MB of RAM or higher, 80 GB hard-disk space, A CD-ROM and a flash drive or memory stick for your own data. If you intend to buy a computer, we recommend that you obtain a computer with the highest processor speed and RAM you can afford, AND which is upgradable (to allow you to improve its configuration at a later stage).

**Major combinations:**
- NQF Level 5: COS1501, COS1511 and COS1512
- NQF Level 6: COS2601, COS2611, COS2614 and COS2661
- NQF Level 7: COS3701, COS3711, COS3721, COS3751 and COS3761

**Theoretical Computer Science 1 – COS1501 (COS101S)**

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Prerequisite: Co-requisite: 

Purpose: To introduce students to some concepts from Discrete Mathematics as a theoretical foundation for Computer Science. This background is relevant to relational databases, the development of provably correct programs, and the analysis of algorithms.

**Introduction to Programming 1 – COS1511 (COS111U)**

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Prerequisite: Co-requisite: EUP1501

Purpose: To provide students with an introduction to programming and to cover the fundamentals of control structures, problem-solving techniques, and the incremental testing of programs.

**Introduction to Programming 2 – COS1512 (COS112V)**

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Prerequisite: COS1511

Purpose: To introduce students to the detailed design and implementation of algorithms as programs, and includes the fundamentals of simple data structures with object-orientation.

**Computer Systems: Fundamental Concepts – COS1521 (COS113W)**

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Purpose: To introduce students to the computer as a system. This covers hardware concepts such as internal representation of numbers and characters and basic computer architecture, and software concepts such as systems software and applications software. It also includes a brief introduction to databases, and to systems analysis and design.

**Theoretical Computer Science 2 – COS2601 (COS201V)**

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Prerequisite: COS1501 or COS101S or MAT2612 or MAT212S

Purpose: This module together with COS3701 will acquaint students with the capabilities and limitations of computers from a theoretical viewpoint. Module COS2601 covers formal languages, recursive definitions, regular expressions, finite automata, Moore and Mealy machines, transition graphs, the pumping lemma and decision problems.

**Programming: Data Structures – COS2611 (COS211X)**

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Prerequisite: COS1512 or COS1112V

Purpose: To show learners how abstract data types and data structures can be implemented and used in an object-oriented programming language. The module covers recursion, linked lists, dynamic memory allocation, binary trees, and graphs.

**Programming: Contemporary Concepts – COS2614 (COS2144)**

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Prerequisite: COS1512 or COS1112V

Purpose: To enable students to understand and apply the principles of object-oriented programming (inheritance, encapsulation, abstraction and polymorphism). Students are also introduced to the Unified Modeling Language (UML) and are required to apply it when designing solutions to problems introduced in the course. Students are also taught the principles of graphical user interface (GUI) programming, design patterns, and how to apply them when designing and implementing contemporary software systems.

**Computer Organisation – COS2621 (COS2213)**

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Purpose: To introduce students to the underlying structure of a modern digital computer, including digital logic level, machine code level and the software system level. It involves programming in an assembly language.
### Computer Networks I – COS2626 (COS2269)

**Semester module**

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**Purpose:** To introduce the fundamental building blocks that form a modern network, such as protocols, topologies and hardware. This module provides an in-depth coverage of the most important concepts in contemporary networking, such as TCP/IP, Ethernet, wireless transmission, and security. Students will also acquire the skills to build a network from scratch and maintain, upgrade, and troubleshoot an existing network.

### Numerical Methods I – COS2633 (COS2338)

**Semester module**

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**Purpose:** To enable students to understand and use numerical methods in solving scientific and mathematical problems that are difficult to solve analytically. It includes solutions of non-linear equations and systems of linear equations, interpolating polynomials, numerical integration and differentiation, and least-squares approximation.

### Formal Logic 2 – COS2661 (COS261C)

**Semester module**

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**Purpose:** To introduce students to the syntax of propositional language and the truth functionality of first order logic, enabling them to deal with proofs for validity via deduction and resolution in an interpreted first-order language.

### Theoretical Computer Science 3 – COS3701 (COS301Y)

**Semester module**

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**Purpose:** To enable students to understand the concept of computability. In the process they are introduced to context-free languages, recursively enumerable languages and the machines that accept them. It includes details of the Chomsky hierarchy, pushdown automata and Turing machines.

### Advanced Programming – COS3711 (COS3114)

**Semester module**

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**Purpose:** To increase the depth of students’ insight into advanced programming principles and consolidate their competence there-in.

### Computer Graphics – COS3712 (COS340A)

**Semester module**

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**Purpose:** To enable a student to understand and apply the basic principles and techniques of modern computer graphics.

### Operating Systems and Architecture – COS3721 (COS3216)

**Semester module**

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**Purpose:** To acquaint students with general operating system functionality such as CPU scheduling, process coordination and concurrency, deadlocks, memory management, protection and security. It also covers the case of distributed systems.

### Techniques of Artificial Intelligence – COS3751 (COS351D)

**Semester module**

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**Purpose:** To equip students with a basic understanding of knowledge representation approaches (logic-based and alternative approaches), search techniques (exhaustive and heuristic), automated reasoning, and basic skills in logic programming.

### Formal Logic 3 – COS3761 (COS361F)

**Semester module**

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**Purpose:** To enable students to construct a number of different formal languages (such as opaque or transparent propositional languages, first-order languages, sorted languages, modal languages and non-monotonic logics) and to solve problems of validity and truth for these languages.
Postgraduate Modules

**Formal Logic – COS4807 (COS407C)**
- Year module
- **NQF level**: 8
- **Credits**: 12
- **Prerequisite**: Co-requisite:
- **Purpose**: To provide an introduction to the methods of formal logic used in computing.

**Ontology Engineering – COS4840**
- Year module
- **NQF level**: 8
- **Credits**: 12
- **Prerequisite**: Co-requisite:
- **Purpose**: To provide an overview of ontologies, their uses, their languages, and the tools and techniques (methodologies) for developing and debugging them.

**Logic-Based Reasoning – COS4851 (COS451G)**
- Year module
- **NQF level**: 8
- **Credits**: 12
- **Prerequisite**: Co-requisite:
- **Purpose**: To provide the student with the skills to solve AI problems using automated reasoning.

**Machine Learning – COS4852 (COS452H)**
- Year module
- **NQF level**: 8
- **Credits**: 12
- **Prerequisite**: Co-requisite:
- **Purpose**: To provide an introduction to some of the theoretical and practical aspects of learning techniques in AI and to solve practical AI problems using these learning techniques.

**Natural Language Processing – COS4861 (COS461J)**
- Year module
- **NQF level**: 8
- **Credits**: 12
- **Prerequisite**: Co-requisite:
- **Purpose**: To provide an introduction to the theoretical and practical aspects of natural language processing. The focus is on fundamental algorithms, whether logical or statistical, on practical applications, and on scientific evaluation related to the processing of words and syntax.

**Formal Program Verification – COS4892 (COS492R)**
- Year module
- **NQF level**: 8
- **Credits**: 12
- **Prerequisite**: Co-requisite:
- **Purpose**: To provide an introduction to the design, verification and implementation of a computer program via a formal specification. Verification rules for a number of procedural constructs, namely, the assignment statement, sequential composition, the if-then-else statement, skip and while statements are derived and applied to a wide variety of problems.

**Research Methods and Proposal – HPCOS81 (COS462T)**
- Year module
- **NQF level**: 8
- **Credits**: 24
- **Prerequisite**: Co-requisite:
- **Purpose**: This module serves as a fundamental building block in equipping students with the knowledge and competencies to conduct research in the computing field. Qualifying students have an appreciation of the research process and the reason for conducting research according to a specific research paradigm, to solve a problem. They determine appropriate sources to consult for a literature review. Students understand appropriate research strategies, data-gathering and analysis techniques to obtain answers to the stated research problem. Students use an academic writing style and recognized referencing techniques to complete an acceptable written research proposal. Students are required to have a computer and Internet access for weekly online study.

**Research Report – HRCOS82**
- Year module
- **NQF level**: 8
- **Credits**: 24
- **Prerequisite**: Co-requisite:
- **Purpose**: This module follows HPCOS81 (Research Methods and Proposal), and building on that module develops the knowledge and skills to conduct research in the computing field as well as giving the students the opportunity to conduct a small research project under the supervision of a member of staff in the School. Students apply the research skills they were taught in the research methods and proposal module to an area in computing by identifying a research question and determining the research method suitable for answering that question. They then apply the theoretical knowledge from other honours modules with the knowledge acquired in HPCOS81 to do a research project of non-trivial scope. Students use an academic writing style and recognized referencing techniques to complete an acceptable written research report.
**Congregational Ministry**

**Major Combinations**
A major in the Congregational Ministry track consists of 9 modules:

- 2 modules at NQF level 5,
- 3 modules at level 6 and
- 4 modules at level 7 which includes the “capstone” module – BTH3720).

### Invitation to Theology – CGM1501

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**Purpose:**
- To help students on a very basic level to: (a) spell out the role of the Bible in the modern world, make sense of problems arising in the reading of the Bible, realise that everyone has an own approach regarding the nature of the Bible, be aware of the historical framework in which the events of Old and New Testament took place and develop a basic knowledge of the various methods of approaching the texts and events of the OT and NT, (b) make sense and portray, physical (faith), conceptual and historical factors and contexts that had an impact on the emergence of faith patterns, processes, terms and tools within the field of faith studies and theology, (c) make sense and portray a number of approaches and practical examples of value-formation and ethical decision-making in modern societies, (d) be able to reflect and contextualize a number of issues of practical theological nature revolving around faith and church, (e) make sense and portray a small number of short histories of global and African churches as well as be aware and able to reflect different approaches towards history and church history.

### First steps in Practical Theology – CGM1502

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**Purpose:**
- To prepare critical reflective theological practitioners for long-term, in-depth study in the discipline of Practical Theology. The module will empower learners with specific methods, techniques and knowledge in preaching, celebration, pastoral care and research methodology for dealing with specific religious contexts to which they have access.

### Ethics and Spirituality – CGM2601

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**Purpose:**
- This module will be useful to people who seek to link faith and life and will enable them to gain an integrated understanding of Christian Ethics and Spirituality relevant to their personal, faith community and social existence. Through the identification and evaluation of a range of historical and contemporary ethical and spiritual traditions, students will be enabled to reflect upon and renew their own faith journey and make a constructive contribution to the faith experience and social involvement of other individuals and groups.

### Preaching in a Context of Poverty – CGM2602

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**Purpose:**
- This module will be useful to help learners who are leaders and who are involved in the lives of their local churches and communities. People credited with this module are able to analyse the context of poverty where they minister in the church, to interpret the Biblical message in such a context, cooperate with development projects to alleviate poverty in their community and to inspire and motivate the people by means of preaching in order to work towards the liberation from poverty.

### Exploring Celebration and Worship – CGM2603

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**Purpose:**
- To help learners interpret the context and ethos of the congregational culture in which they work and worship. This module will be useful to help learners to develop into effective worship theorists in a variety of social and cultural settings.

### Sexual Ethics – CGM3701

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**Purpose:**
- To investigate theological approaches to the field of sexual ethics and will therefore enable them to understand how people experience and interpret their sexuality. The module further enables those credited with it to critically evaluate the interrelationship between sexuality and morality and to make a contribution to personal and interpersonal sexual healing and justice in churches and communities.

### From Text to Sermon: Reading and Creating Religious Texts – CGM3702

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**Purpose:**
- To enable students to create new religious texts that are appropriate to contemporary contexts, by learning to do thorough exegesis of biblical texts, in which they display the skills of analyzing their own context as well as the historical contexts of biblical narratives.

### Caring for All: Exploring the Field of Pastoral Work – CGM3703

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**Purpose:**
- To enable, assist and guide learners to intervene with basic knowledge of pastoral counselling approaches in ways that will enhance the wellness of individuals, groups, society, the environment, the community and the church.
### The Research Challenge: Doing Empirical Research in Theology – CGM3704

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**Prerequisite:**

**Co-requisite:**

**Purpose:** To deepen the contextual character of students' theology by planning and doing a small-scale empirical research project.

### Christian Leadership and Church Management – CGM3705

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**Prerequisite:**

**Co-requisite:**

**Purpose:** To evaluate Christian leadership and church management theories and to selectively implement leadership and managerial skills in a congregational and NGO setting.

### Integrated Theological Praxis – BTH3720

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**Prerequisite:**

**Co-requisite:**

**Purpose:** This compulsory ‘capstone’ module may only be done by students in the final year of their studies for the BTh degree. Qualifying students can integrate the insights and competences they gained from doing the other 29 BTh modules, and use those insights to design and carry out a small scale ministry project in their community to address a specific societal problem.

### Consumer Science

### Clothing Construction: Theory – CLO1501 (CLO101Q)

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**Prerequisite:**

**Co-requisite:**

**Purpose:** To be able to know, understand and apply the principles and theory necessary for basic clothing construction.

### Introduction to Applied Sciences – CSP1501 (CSP1014)

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**Prerequisite:**

**Co-requisite:**

**Purpose:** To enable the individual to identify and apply basic chemistry and physics principles in the interpretation of human nutrition, food processing and clothing and textiles. It will also enable the students to identify various physiological systems and functions concerning the human body. Qualified students will have the basic knowledge to contribute to the promotion of basic lifestyle principles.

### Food Preparation 1 – FOO1501 (FOO101U)

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**Prerequisite:**

**Co-requisite:**

**Purpose:** To demonstrate the ability to prepare selected foods like eggs, starches, grains, flour mixture, pastries, to retain the nutritional value and obtain optimum quality characteristics.

### Introduction to Nutrition and Energy Yielding Nutrients – NUT1501 (NUT101A)

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**Prerequisite:**

**Co-requisite:**

**Purpose:** Students who complete this module can explain and discuss fundamental concepts and matters relating to the nutrition field and make nutritional recommendations based on various food grouping systems. They can also classify and describe the characteristics and functions of energy-yielding nutrients and make dietary recommendations accordingly.

### Nutrition and Nutrient Deficiency Diseases – NUT1602 (NUT102B)

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**Prerequisite:**

**Co-requisite:**

**Purpose:** Students who complete this module can classify and describe the characteristics, physiological processes and functions of vitamins, minerals and water, and make dietary recommendations accordingly.

### Nutritional Care – NUT2601 (NUT201D)

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**Prerequisite:**

**Co-requisite:**

**Purpose:** Students who complete this module can explain the physiological processes involved in the digestive system and indicate how this will influence nutritional status. They can also use dietary standards for diet planning, assessment and analyses to evaluate the nutritional status of individuals and groups.

### Pregnancy and Infant Nutrition – NUT2602 (NUT202E)

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**Prerequisite:**

**Co-requisite:**

**Purpose:** Students who complete this module can implement sound nutritional guidelines for pregnant and lactating women as well as for infants. This will enable them to contribute to the prevention of health complications during pregnancy, lactation and infancy.
### Applied Practice – APH2601 (APP201A)

**Year module**
- **NQF level**: 6
- **Credits**: 12

**Prerequisite:**
- Co-requisite: FOO2603 or FOO2033

**Purpose:** Qualifying learners demonstrate the ability to understand and report on the operational functions in a food service facility.

### Clothing Construction: Practical – CLO1602 (CLO102R)

**Year module**
- **NQF level**: 6
- **Credits**: 12

**Prerequisite:**
- Co-requisite: CLO1501

**Purpose:** To be able to know, understand and apply the principles and have the necessary skills for basic clothing construction.

### Textiles: Fibres – CLO2601 (CLO201T)

**Semester module**
- **NQF level**: 6
- **Credits**: 12

**Prerequisite:**
- Co-requisite:

**Purpose:** To make wise and educated decisions when purchasing and caring for fabrics and clothing, by using a basic underpinning knowledge of the classification and properties of textile fibres.

### Ethnic and Entrepreneurial Clothing Production: Practical – CLO2602 (CLO202U)

**Year module**
- **NQF level**: 6
- **Credits**: 12

**Prerequisite:** CLO1501 and CLO1602

**Purpose:** To know, understand and apply the principles and have the necessary skills for pattern drafting and constructing sellable garments.

### History of Costume – CLO2603 (CLO203V)

**Semester module**
- **NQF level**: 6
- **Credits**: 12

**Prerequisite:**
- Co-requisite: CLO1501

**Purpose:** To identify different styles of costume worn from pre-historic times till 20th century and understand the social, cultural or political forces behind the change in dress.

### Clothing and Textile Project – CLO2604 (CLO204W)

**Year module**
- **NQF level**: 6
- **Credits**: 12

**Prerequisite:**
- Co-requisite:

**Purpose:** To gain experience while working in a clothing or textile related business.

### Fashion and Visual Merchandising – CLO2605

**Semester module**
- **NQF level**: 6
- **Credits**: 12

**Prerequisite:**
- Co-requisite:

**Purpose:** This module will be useful to students who specifically intend working in a fashion retail environment as visual merchandisers, intend to further a career in fashion retail in South Africa or establish a retail practice. Students credited with this module can: 1. Generate window and in-store interior display concepts for the fashion retail environment. 2. Demonstrate the implementation of window and in-store display concepts in the fashion retail environment. 3. Relate the principals of colour as visual merchandising element for different window and interior merchandising display types and instore settings. 4. Apply classic fashion visual merchandising techniques to the fashion retail environment.

### Fashion Retail – CLO2606

**Semester module**
- **NQF level**: 6
- **Credits**: 12

**Prerequisite:**
- Co-requisite:

**Purpose:** This module will be useful to students who are interested in the general fashion retail environment, as well as students in the fashion production and fashion buying divisions of retail. Students credited with this module can: 1. Examine the fashion forecasting process. 2. Apply the principals of fashion merchandise planning. 3. Analyse the principals of stock management. 4. Develop fashion sales forecast.

### Consumer Science Journalism II – CSJ2601

**Semester module**
- **NQF level**: 6
- **Credits**: 12

**Prerequisite:** ENN101D or ENN103F

**Purpose:** This module will be useful to students who are pursuing a career in journalism at fashion or food magazines, interested in working at retail establishments with a communications division or considering a career in consumer journalism at leading newspapers. It would be useful for students in retail as well as in consumer education and information disciplines who need to inform and educate consumers in purchasing decisions in foods, clothing and fashion, nutrition and general purchasing activities. This module will also be useful to students who specifically intend working as consumer journalists at consumer complaints divisions in the retail environment, at consumer divisions in leading newspapers and fashion or food magazines or as consumer advisors in the retail and manufacturing industry.

### Food Preparation Practical 1 – FOO1602 (FOO102V)

**Year module**
- **NQF level**: 6
- **Credits**: 12

**Prerequisite:**
- Co-requisite: FOO1501

**Purpose:** To demonstrate the ability to select and apply the most applicable food preparation techniques to retain the nutritional value and optimum quality characteristics of the food that has to be prepared, like eggs, starches, grains, flour mixtures, pastries and cakes.
Food Preparation 2 – FOO2601 (FOO201X)

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Prerequisite: Co-requisite:

Purpose: To prepare selected foods, like beef, mutton, chicken, fish and vegetables, to retain the nutritional value and obtain optimum quality characteristics.

Food Preparation Practical 2 – FOO2602 (FOO202Y)

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Prerequisite: FOO1602    Co-requisite: FOO2601

Purpose: To select and apply the most applicable food preparation techniques to retain the nutritional value and optimum quality characteristics of the food that has to be prepared, like beef, mutton, chicken, fish and vegetables. Develop the competence to plan and execute the basic sensory evaluation techniques to determine the quality characteristics of food.

Food Production Principles – FOO2603 (FOO2033)

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Prerequisite: Co-requisite:

Purpose: To develop the competence required for the production of food, according to its kind.

Food Product Development – FOO2604

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Prerequisite: Co-requisite:

Purpose: This module will be useful to students interested in the general food industry, as well as students and concerned parties in the food industry who are interested in product development or those from other disciplines/areas who require an understanding of the food product development process. Students credited with this module are able to: 1) Examine the fundamental principles of new food product development; 2) Design and theoretically develop a new food product; 3) Analyse and justify the use of additives in food products; 4) Explore the financial and marketing aspects that may affect development, delivery, sales and acceptance of a new food product.

Food Product Packaging, Labelling and Visual Merchandising (Theory) – FOO2605

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Prerequisite: Co-requisite:

Purpose: This module will be useful to students who are interested in the general food retail environment, as well as students in the food product development and marketing divisions of retail and food manufacturers. Students credited with this module can: 1) Discriminate and critique different types of food product packaging; 2) Examine current food labeling legislation in South Africa; 3) Analyse the different methods of in-store food merchandising.

Food Service Organisation and Management – HPM2601 (HPM201B)

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Prerequisite: Co-requisite:

Purpose: To understand and apply management and operational competence in managing a food service operation.

Meal Management – HPM2602 (HPM202C)

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Prerequisite: Co-requisite: NUT1501

Purpose: To understand and apply meal management principles and skills in a food service operation.

Hospitality Industry Regulations – HPM2603 (HPM203D)

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Prerequisite: Co-requisite:

Purpose: To apply applicable information regarding a manager’s legal obligations and rights that relate to business, staff and operations in the hospitality industry in the context in which they arise. Qualified students will therefore comply with basic legal principles when entering into legal relationships with other parties.

Events Management – HPM2604 (HPM204E)

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Prerequisite: Co-requisite:

Purpose: To understand and apply applicable management and operational competence in managing various kinds of meetings and conventions. Qualifying students develop the skills that are needed to execute a professional convention service within the hospitality industry.

Food Product Packaging, Labelling and Visual Merchandising Project – FOO2706

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Prerequisite: Co-requisite: FOO2605

Purpose: This module will be useful to students who are interested in the general food retail environment, as well as students in the food product development and marketing divisions of retail and food manufacturers. Students credited with this module can: 1) Critique the use of different food product packaging and the availability of environmentally responsible packaging found in the food retail environment; 2) Judge the application of current food labeling legislation found on food products in the retailing environment in South Africa; 3) Examine the different methods of in-store food merchandising applied in the retail environment in South Africa.
### Applied Food and Beverage Practice – APH3701 (APP301D)

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**Prerequisite:** FOO2602 or FOO202Y  
**Co-requisite:** APH2601 and HPM2601 or APP201A and HPM2018

**Purpose:** To understand and report on food and beverage service necessary to promote sound service practices in order to maintain a high standard of customer satisfaction.

### Social Psychology of Clothing – CLO3701 (CLO301W)

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**Prerequisite:**  
**Co-requisite:**

**Purpose:** To gain an underpinning knowledge of the social, psychological and cultural principles behind clothing and appearance management and perception, enabling them to understand and advise on clothing behaviour, keeping the person’s needs, values, interests and lifestyle in mind.

### Wardrobe Planning – CLO3702 (CLO302X)

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**Prerequisite:**  
**Co-requisite:** CLO1501

**Purpose:** To plan a wardrobe for any given person by selecting and combining colours, lines etc for a harmonious and flattering result; using an underpinning knowledge of the elements and principles of design.

### Evaluation of Apparel – CLO3703 (CLO303Y)

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**Prerequisite:**  
**Co-requisite:** CLO1501 and CLO2601

**Purpose:** To identify processes used in the construction of and evaluate apparel, using a basic underpinning knowledge of the technology used in the manufacturing of ready-to-wear and custom made garments.

### Textiles: Yarns, Fabric and Finishes – CLO3704 (CLO3043)

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**Prerequisite:**  
**Co-requisite:** CLO2601

**Purpose:** To make wise and educated decisions when purchasing and caring for fabrics and clothing, by using a basic underpinning knowledge of the classification and properties of textile yarns and fabrics and the finishing processes applied to them.

### Tailoring: Practical – CLO3705 (CLO3054)

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**Prerequisite:** CLO2602  
**Co-requisite:** CLO2601

**Purpose:** To know, understand and apply the principles and have the necessary skills for tailoring a lined jacket.

### Fashion Development, Production and Marketing – CLO3706 (CLO3065)

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**Prerequisite:**  
**Co-requisite:** CLO2601 and CLO2604 and CLO2605

**Purpose:** To have a basic underpinning knowledge of the basic principles and theories of fashion and fashion adoption, and the development, manufacturing, and marketing of fashion.

### Fashion Buying and Styling (Theory) – CLO3707

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**Prerequisite:**  
**Co-requisite:** CLO2605

**Purpose:** This module will be useful to students who are interested in the general fashion retail environment, as well as students in the fashion buying and fashion styling divisions of retail. Students credited with this module can: Analyse the general fashion buying cycle, Examine the principles of fashion range planning for a fashion retail environment, Evaluate the fashion performance management system and Create a fashion identity.

### Fashion Buying and Styling Project – CLO3708

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**Prerequisite:**  
**Co-requisite:** CLO3707

**Purpose:** This module will be useful to students who are interested in the general fashion retail environment, students in the fashion buying and fashion styling divisions of retail, students who will manage fashion outlets or own small fashion production businesses. Students credited with this module can: Critically evaluate the way in which the general fashion buying cycle is applied in the fashion environment, Examine the customer service operations in a fashion environment, Evaluate the operations of fashion business administration and operational processes followed in a fashion environment, Critique the store administration and operational processes followed in a fashion environment.

### Consumer Science Journalism III – CSJ3701

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**Prerequisite:** ENN101D or ENN103F  
**Co-requisite:**

**Purpose:** This module will be useful to people who will be working as a consumer journalist in the consumer complaints division at leading newspapers and other media as well as working for consumer complaints organisations such as the Consumer Union and Consumer Forum. Students credited with this module can: Interpret the importance of consumer complaints resolution through the South African media, Analyze the principles on which consumer complaints’ resolution is based, Critically evaluate the methods with which consumer complaints are resolved, Justify the nature of consumer complaints suitable to be resolved by a consumer journalist.
International Cuisine – FOO3701 (FOO3014)

Semester module

Prerequisite: Co-requisite:

Purposes: To develop an appreciation of traditional dishes of other countries, including the indigenous traditions of various culture groups in South Africa; and an understanding of their lifestyle and food preferences. To develop menus typical to a region or culture group.

Food and Beverage Service – FOO3702 (FOO3025)

Semester module

Prerequisite: Co-requisite:

Purposes: To develop the competence required to serve food and beverages correctly to its kind.

Beverage Studies – FOO3703 (FOO3036)

Semester module

Prerequisite: Co-requisite:

Purposes: To develop the competence required to serve wine, spirits and liqueurs, beer and non-alcoholic beverages correctly to any Hospitality institution.

Food Preparation for the Hospitality Industry (Theory) – FOO3704 (FOO3048)

Semester module

Prerequisite: Co-requisite: FOO1501 and FOO2601

Purposes: To develop the competence required to serve wine, spirits and liqueurs, beer and non-alcoholic beverages correctly to any Hospitality institution.

Food Preparation for the Hospitality Industry (Practical) – FOO3705 (FOO3059)

Year module

Prerequisite: Co-requisite: FOO3701

Purposes: To apply the most applicable techniques and skills required to prepare and serve nutritious and exquisite meals elegantly in the shortest time possible.

Food Retail – FOO3706

Semester module

Prerequisite: Co-requisite: FOO2605

Purposes: This module will be useful to students who are interested in the food retail environment, food marketing, food packaging, as well as students in the food production industry and fast moving consumer goods environment. Students credited with this module can: Examine the principles of the Food Supply Chain (FSC), Critique floor space management and food merchandising techniques within the food retail environment, Evaluate the positioning strategies of different food retailers in South Africa, Analyze the significance of management check systems in food retailing.

Introduction to Housekeeping – HPS3701 (HPS3019)

Semester module

Prerequisite: Co-requisite:

Purposes: To understand and apply the competence in providing a housekeeping service of high quality in the hospitality industry.

Front Office Operations – HPS3702 (HPS302A)

Semester module

Prerequisite: Co-requisite:

Purposes: To understand and apply the competence in providing a housekeeping service of high quality in the hospitality industry.

Accommodation Operations – HPS3703 (HPS303B)

Semester module

Prerequisite: Co-requisite: HPM2603 or HPM203D

Purposes: To apply basic management principles and skills to maintain a high standard with reference to accommodation requirements and operations and personal services as applicable to the hospitality industry.

Hospitality Project – HPS3704 (HPS304C)

Semester module

Prerequisite: Co-requisite: HPM2601 and HPM2602 and HPM2603

Purposes: To develop the competence of making scientifically sound decisions in executing a project in a food service operation successfully, according to given criteria.

Operations: Data Systems – HPS3705 (HPS305D)

Year module

Prerequisite: Co-requisite: HPM202 and HPS3702 and HPS3703

Purposes: To develop the competence of making scientifically sound decisions in executing a project in a food service operation successfully, according to given criteria.
Nutrition During the Life Cycle – NUT3701 (NUT301G)

Semester module

| Prerequisite: NUT2601 | Co-requisite: NUT2602 |

Purpose: Students who complete this module can explain the physiological processes involved in the digestive system and indicate how this will influence nutritional status. They can also use dietary standards for diet planning, assessment and analyses to evaluate the nutritional status of individuals and groups.

Chronic Lifestyle Diseases – NUT3702 (NUT302H)

Semester module

| Prerequisite: | Co-requisite: NUT2601 |

Purpose: To gain knowledge and the ability to implement factors concerning basic nutrition by means of identifying, evaluating and controlling chronic diseases. Qualified students will contribute to the prevention of these diseases and the promotion of a general healthy lifestyle.

Infectious Diseases – NUT3703 (NUT303J)

Semester module

| Prerequisite: | Co-requisite: NUT2601 |

Purpose: To gain knowledge and the ability to implement factors concerning basic nutrition by means of identifying, evaluating and controlling chronic diseases. Qualified students will contribute to the prevention of these diseases and the promotion of a general healthy lifestyle.

Nutrition and Health Promotion – NUT3704 (NUT304K)

Semester module

| Prerequisite: | Co-requisite: NUT2602 and NUT3701 and NUT3702 and NUT3703 |

Purpose: To gain knowledge and the ability to implement factors concerning basic nutrition and health by means of identifying, evaluating and controlling nutrition related conditions in the community. Qualified students will contribute to the prevention of diseases, promotion and/or maintenance of a healthy lifestyle.

Nutrition and Alternative Medicine – NUT3705 (NUT305L)

Semester module

| Prerequisite: | Co-requisite: NUT3702 |

Purpose: To gain knowledge and the ability to implement factors concerning alternative medicine, including herbal medicine and nutrition as preventative medicine. Knowledge will also be expanded concerning genetically modified food. Qualified students will contribute to the prevention of diseases, promotion and/or maintenance of a healthy lifestyle.

Postgraduate Modules

Advanced Social Psychology of Clothing – CLO4801 (CLO4013)

Year module

| Prerequisite: | Co-requisite: CSR4801 |

Purpose: To interpret certain areas of clothing behaviour from a symbolic interactionist, cognitive and cultural perspective. Areas that will be studied are clothing, appearance and the social construction of gender; appearance and the self; appearance communication; appearance and culture.

Applied Hospitality Practice – APH4801 (APP401G)

Year module

| Prerequisite: | Co-requisite: HPS3702 and HPS3703 and HPS3705 |

Purpose: Qualifying students will have the skills, knowledge and understanding of operational practices to assist leaders of hospitality facilities, under their supervision, to successfully manage in a dynamic environment.

Contemporary Food Studies – CFS4801 (CFS401K)

Year module

| Prerequisite: | Co-requisite: CSR4801 |

Purpose: To facilitate the student in evaluating, comprehending, concluding and applying information on specific food management systems for the hospitality industry.

Contemporary Hospitality Management – CHM4801 (CHM4014)

Year module

| Prerequisite: | Co-requisite: CSR4801 |

Purpose: To interpret certain areas of clothing behaviour from a symbolic interactionist, cognitive and cultural perspective. Areas that will be studied are clothing, appearance and the social construction of gender; appearance and the self; appearance communication; appearance and culture.
Research Methodology – CSR4801 (CLO4013)

Year module
NQF level 8 Credits 12

Prerequisite: Co-requisite:

Purpose: To introduce students to research methodology and to equip them with the knowledge and competencies to do basic scientific research.

Advanced Consumer Science – CSR4802 (CSR402P)

Year module
NQF level 8 Credits 24

Prerequisite: Co-requisite: CSR4801

Purpose: To introduce students to examine consumer behaviour principles and its position in Consumer Science; analyse the individual consumer from a psychological perspective; explore the social and cultural dimensions of consumer behaviour within a Consumer Science perspective; study the consumer decision making process from a Consumer Science perspective.

Research Project – CSR4803 (CSR403Q)

Year module
NQF level 8 Credits 36

Prerequisite: Co-requisite: CSR4801

Purpose: To guide students through a full research process but smaller in size and under closer supervision that for a master’s degree.

Advanced Nutrition – NUT4801 (NUT401K)

Year module
NQF level 8 Credits 24

Prerequisite: Co-requisite: CSR4801

Purpose: To facilitate the students in evaluating, comprehending, concluding and applying information on specific nutritional issues. Qualified students will have the knowledge and skills to practice information in general health conditions, everyday situations and communities. An enhanced understanding of the nutrition field will be experienced.

Credit Management

Credit Management I – CRM1501

Semester module
NQF level 5 Credits 12

Prerequisite: Co-requisite:

Purpose: The purpose of CRM1501 is to provide learners with knowledge of the foundational principles of credit and with the skills to apply the knowledge to assess applications for credit. It aims also to prepare students for specialised employment at the operational level of banks.

Credit Management II – CRM2601

Semester module
NQF level 6 Credits 12

Prerequisite: CRM1501 Co-requisite:

Purpose: The purpose of the module is to provide students with the relevant competencies, knowledge and skills of the underlying principles, systems and techniques of credit management with the aim to also contribute to their further studies in Business Management and Banking.

Credit Management II – CMG211C (CCT201T)

Year module
NQF level 6 Credits 24

Prerequisite: CMG111C Co-requisite:

Purpose: Credit and collections policy, factors/components of the credit and collections policy, the analysis of credit information, the role of credit agencies in the credit investigation, analysis of the financial statements of an enterprise, credit risk/standard, decisions regarding credit granting, coordination between sales and credit and the interdependence between credit and marketing/customer service, interest on overdue accounts, documents and records of credit transactions, effective management and control/supervision regarding credit and collections and credit practice – practical experience.

Credit Management III – CMG311C (CCT322U)

Year module
NQF level 6 Credits 24

Prerequisite: CMG211C Co-requisite:

Purpose: The influence of the total business environment on credit management, the role and management task of the credit manager, the financing of debtors, influence of credit and collections on the current/working capital position of the enterprise, credit reporting, the effectiveness of the credit and collections policy, aids to collect debtors as quickly as possible – alternative collection procedures, insolvency, credit insurance and credit practice – practical experience.

Credit Management III – CRM3701

Semester module
NQF level 7 Credits 12

Prerequisite: CRM2601 Co-requisite:

Purpose: This module is intended for students working in the banking and other financial institutions or in credit departments of private firms. Credit risk management has emerged as an important discipline in the financing environment and this module will provide students with the required theoretical knowledge and practical implementation skills to manage credit and protect the business from default losses. The purpose of the module is to provide students with the relevant capabilities, knowledge and understanding of the tools used in the credit management process within financial institutions.
### Postgraduate Modules

#### Credit Management IV – CMG411C

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**Prerequisites:** CMG311C  
**Co-requisites:**

**Purpose:** Introduction to strategic credit management, link the goals and objectives of the organisation and the credit function, assess the present status of the credit department, scan the environment, formulating credit strategies, implement credit plans, consider and select a strategy and evaluation of credit strategy.

### Criminology

**Major combinations:**

- **NQF Level: 5:** CMY1501, CMY1502
- **NQF Level: 6:** CMY2601, CMY2602, CMY2603, CMY2604
- **NQF Level: 7:** CMY3701, CMY3702, CMY3704, CMY3705, CMY3706

#### Introduction to Criminology: Crime, Offenders and Criminal Behaviour – CMY1501 (CMY101B)

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**Prerequisites:**  
**Co-requisites:**

**Purpose:** To equip students with knowledge about the crime problem, offenders and criminal behaviour.

#### Introduction to Criminology: Victims and Reduction of Crime – CMY1502

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**Prerequisites:**  
**Co-requisites:**

**Purpose:** To equip students with knowledge about victims of crime and criminal behaviour.

#### Introduction to Criminology: Reaction to Crime – CMY1503

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**Prerequisites:**  
**Co-requisites:**

**Purpose:** To gain knowledge about society’s reaction to crime.

#### Crime Risk Perspectives – CMY2601 (CMY201E)

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**Prerequisites:**  
**Co-requisites:**

**Purpose:** To equip students with sufficient knowledge and problem-solving skills pertaining to crime risk perspectives.

#### Principles of Crime Prevention, Reduction and Control – CMY2602 (CMY202F)

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**Prerequisites:**  
**Co-requisites:**

**Purpose:** The purpose of this module is to introduce students to research methodology in Criminology. The main focus is to familiarise students with the different methods and techniques that apply in research, as well as the different approaches that are specifically utilized in the discipline of Criminology. This module will equip students with a solid knowledge base to understand the research process and how to plan a research project in Criminology. The module is a necessary requirement for students on the second year level to prepare them for third year research methodology in Criminology, which is more advanced and focuses on quantitative and qualitative research techniques, data and research findings.

#### Child and Youth Misbehaviour – CMY2603 (CMY203G)

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<th>Semester module</th>
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<tr>
<td>CMY2603</td>
<td>6</td>
<td>12</td>
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</table>

**Prerequisites:**  
**Co-requisites:**

**Purpose:** To gain sufficient knowledge on matters of risk, pertinent issues, prevention and policy pertaining to youth offending and to apply this acquired knowledge in practice to contribute to the intervention and control of young lawbreakers.

#### Dealing with Young Offenders – CMY2604 (CMY204H)

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<th>Semester module</th>
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<tbody>
<tr>
<td>CMY2604</td>
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**Prerequisites:**  
**Co-requisites:**

**Purpose:** To gain knowledge, problem-solving skills and competencies about juvenile justice in South Africa.

#### Introduction to research methodology in Criminology – CMY 2606

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<th>Semester module</th>
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<tr>
<td>CMY2606</td>
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**Prerequisites:**  
**Co-requisites:**

**Purpose:** The purpose of this module is to introduce students to research methodology in Criminology. The main focus is to familiarise students with the different methods and techniques that apply in research, as well as the different approaches that are specifically utilized in the discipline of Criminology. This module will equip students with a solid knowledge base to understand the research process and how to plan a research project in Criminology. The module is a necessary requirement for students on the second year level to prepare them for third year research methodology in Criminology, which is more advanced and focuses on quantitative and qualitative research techniques, data and research findings.
### The Explanation of Crime – CMY3701

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**Prerequisite:**

**Co-requisite:**

**Purpose:** To equip students with knowledge and insight into the explanation of criminal behaviour.

### Crime Typologies – CMY3702

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**Prerequisite:**

**Co-requisite:**

**Purpose:** To gain comprehensive knowledge and problem-solving skills concerning the various typologies of crime including their nature and extent.

### Formal Reaction to Crime – CMY3704

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**Prerequisite:**

**Co-requisite:**

**Purpose:** To gain comprehensive knowledge and problem-solving skills concerning formal reaction to crime including an understanding of the process of the adjudication and disposition of offenders, the penal motives, the reintegrative process and performance appraisal of the criminal justice system.

### Victimology – CMY3705

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**Prerequisite:**

**Co-requisite:**

**Purpose:** To gain comprehensive knowledge and problem-solving skills concerning victimology as a sub-field of criminology.

### Contemporary Criminological Issues – CMY3706

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**Prerequisite:**

**Co-requisite:**

**Purpose:** To gain comprehensive knowledge and problem-solving skills concerning contemporary crime issues, including an understanding of the incidence of violent crime in South Africa, the causes of various categories of violent crime, theoretical explanation of violent behaviour and the prevention of crimes of violence.

### Qualitative research methodology in Criminology – CMY3708

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**Prerequisite:**

**Co-requisite:**

**Purpose:** The purpose of the module is to equip students with the comprehensive and systematic knowledge and skills that are required to conduct qualitative research in Criminology. The focus falls on qualitative methods and techniques that are used specifically in the context of research in Criminology. Apart from an introduction to various techniques, students are also exposed to the reasoning process required for the proper use of different techniques. Students will also gain skills and basic experience in the collection and reporting of qualitative data and research findings. This module will therefore be useful to students in the criminological sciences who are required to do research or to understand the research process and conventions in order to deal with the literature. It is a necessary preparation for those who wish to continue with criminology at post-graduate level and is therefore a compulsory module.

### Quantitative research methodology in Criminology – CMY3709

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**Prerequisite:**

**Co-requisite:**

**Purpose:** The purpose of the module is to equip students with the well-rounded and systematic knowledge and skills that are required to conduct quantitative research in Criminology. The focus falls on quantitative methods and techniques that are used specifically in the context of research in Criminology. Apart from an introduction to various techniques, students are also exposed to the reasoning process required for the proper use of different techniques. Students will also gain skills and basic experience in the collection and reporting of qualitative data and research findings. This module will therefore be useful to students in the criminological sciences who are required to do research or to understand the research process and conventions in order to deal with the literature. It is a necessary preparation for those who wish to continue with criminology at post-graduate level and is therefore a compulsory module.

### Postgraduate Modules

#### Fundamental Criminology – CMY4801

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**Prerequisite:**

**Co-requisite:**

**Purpose:** The purpose of this module is for students to be equipped with the comprehensive and systematic knowledge of the schools of thought in Criminology, theories of crime and punishment and integrated theories and their application value for the criminal justice system. These abilities are crucial for criminology students who wish to successfully practise and/or conduct research within the criminal justice system, private and corporate sectors.

#### Research Methodology – CMY4802

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**Prerequisite:**

**Co-requisite:**

**Purpose:** The purpose of this module is to equip students with the knowledge and skills required for the identification of a feasible research problem, the selection of an appropriate methodology, techniques, technologies and the design of a research proposal on an Honours level in the discipline of Criminology. Students credited with this module will be able to: • Identify a feasible research problem and select appropriate quantitative and/or qualitative research methodologies and techniques best suited to conduct research within the selected field of Criminology • Compile an acceptable research proposal that will result in the completion of a research report (article) under supervision that is appropriate to the discipline of Criminology on an Honours level.
# Contemporary Crime Issues – CMY4803

**Year module**  
NQF level: 8  
Credits: 24  

**Prerequisite:**  
**Co-requisite:**

**Purpose:** The purpose of this module is to expose students to various topical crime phenomena* and for them to gain comprehensive and systematic knowledge and skills necessary to critically interrogate and debate these and allied issues in a criminological context. Consensual crime, cash-in-transit robbery, crime against women and children, victimless crime (prostitution) organised crime (pyramid/ponzi schemes), terrorism, farm attacks, and attacks on police officials.

# Criminological Evaluation and Assessment – CMY4804

**Year module**  
NQF level: 8  
Credits: 24  

**Prerequisite:**  
**Co-requisite:**

**Purpose:** The purpose of this module is for students to be equipped with the comprehensive and systematic knowledge and skills to conduct criminological assessments, evaluations and profiling and to write comprehensive reports to facilitate the management of offenders and victims in the criminal justice system. These abilities are crucial for criminology students who wish to successfully practise within the criminal justice system, private and corporate sectors.

# Research Article – CMY4805

**Year module**  
NQF level: 8  
Credits: 24  

**Prerequisite:**  
**Co-requisite:**

**Purpose:** The purpose of this module is to equip students with the knowledge and skills to conduct and report research under supervision in a manner that is appropriate to the discipline of Criminology.

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# Development Studies

**Major combinations:**  
NQF Level: 5: DVA1501  
NQF Level: 6: DVA1601, DVA2601, DVA2602  
NQF Level: 7: DVA3701, DVA3702, DVA3703, DVA3704, DVA3705

---

## Introduction to Development Studies – DVA1501

**Semester module**  
NQF level: 5  
Credits: 12  

**Prerequisite:**  
**Co-requisite:**

**Purpose:** To gain insight into basic concepts in the study of development by reading texts and case studies on integrated development problems such as demography and ecology in urban and rural areas.

## Development Problems and Institutions – DVA1601

**Semester module**  
NQF level: 6  
Credits: 12  

**Prerequisite:**  
**Co-requisite:**

**Purpose:** To introduce students to integrated development problems such as education and health, the role of the state in development, policy approaches, political and economic dynamics within states, the role of development institutions, and the importance of participatory development and empowerment.

## Projects and Programmes as Instruments of Development – DVA2601

**Semester module**  
NQF level: 6  
Credits: 12  

**Prerequisite:** DVA101, 102 or DVA150, DVA1601  
**Co-requisite:**

**Purpose:** To gain insight into projects and programmes as instruments of development, and to demonstrate understanding of functions and management techniques appropriate in development context.

## Community Development and the Basic Needs Approach – DVA2602

**Semester module**  
NQF level: 6  
Credits: 12  

**Prerequisite:** DVA101, 102 or DVA150, DVA1601  
**Co-requisite:**

**Purpose:** To enable students to demonstrate an understanding of the process and dynamics of community development and the basic needs approach by linking related concepts and theories to practice.

## Development Theories – DVA3701

**Semester module**  
NQF level: 7  
Credits: 12  

**Prerequisite:**  
**Co-requisite:**

**Purpose:** To introduce students to key development theories such as modernisation, underdevelopment, sustainable and participatory development, to enable them to demonstrate understanding by comparing theories and by linking them to practical situations.

## Rural and Urban Development – DVA3702

**Semester module**  
NQF level: 7  
Credits: 12  

**Prerequisite:**  
**Co-requisite:**

**Purpose:** To gain insight, through reading and text analysis, into development policies and strategies for rural and urban areas, interaction between rural and urban processes, urbanisation and rural and urban poverty as key development issues.
### Development Policy and Strategies – DVA3703

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**Prerequisite:** Co-requisite:

**Purpose:** To gain insight into the process of formulating development policies and strategies at local, national and international levels, and to analyse the dynamics and issues of policy implementation.

### Development Planning – DVA3704

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**Prerequisite:** Co-requisite:

**Purpose:** To gain insight into development planning theories and practices by reading texts and case studies on various approaches, actors and methods.

### Empowerment and Popular Initiatives – DVA3705

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**Prerequisite:** Co-requisite:

**Purpose:** To gain insight into the debate on empowerment and popular initiatives, and to analyse concepts such as mobilisation, participation, human action, classes, social formations, struggles and resistance in this context.

### Postgraduate Modules

#### Development Debates and Issues – DVA4801 (DVADEBT)

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**Prerequisite:** Co-requisite:

**Purpose:** To equip students with advanced knowledge and understanding of the contemporary field of Development Studies. Qualified students will be able to analyse global dynamics, recent debates, theories and selected topical and symptomatic issues.

#### Human Security and Development – DVA4802 (DVASECF)

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**Prerequisite:** Co-requisite:

**Purpose:** To equip students with comprehensive and systematic knowledge of themes of insecurity, risk and vulnerability in the development context. The second purpose is to provide students with in-depth knowledge and skills that will enable qualified learners to assess and apply strategies and frameworks of human security such as sustainable livelihoods, humanitarian intervention and frameworks to minimise risk and vulnerability in a development context.

#### Governance and Development – DVA4803 (DVAGOVJ)

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**Prerequisite:** Co-requisite:

**Purpose:** To equip students with systematic knowledge and understanding of debates and issues of governance of development at global, national and local levels.

#### Sustainable Development: Policy, Practice and Environment – DVA4804 (DVASUS4)

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**Prerequisite:** Co-requisite:

**Purpose:** To equip students with well-rounded systematic knowledge and an understanding of key themes of sustainable development within the development context. These are themes such as the nature of the environmental crisis within the global system, national and local sustainable development policy, theories of sustainable development, the clash between development and conservation as well as issues in sustainable development practice.

#### Gender and development DVA4805

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**Prerequisite:** Co-requisite:

**Purpose:** To equip students with systematic knowledge and understanding of debates and issues of gender and development at global, national and local levels. To also provide students with in-depth knowledge and skills to empower women and make them an integral part of a holistic approach to all development efforts.

#### Research Methodology in Development Studies (HMDVA81)

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**Prerequisite:** Co-requisite:

**Purpose:** To equip students with advanced knowledge and understanding of the contemporary field of research methodology in Development Studies. Qualified students will be able to utilize relevant research methods in postgraduate research projects.
Research Report in Development Studies (HRDVA82)

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**Prerequisite:** Co-requisite:

**Purpose:** To equip students with advanced knowledge and practical experience of research in the field of Development Studies at the honours level. Qualified students will be able to conduct competent basic research in the development field and will be able to conceptualize masters level research projects and draft masters level research proposals.

**Drawing**

**General Information:** Prospective students must obtain prior permission from the Department Art History, Visual Arts and Musicology before registering for the degree. Students must attend a minimum of TWO days for both workshops. Students are however, strongly advised to attend the full week of these two workshops.

**Drawing I – DRW1501 (DRW111X)**

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**Prerequisite:** Co-requisite:

**Purpose:** Introduction; drawing equipment; starting to draw; SA standard code of drawing; SABS; lettering (letters, numerals & symbols); sketching or free-hand drawing; practical geometry; basic tool and simple mechanisms; conic sections; orthographic projection; isometric and oblique projection; auxiliary views; lines of interpenetration; surface development; sectioning; fasteners; detail drawings; assembly drawings.

**Drawing II – DRW2601 (DRW221Y)**

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**Prerequisite:** Co-requisite:

**Purpose:** Structural engineering applications; civil engineering applications; computer applications.

**Economics**

**Economics 1500 – ECS1500**

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**Prerequisite:** Co-requisite:

**Purpose:** The purpose of this module is to prepare students for studies in the world of economics. They will be able to reflect on the skills they already have and what resources they need to manage their own learning development. They will furthermore be able to have a broader vision of the South African economy and understand how these markets function and will be able to identify their own position and role, and that of the workplace within this broader economic environment.

**Economics 1A – ECS1501 (ECS1016)**

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**Prerequisite:** Co-requisite:

**Purpose:** To gain insight into how the basic economic problem is solved in different economic systems, how economic activity is measured and how prices are determined through decisions made by individual households and firms under conditions of perfect and imperfect competition.

**Sustainability & Greed – SUS1501**

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**Prerequisite:** Co-requisite:

**Purpose:** The overarching purpose of this signature module will be to remind commerce students of their personhood, and to present students with a primer to a lifetime of critical thinking. This will be pursued by: (a) introducing students to selected ethical traditions; and (b) providing them with opportunities in the form of case studies to apply these to contemporary social themes including (but not necessarily limited to) sustainability and greed.

**Economics 1B – ECS1601 (ECS1028)**

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**Prerequisite:** ECS1501 or ECS1016 Co-requisite:

**Purpose:** To gain insight into macroeconomic theory and variables such as total production and income of a country, economic growth, unemployment, inflation and the balance of payments.

**Development Economics – ECS207G (ECN2M3W)**

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**Prerequisite:** ECS1501 and ECS1601 Co-requisite:

**Purpose:** To gain insight into development challenges posed by poverty, income inequality, population growth, unemployment, urbanisation and migration, as well as to deepen students’ understanding of the contributions to economic development of agricultural and rural development, education, trade policy and foreign financing.

**Microeconomics – ECS2601 (ECS201A)**

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**Prerequisite:** ECS1601 or ECS1028 Co-requisite:

**Purpose:** To gain insight into the behaviour of consumers and producers in the economy by studying demand and supply, and its price sensitivity; consumer behaviour; production; the operation of different markets such as perfect competition, monopoly, monopolistic competition and oligopoly; general equilibrium and welfare.
### Macroeconomics – ECS2602 (ECS202B)

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<td>Prerequisite: ECS1601 or ECS1028</td>
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**Purpose:** To enable students to study various theoretical macroeconomic views on the determination of income in a closed and open economy and the role of economic policy in this regard, with special reference to South Africa.

### SA Economic Indicators – ECS2603 (ECS203C)

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<td>Prerequisite: ECS1601 or ECS1028</td>
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**Purpose:** To enable students to demonstrate an understanding of the meaning and interpretation of a wide range of economic indicators, including various national accounting concepts, price indices and balance of payments statistics, and to apply this understanding to recent South African economic data.

### Labour Economics – ECS2604 (ECS204D)

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<td>Prerequisite: ECS1601 or ECS1028</td>
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**Purpose:** To gain insight into the economic analysis of labour and the labour market with regard to the supply of and demand for labour education and training of the labour force; unemployment, vacancies and the migration of labour; trade unionism and collective bargaining, and discrimination in the labour market, and to apply this knowledge to the South African labour market.

### SA Financial System – ECS2605 (ECS209J)

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<td>Prerequisite: ECS1601 or ECS1028</td>
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**Purpose:** To gain insight into the operation of the South African financial system with reference to financial institutions, instruments and markets, and to demonstrate an understanding of the way that the monetary policy is implemented in South Africa.

### Environmental Economics – ECS2606 (ECS208H)

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<td>Prerequisite:</td>
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**Purpose:** This module will enable students to determine the relationship between the macro – and micro-economy, and the natural environment, evaluate frameworks for environmental decision-making and assess the formulation of different policy measures.

### Economics of Tourism – ECS2607 (ECS210B)

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<td>Prerequisite: ECS1601 or ECS1028</td>
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**Purpose:** To gain insight into the application of microeconomic and macroeconomic theory to the tourism environment in areas such as resource use, equilibrium in the tourism market, employment and income creation, tourism’s external account and the role of multinational enterprises.

### Economic History of the World – ECS2608 (EHY201W)

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</table>

**Purpose:** To enable students to critically assess the development of the modern international economy since 1820 by looking at topics such as the causes of economic growth, long-term capital movements, international migration, commercial policy, foreign trade, the growth of the multilateral payments network, the rise and fall of the gold standard, the spread of industrialisation, the impact of the First World War, the Great Depression and the disintegration of the international economy during the 1930s.

### Economic History of South Africa – ECS2609 (EHY202X)

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<thead>
<tr>
<th>Semester module</th>
<th>NQF level</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Prerequisite: ECS1601 or ECS1028</td>
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</table>

**Purpose:** To enable students to critically assess the development of the Western market economy in South Africa by looking at topics such as the origins of the indigenous precapitalist economy, the development of the Cape Colony from a refreshment station to a far-flung colony of settlement under the Dutch East India Company (1652-1795); South Africa during the agricultural era (1795-1870); the impact of the mining revolution (1870-1910); and the gradual industrialisation of South Africa after 1910.

### Computing Skills for Economists (Module A) – APE3M1T

<table>
<thead>
<tr>
<th>Year module</th>
<th>NQF level</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite: APE2M1T and APE2M2T and APE2M3T</td>
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</tbody>
</table>

**Purpose:** Basic data handling, correlation, regression: simple, multiple, with dummy variables, with time lags, with time series variables, applications of time series methods in macroeconomics, limitations and extensions.

### Econometrics – ECM301E

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<tr>
<th>Year module</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>Prerequisite: SFE201E</td>
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</table>

**Purpose:** Section A: Correlation theory: methodology, correlation theory, simple regression model, multiple regression and other extensions. Section B: Second order tests of the assumptions of the linear regression model: assumptions, autocorrelation and multicollinearity, time as a variable, lagged variables.
### Monetary Economics – ECS3701 (ECS301D)

**Semester module**  
Prerequisite: ECS2601 and ECS2602  
Purpose: Students will have a fundamental understanding of core issues in monetary economics. They will be able to view, reflect on and solve current issues in the light of various theories that have been put forward concerning the roles of money, interest rates and inflation in the economy.

### International Trade – ECS3702 (ECS302E)

**Semester module**  
Prerequisite: ECS201A  
Purpose: This module will equip students with the ability to understand and analyse different trade theories and trade policy issues, as well as to analyse the motives and effects of international capital flows.

### International Finance – ECS3703 (ECS303F)

**Semester module**  
Prerequisite: ECS2602  
Purpose: This module will enable learners to view, reflect on and solve current issues of the balance of payments, the foreign exchange rates, and the different theories thereof.

### Public Economics – ECS3704 (ECS304G)

**Semester module**  
Prerequisite: ECS2601 or ECS201A  
Purpose: This module will enable students to analyse public finance issues and policy within the context of the South African economy and other developing countries. Students will be able to describe, evaluate and advise on the role of government, its expenditures and tax revenue sources as well as intergovernmental fiscal relations.

### History of Economic Thought – ECS3705 (ECS306J)

**Semester module**  
Prerequisite: ECS2601 and ECS2602  
Purpose: Students credited with this module will have gained a better grasp of how economic thinking has developed over the centuries with particular references to famous economists like Smith, Ricardo, Malthus, Mill, Marx, Marshall, Veblen, Keynes, Friedman, and more recently Lucas. This “historical awareness” should help them to evaluate current economic ideas and policy proposals better.

### Econometrics – ECS3706 (ECS307K)

**Semester module**  
Prerequisite: ECS2601 & ECS2602 & DSC1520 or DSC1500 or DSC1620  
Purpose: This module will enable students to use economic theory, mathematical and statistical tools to specify and estimate the coefficients of a regression equation in the most efficient way. The goal is to find the most accurate estimates of the coefficients of the regression equation, whatever the difficulties which arise.

### Development Economics – ECS3707 (offered from 2014) (ECS207G)

**Semester module**  
Prerequisite: ECS2601 and ECS2602 or ECS201A and ECS202B  
Purpose: This module will enable students to analyse economic development issues and policy within the context of developing countries. Students will be able to describe, evaluate and advise on development challenges within a national and international context.

### Postgraduate Modules

#### Development Economics – DEVH00L

**Year module**  
Prerequisite: Co-requisite: MICECHV and MACECHJ  
Purpose: To enable students to analyse key development issues affecting developing and less developed countries. Students will be able to describe and critically analyse development priorities and policy formulation in country-specific locations.

#### Macroeconomics – MACECHJ

**Year module**  
Prerequisite: Co-requisite:  
Purpose: To critically compare and contrast the different schools of thought in macroeconomics. The module studies different theories of the economy as a whole, focusing on economic aggregates such as the level and change of national output, income and employment, inflation and interest rates and the relationships between them. The way in which the authorities can use economic policy to influence the economy is studied, especially the role of monetary and fiscal policy.
### Microeconomics – MICECHV

**Year module**

- **NQF level**: 7
- **Credits**: 24

**Prerequisite:**
- **Co-requisite:**

**Purpose:** To equip students with insight into the economic behaviour of households, firms and markets as presented in microeconomic theories, such as neoclassical microeconomics and new institutional economics. Along with Advanced Macroeconomics, this module provides the basic knowledge and tools to be used in the other advanced modules in Economics.

### Money, Banking and Financial Markets – MONECHG

**Year module**

- **NQF level**: 7
- **Credits**: 24

**Prerequisite:**
- **Co-requisite:**

**Purpose:** Students credited with this module will have an advanced understanding of theoretical and practical issues in money, banking and financial markets. They will be able to interpret events and trends in the world of finance and banking, explain how banks influence the real economy, evaluate the merits and demerits of the SARB's monetary policies and interpret the contents of financial publications.

### International Economics – IERH004

**Year module**

- **NQF level**: 7
- **Credits**: 24

**Prerequisite:**
- **Co-requisite:**

**Purpose:** To provide students with a thorough grasp and understanding of the main theoretical aspects of international trade and international monetary systems. The module will enable the students to critically analyse the current policy debates on international trade and finance, as well as the economic implications of different monetary systems.

### Public Economics – PECH00G

**Year module**

- **NQF level**: 7
- **Credits**: 24

**Prerequisite:**
- **Co-requisite:**

**Purpose:** To enable students to critically discuss the role of government in a market economy and analyse and reflect on public expenditures and sources of government revenue. Students will be able to debate and critically analyse intergovernmental fiscal relations in the context of a decentralised form of government.

### Advanced Econometrics – ECS4863

**Year module**

- **NQF level**: 8
- **Credits**: 24

**Prerequisite:**
- **Co-requisite:** MICECHV and MACECHJ

**Purpose:** This module is an advanced course in econometrics and goes beyond elementary statistics and regression analysis. It builds on prior knowledge of econometrics and introduces topics such as non-stationary time series analysis and simultaneous equation modelling. There is a strong emphasis on the practical application of econometric techniques to equip students to duplicate these techniques in their working environment.

### Research Proposal – Economics – HPECS81

**Semester module**

- **NQF level**: 8
- **Credits**: 12

**Prerequisite:**
- **Co-requisite:** HMEMS80

**Purpose:** This module is intended for all students who are pursuing an honours degree in Economics. The purpose of the module is to equip students with the competencies required to plan a research project in Economics and write an acceptable research proposal.

### Research Report – Economics –HRECS82

**Year module**

- **NQF level**: 8
- **Credits**: 24

**Prerequisite:**
- **Co-requisite:** HPECS81

**Purpose:** This module will equip students to execute and write an acceptable academic research report. Students will be able to reason and debate in written format a specific economic topic, recognising existing international and national research on the topic.

### Economics For Managers – PBA4801

**Year module**

- **NQF level**: 8
- **Credits**: 12

**Prerequisite:**
- **Co-requisite:**

**Purpose:** This module forms part of the PGD (business administration). The qualification aims to provide students with competencies to function effectively on entry and middle management level. Students who complete this module will have the knowledge, skills, values and attitudes to analyse Economics for Managers with a view to making informed business decisions. This implies that they will be enabled to explain economic phenomena that influence business organisations; predict the effect of changes in economic variables; analyse the impact of economic changes on specific business organisations; and revise business decisions by monitoring changes in economic phenomena. The module provides fundamental competencies which will support further studies and applications in the fields of Business Administration and Business Leadership.
Education (major combination for General Education)

Major combinations:
NQF Level: 5: GED101T, GED102U
NQF Level: 6: GED201W, GED202X, GED203Y
NQF Level: 7: GED3013, GED3024, GED3069, EDC1015

Developing Academic Skills for Studying Abet – ABT1511

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<tr>
<th>Semester module</th>
<th>NQF level</th>
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<tbody>
<tr>
<td>ABT1511</td>
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</table>

**Prerequisite:**

**Co-requisite:**

**Purpose:** Students will develop and apply academic literacy skills in ABET so that they will learn more effectively and deal successfully with the academic contexts and assignments. It will enable them to reflect on and explore a variety of strategies to learn more effectively.

Contextual Studies – ABT1512

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<th>Semester module</th>
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<tr>
<td>ABT1512</td>
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**Prerequisite:**

**Co-requisite:**

**Purpose:** Students are introduced to the various socio-political and geographical contexts of adult learners in different kinds of communities as well as its interrelationship with gender, health and workplace issues.

Exploring Adult Learning – ABT1513

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<th>Semester module</th>
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<tr>
<td>ABT1513</td>
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**Prerequisite:**

**Co-requisite:**

**Purpose:** This module will enable students to identify characteristics of adult learning relevant to the context in which they are working. They will gain a basic understanding of what helps adults best and learn how this information may be applied in the various forms of adult basic education and training.

Exploring Different Approaches to Teach Adults – ABT1514

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<th>Semester module</th>
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<tr>
<td>ABT1514</td>
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**Prerequisite:**

**Co-requisite:**

**Purpose:** This module will enable practitioners to facilitate the teaching and learning. It enables educators to review a variety of approaches to learning, teaching and assessment with an applied focus. They will be able to facilitate a varied structured and varied programme of learning.

Planning and Administering Abet Classes and Projects – ABT1515

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<th>Semester module</th>
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<tr>
<td>ABT1515</td>
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**Prerequisite:**

**Co-requisite:**

**Purpose:** Students will deal with the way that ABET projects are started, implemented and administered and evaluated.

Introduction to Assessment in Abet – ABT1516

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<tr>
<td>ABT1516</td>
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<td>12</td>
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</table>

**Prerequisite:**

**Co-requisite:**

**Purpose:** In this module students will be enabled to conduct outcomes-based assessment and conduct appropriate follow-up after an assessment event. Students credited with this module will be able to carry out assessment in a fair, valid, reliable and practicable manner that is free of bias.

Teaching Literacy to Adults – ABT1517

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<tr>
<th>Semester module</th>
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<tbody>
<tr>
<td>ABT1517</td>
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<td>12</td>
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</table>

**Prerequisite:**

**Co-requisite:**

**Purpose:** This module will enable the student to facilitate the acquisition of reading and writing skills in the mother-tongue of an adult learner.

Teaching Numeracy to Adults – ABT1518

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<tr>
<th>Semester module</th>
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<tr>
<td>ABT1518</td>
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<td>12</td>
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</table>

**Prerequisite:**

**Co-requisite:**

**Purpose:** This module will enable students to facilitate numeracy learning at levels 1 and 2 by selecting and implementing appropriate learning and teaching strategies and applying principles of outcomes-based education.

Teaching Adult Basic Education – ABT1519

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<tr>
<th>Semester module</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>ABT1519</td>
<td>5</td>
<td>12</td>
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</table>

**Prerequisite:**

**Co-requisite:**

**Purpose:** This module provides a broad introduction to the teaching of adult basic education learning areas that build on the foundation of mothertongue basic literacy and numeracy.
### Building a Portfolio of Abet Practice – ABT1520

**Semester module**  
NQF level 5  
Credits 12

**Prerequisite:**  
Co-requisite:

**Purpose:** This module will enable students to prepare, organize, present and check evidence about their practical outcomes-based assessment achievements in general and their assessment in particular. It provides training in a particular method of recording outcomes based assessment evidence on competence in various aspects of adult basic education and training.

### Empowering Women Through Abet – ABT1521

**Semester module**  
NQF level 5  
Credits 12

**Prerequisite:**  
Co-requisite:

**Purpose:** This module will be useful to people who are interested in working in literacy and adult basic education programmes and projects where the empowerment of women is a significant aim and focus. They will gain basic knowledge of the educational processes that can assist in the empowerment of women and how these can be implemented in practical and sustainable ways.

### Working For Health Through Abet – ABT1522

**Semester module**  
NQF level 5  
Credits 12

**Prerequisite:**  
Co-requisite:

**Purpose:** This module will be useful to people who are interested in improving health through literacy and adult basic education programmes and projects or in providing health education to adults who are not read or write or are undereducated. They will gain basic knowledge of the educational processes that can assist in the health education of adults and how these can be implemented in practical and sustainable ways.

### Working In Abet In The Workplace – ABT1523

**Semester module**  
NQF level 5  
Credits 12

**Prerequisite:**  
Co-requisite:

**Purpose:** This module will be useful to people who are interested in working in ABET in workplaces in the private sector, parastatals or government departments. They will gain basic knowledge of the particular demands placed upon ABET educators in such environments.

### Working With Youth In And For Abet – ABT1524

**Semester module**  
NQF level 5  
Credits 12

**Prerequisite:**  
Co-requisite:

**Purpose:** This module will be useful to people who are interested in working with youth, either as ABET learners or as literacy and adult basic education educators. They will gain basic knowledge of youth characteristics in current contexts and of the basic educational processes that can assist them, either as learners or educators.

### Child Development – EDT101G

**Semester module**  
NQF level 5  
Credits 12

**Prerequisite:**  
Co-requisite:

**Purpose:** To gain insight into the development of the child from birth to age nine years; modalities of development; the young child’s language and speech development; creating an optimal environment for child development; relationships and development.

### Guidance, Counselling and Life Skills Development – EDT102H

**Semester module**  
NQF level 5  
Credits 12

**Prerequisite:**  
Co-requisite:

**Purpose:** To gain insight into theoretical aspects; guidance and life skills issues such as: skills development, family and sexuality education, education and training, work and employment, economic education, citizenship education; planning and presenting life skills lessons; observation of pupils; counselling pupils and parents.

### The Learning Child – ETH102L

**Semester module**  
NQF level 5  
Credits 12

**Prerequisite:**  
Co-requisite:

**Purpose:** To gain insight into basic concepts, principles; theories of learning; the implications and relevance; the learning child: different modalities and levels of learning; the learning child: different relationships of learning; conditions for successful learning; learner, teacher, school and family factors, and giftedness and learning.

### Human Development and Education – GED101T

**Semester module**  
NQF level 5  
Credits 12

**Prerequisite:**  
Co-requisite:

**Purpose:** To gain insight into the main themes of human development; through the study of different approaches to the study of human development; phases of human development: prenatal development, neonatal development and infancy, early childhood (about 2-6 years), middle childhood (about 6-12 years), adolescence about 12-18 years), and adulthood (about 20 years until death).

### Teaching and Learning 1 – GED102U

**Semester module**  
NQF level 5  
Credits 12

**Prerequisite:**  
Co-requisite:

**Purpose:** To gain insight into the basics of education, teaching, training, learning and evaluation in a demanding society by studying relevant concepts (eg education, teaching, training and learning); the relationship between teaching and learning; principles of effective teaching and learning; teaching strategies; methods and media; lesson development and presentation; the foundations of assessment and evaluation, and elementary item and test construction.
<table>
<thead>
<tr>
<th>Course</th>
<th>Type</th>
<th>NQF Level</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td><strong>Health Education – HEC101V</strong></td>
<td>Semester module</td>
<td>5</td>
<td>12</td>
</tr>
<tr>
<td><strong>Professional Studies Theme A: Social Sciences and Environmental Education – PFC101Q</strong></td>
<td>Year module</td>
<td>5</td>
<td>12</td>
</tr>
<tr>
<td><strong>Professional Studies Theme B: Teaching Mathematics and Natural Sciences – PFC102R</strong></td>
<td>Year module</td>
<td>5</td>
<td>12</td>
</tr>
<tr>
<td><strong>Professional Studies Theme C: Technology Education, Economic Literacy and Entrepreneurship – PFC103S</strong></td>
<td>Year module</td>
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<td>12</td>
</tr>
<tr>
<td><strong>Teaching Practice (Including Oral Communication) – PFC104T</strong></td>
<td>Year module</td>
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<tr>
<td><strong>Early Childhood Teaching – PRS101Y</strong></td>
<td>Semester module</td>
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<tr>
<td><strong>Health in Early Childhood Education A – PRS1023</strong></td>
<td>Semester module</td>
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<td>12</td>
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<tr>
<td><strong>Art and Handwork – PRS1034</strong></td>
<td>Semester module</td>
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<td>12</td>
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<tr>
<td><strong>Teaching Practice 1 – PRS1045</strong></td>
<td>Semester module</td>
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<td>12</td>
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<tr>
<td><strong>Teaching Social Sciences – PST103E</strong></td>
<td>Semester module</td>
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</table>

**Health Education – HEC101V**: To gain insight into theoretical orientation; Health and health education; personal health; special health issues; first aid and emergency care; Environmental health and safety issues.

**Professional Studies Theme A: Social Sciences and Environmental Education – PFC101Q**: To gain insight into the theoretical orientation; social sciences in the primary school: geography, history (in each case); curriculum and curriculum development; aims, objectives; resources and materials; lesson planning; the use of media; evaluation procedures; school and classroom management; theme work; the introduction to environmental education, teaching and learning in environmental education; introduction to basic ecological principles and cross-curricular environmental themes and issues.

**Professional Studies Theme B: Teaching Mathematics and Natural Sciences – PFC102R**: To gain insight into the methodology; problem solving and problem-centred approach; strategic teaching and learning; language, culture and world view (knowledge systems for number and space); number and spatial skills; to gain insight into the foundations of natural science (science, biology), the primary school pupil and natural science; natural science and environmental education; natural science skills; formulating aims and objectives; general teaching strategies; the natural science classroom; interpreting the curriculum; use of instructional media; assessing learner outcomes.

**Professional Studies Theme C: Technology Education, Economic Literacy and Entrepreneurship – PFC103S**: To gain insight into technology education; the technology process; resources used in the technology process; skills that must be developed; technology in practice; economic literacy and entrepreneurship; basic economic literacy; goal and function of education directed to entrepreneurship; factors which underlie entrepreneurial success or failure; the part teachers could play in entrepreneurial activities; a strategy for developing entrepreneurship; the teacher’s role to facilitate.

**Teaching Practice (Including Oral Communication) – PFC104T**: To gain insight into observation, and presenting prescribed lessons; cross-curricular and integrated teaching; curriculum design; teaching a class in the intermediate and senior phase.

**Early Childhood Teaching – PRS101Y**: To gain insight into the aims of early childhood education; the informal teaching approach in early childhood education; the daily programme of an early childhood centre; play opportunities in an early childhood centre; choosing and planning content in an early childhood centre; introduction to evaluation in Early Childhood Development.

**Health in Early Childhood Education A – PRS1023**: To gain insight into the clarification of concepts; the importance of health in early childhood education; health and the early childhood environment; health-related legislation.

**Art and Handwork – PRS1034**: To gain insight into the orientation; stages of development; aims and objectives; the role of the art teacher; art activities and materials.

**Teaching Practice 1 – PRS1045**: To enable students to carry out practical applications of the teaching principles, theories and concepts they have acquired in other courses through the completion of an observation workbook during an observation period of one week in an early childhood centre.

**Teaching Social Sciences – PST103E**: To gain insight into the theoretical orientation; social sciences in the primary school: Geography, history, (in each case); curriculum and curriculum development; Aims, objectives; resources and materials; lesson planning; The use of media, evaluation procedures; school and classroom management; theme work.
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<tr>
<th>Course Name</th>
<th>Semester module</th>
<th>NQF level</th>
<th>Credits</th>
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<tbody>
<tr>
<td><strong>Teaching Practice 1 – PST104F</strong></td>
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<tr>
<td><strong>Prerequisite:</strong></td>
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<tr>
<td><strong>Purpose:</strong> To gain insight into observation, and presenting prescribed lessons.</td>
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<tr>
<td><strong>Language Teaching – PST131J</strong></td>
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<td><strong>Prerequisite:</strong></td>
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<tr>
<td><strong>Purpose:</strong> To gain insight into the theory and practice of language teaching as a home language, additional language and second additional language in the Intermediate and Senior Phase.</td>
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<tr>
<td><strong>Lifelong Learning – ABT2611</strong></td>
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<td><strong>Prerequisite:</strong></td>
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<tr>
<td><strong>Purpose:</strong> This module will be useful to people who are interested in gaining introductory knowledge, skills, and applied competence in producing and using simple educational designs for programmes, courses or events. People credited with this module will be able to design simple educational events, courses and programmes.</td>
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<tr>
<td><strong>The Social Context Of Literacy and Adult Basic Education – ABT2612</strong></td>
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<tr>
<td><strong>Prerequisite:</strong></td>
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<tr>
<td><strong>Purpose:</strong> This module will be useful to people who are interested in gaining introductory knowledge, skills, and applied competence in a range of common instructional approaches, methods, techniques and materials that are appropriate for use in literacy and adult basic education and training courses and classes. People credited with this module will be able to deploy a range of instructional approaches, methods and techniques in ABET teaching.</td>
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<tr>
<td><strong>Programme and Course Planning In Abet – ABT2613</strong></td>
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<td><strong>Prerequisite:</strong></td>
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<td><strong>Purpose:</strong> This module will be useful to people who are interested in gaining introductory knowledge, skills, and applied competence in producing and using simple educational designs for programmes, courses or events. People credited with this module will be able to design simple educational events, courses and programmes.</td>
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<tr>
<td><strong>Teaching and Facilitation In Abet – ABT2614</strong></td>
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<td><strong>Prerequisite:</strong></td>
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<td><strong>Purpose:</strong> This module will be useful to people who are interested in gaining introductory knowledge, skills, and applied competence in a range of common instructional approaches, methods, techniques and materials that are appropriate for use in literacy and adult basic education and training courses and classes. People credited with this module will be able to deploy a range of instructional approaches, methods and techniques in ABET teaching.</td>
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<tr>
<td><strong>Issues In Abet Assessment – ABT2615</strong></td>
<td></td>
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<td>12</td>
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<td><strong>Prerequisite:</strong></td>
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<tr>
<td><strong>Purpose:</strong> This module will be useful to people who are interested in gaining further knowledge, skills, and applied competence in conducting outcomes-based assessment in ABET. People credited with this module will be able to provide information to ABET learners about outcomes-based assessment in general and their assessment in particular, advise and support learners to prepare, organise and present full assessment evidence, and check and give feedback on assessment evidence. The value of this applied competence will be of particular value when they assist learners who are competent in their field, but who may be unable to present coherent evidence of that fact for reasons unrelated to their skill area.</td>
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<tr>
<td><strong>Leading And Managing Abet – ABT2616</strong></td>
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<td>12</td>
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<tr>
<td><strong>Prerequisite:</strong></td>
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<tr>
<td><strong>Purpose:</strong> This module will be useful to people who are interested in gaining introductory knowledge, skills, and applied competence in the leadership, management and administration of organisations working in the field of ABET literacy. People credited with this module will be able to provide more effective leadership, management and administration in such an organisational environment.</td>
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<tr>
<td><strong>Working In Challenging Abet Environment – ABT2617</strong></td>
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<td>12</td>
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<td><strong>Prerequisite:</strong></td>
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<tr>
<td><strong>Purpose:</strong> This module will be useful to people who are interested in gaining introductory knowledge, skills, and applied competence in how the integration and access for adults with disabilities into literacy and adult basic education and training can be promoted and the right of disabled persons to equitable learning opportunities which recognize and respond to their educational needs and goals achieved. People credited with this module will know how to accommodate learners with special needs and know what appropriate learning technology that matches their special learning needs is required. This module meets the requirement that all qualifications for Education, Training and Development practitioners include training that enable practitioners to accommodate learners with special needs.</td>
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</table>
### Researching Abet – ABT2618
**Semester module**

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<th>NQF level</th>
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</table>

**Prerequisite:**

**Co-requisite:**

**Purpose:** This module will be useful to people who are interested in gaining introductory knowledge, skills, and applied competence in basic research, its concepts and processes as a preparation for subsequent engagement in a simple research project and the writing of a research report. People credited with this module will be able to develop a simple research plan.

### Teaching A Learning Area In Adult Basic Education – ABT2619
**Semester module**

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<th>NQF level</th>
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</table>

**Prerequisite:**

**Co-requisite:**

**Purpose:** This module provides people with an opportunity to study the teaching of a particular adult basic education and training learning area chosen from a selection of learning areas. People credited with this module will be able to apply their knowledge, skills, and competences in a particular ABET learning area.

### Abet Teaching Practice – ABT2620
**Semester module**

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**Prerequisite:**

**Co-requisite:**

**Purpose:** This module will be useful to people who are interested in testing their knowledge, skills, and applied competence in teaching ABET in a practical teaching experience at some adult education centre. People credited with this module will have provided a portfolio of evidence of practical teaching including an assessment of the practical teaching by peers and/or a mentor educator.

### Religious Education – EDT303Q
**Year module**

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<th>NQF level</th>
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<td>12</td>
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</table>

**Prerequisite:**

**Co-requisite:**

**Purpose:** To gain insight into defining concepts, points of departure, overview of the field; study of African Traditional Religion; study of the following world religions: Hinduism, Buddhism, Judaism, Christianity and Islam; study of contemporary and alternative religious movements; and to apply these insights in public and professional life.

### Geometry (Mathematics 218 For BEd) – MSE2183
**Year module**

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<th>NQF level</th>
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</table>

**Prerequisite:** MAT1510

**Co-requisite:**

**Purpose:** To provide underqualified Mathematics teachers with Geometry content and the necessary geometrical experiences which will enable them to teach geometry with confidence up to grade 12.

### Music and Movement Activities – PRS2015
**Semester module**

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<th>NQF level</th>
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<td>12</td>
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</table>

**Prerequisite:**

**Co-requisite:** PRS101Y, PRS1023, PRS1034, PRS1045

**Purpose:** To gain insight into the value of music in the child’s total development; the music curriculum; planning and evaluating music lessons; movement education: its nature and place; planning, presentation and evaluating movement activities; equipment and apparatus for movement activities.

### Children’s Literature – PRS2026
**Semester module**

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<th>NQF level</th>
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</table>

**Prerequisite:**

**Co-requisite:** PRS101Y, PRS1023, PRS1034, PRS1045

**Purpose:** To gain insight into language activities; literature for young children; criteria for selecting literature for young children; presenting stories to young children; suitable media.

### The Reception Year – PRS2038
**Semester module**

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<th>NQF level</th>
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</table>

**Prerequisite:**

**Co-requisite:** PRS101Y and PRS1023 and PRS1034 and PRS1045

**Purpose:** To gain insight into curriculum planning; introduction to reading, writing, spelling, mathematics, general science; nonvernacular issues.

### Teaching Practice 2 (Professional Studies 204) (Birth – Grade R) – PRS2049
**Year module**

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<tr>
<th>NQF level</th>
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<td>12</td>
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</table>

**Prerequisite:**

**Co-requisite:** PRS101Y and PRS1023 and PRS1034 and PRS1045 and PRS2015 and PRS2038 and PRS2049

**Purpose:** To enable students to carry out practical applications of the teaching principles, theories and concepts they have acquired in other courses through the completion of various assignments during a period of two weeks in an early childhood centre, as well as during a period of three weeks in a reception year class.

### Reading Writing and Spelling-First Language – PRS302A
**Semester module**

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<th>NQF level</th>
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</table>

**Prerequisite:**

**Co-requisite:** PRS101Y, PRS1023, PRS1034, PRS1045, PRS2015, PRS2026, PRS2038, PRS2049, HEC101V

**Purpose:** Flow measurement; valves and actuators; pumps; transmission signals; basics of process control; linear variable differential transformer; documentation.
### Reading, Writing and Spelling - Second Language – PRS303B

**Semester module**

| Prerequisite: | Co-requisite: PRS101Y, PRS1023, PRS1034, PRS1045, PRS2015, PRS2026, PRS2038, PRS2049, HEC101V |

**Purpose:** To gain insight into reading and its role in the acquisition of language; approaches to teaching reading; conditions for acquiring language and the ability to read; possible problems in reading; writing and writing skills; spelling and spelling skills.

### Teaching Practice 3 – PRS304C

**Year module**

| Prerequisite: | Co-requisite: PRS2015 and PRS2026 and PRS2038 and HEC101V and PRS302A and PRS303B and PRS303B |

**Purpose:** To enable students to carry out practical applications of the teaching principles, theories and concepts they have acquired in other courses through the completion of an observation workbook during an observation period of one week in a Grade 1/Class 1/Sub-standard 1 class. The aim is to orientate students in the more formal approach of foundation phase teaching and to compare the teaching methods of early childhood education and foundation phase education.

### Instructional Techniques and Multimedia in Adult Education – INTMAEU

**Year module**

| Prerequisite: | Co-requisite: |

**Purpose:**

Unit 1: (a) Planning a presentation and formulating learning outcomes (b) Facilitation and co-facilitation, questioning, handling learners’ questions and handling large classes (c) Notes and handouts (d) Teaching methods: lectures, group discussions, cooperative teaching method, demonstrations, role plays, simulations, brainstorming, case studies, problem solving, assignments and projects (e) Reflection. Unit 2: (a) Media in adult education (b) Computers in adult education (c) Multimedia for distance education and learning (d) Directions in multimedia.

### Leadership, Management and Support Systems in Adult Education – LMSSAES

**Year module**

| Prerequisite: | Co-requisite: |

**Purpose:**

Unit 1: (a) Core concepts: Leadership and management in adult education; (b) Theoretical viewpoints on leadership and management in adult education; (c) Organisational dimensions; (d) Personnel matters; (e) Financial matters Unit 2: (a) Learning facilitation: Improving access to and understanding of course materials, improving recall and transfer of learning, applying knowledge and skills acquired, guidance and feedback on assignments, guidance for assessment, guidance on study methods; (b) Design and development of learner support systems; (c) Student development in adult education.

### Adult Teaching and Learning – ABT201E

**Year module**

| Prerequisite: ABT101B, ABT102C, ABT103D, ABT104E | Co-requisite: |

**Purpose:** This module focuses on different approaches to teaching adults. It also deals with ABE policy analysis; outcomes based education; a variety of assessment techniques; and teaching adults with special learning needs and materials design.

### Teaching Practice – ABT202F

**Year module**

| Prerequisite: ABT101B, ABT102C, ABT103D, ABT104E | Co-requisite: |

**Purpose:** Students will be expected to spend a certain number of days in an adult teaching and learning centre. During this time they are required to observe classes, conduct arch.

### Business Economics – ABT204H

**Year module**

| Prerequisite: ABT101B, ABT102C, ABT103D, ABT104E | Co-requisite: |

**Purpose:** This module is for ABE practitioners who teach business-related courses. Topics covered include: the South African business environment; small business development; human resource management; public relations; marketing; financial administration; operations management; and writing a business plan.

### Environment – ABT207L

**Year module**

| Prerequisite: ABT101B, ABT102C, ABT103D, ABT104E | Co-requisite: |

**Purpose:** To introduce students to the principles and methods of analytical epidemiology and biostatistics. The module will focus on the applications of these approaches to the planning and evaluation of public health interventions.

### Development Studies – ABT301H

**Year module**

| Prerequisite: ABT101B, ABT102C, ABT103D, ABT104E, ABT201E, ABT202F | Co-requisite: |

**Purpose:** Students are exposed to development and underdevelopment. They are introduced to a number of development concepts and indicators, and to the relationship between education, health, technology and development. The module also deals with issues like people-centred development, women and development and ABET and literacy across sectors.
### Research Methods – ABT302J

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<tr>
<th>Year module</th>
<th>NQF level</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ABT302J</td>
<td>6</td>
<td>30</td>
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</table>

**Prerequisite:** ABT101B, ABT102C, ABT103D, ABT104E, ABT201E, ABT202F  
**Co-requisite:** ABT303K

**Purpose:** This research methods module discusses a variety of methods useful to ABET practitioners, evaluators and policy makers. It looks at quantitative, qualitative, action and mapping research methods and shows how they may be applied to the education, training and development field. They are expected to submit a research report for assessment.

### Research Report – ABT303K

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<th>Year module</th>
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<tbody>
<tr>
<td>ABT303K</td>
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<td>30</td>
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</table>

**Prerequisite:** ABT101B, ABT102C, ABT103D, ABT104E, ABT201E, ABT202F  
**Co-requisite:** ABT302J

**Purpose:** This module guides students through the various phases of doing a practical research project in an abet-related field. They are expected to submit a research report for assessment.

### Child Development – EDT1601

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<th>Semester module</th>
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<tr>
<td>EDT1601</td>
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**Prerequisite:**  
**Co-requisite:**

**Purpose:** To gain insight into basic concepts, principles; the context of development; modalities: physical, cognitive, affective, conative, normative, social; relationships and development: personal, interpersonal, objective, transcendental; creating a suitable environment for child development: the role of parents, teachers and other role players.

### Learning and Teaching Strategies in the Adolescent Years – EDT1602

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<th>Semester module</th>
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<tr>
<td>EDT1602</td>
<td>6</td>
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**Prerequisite:**  
**Co-requisite:**

**Purpose:** To gain insight into the components of the teaching-learning situation, to highlight the role of educators in facilitating learning outcomes efficiently, and to explore desirable conditions for successful learning.

### The Young Child and Learning – EDT201K

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<th>Semester module</th>
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<tr>
<td>EDT201K</td>
<td>6</td>
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**Prerequisite:**  
**Co-requisite:**

**Purpose:** To gain insight into the defining of concepts; the essential moments of childlike learning; the types of learning, and the realisation of learning with regard to the young child.

### Social Education – EDT304R

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<th>Semester module</th>
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<tr>
<td>EDT304R</td>
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**Prerequisite:**  
**Co-requisite:**

**Purpose:** To gain insight into the theoretical founding of social education; the socialising of the young child; family influence on the socialising of the young child; gender role identification in the young child; urbanisation and the informal housing sector; the environmentally deprived young child, and child abuse.

### Management of Early Childhood Development Institutions – EDT305S

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<th>Semester module</th>
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<th>Credits</th>
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<tr>
<td>EDT305S</td>
<td>6</td>
<td>12</td>
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**Prerequisite:**  
**Co-requisite:**

**Purpose:** To gain insight into the South African educational structure; overview of legislation applicable to early childhood development management; policy and provision issues in early childhood Development; early childhood development centre and school governance; institutional management; critical issues in early childhood development management.

### General Teaching Methods and Classroom Management – ETH202P

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<th>Semester module</th>
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<tr>
<td>ETH202P</td>
<td>6</td>
<td>12</td>
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**Prerequisite:**  
**Co-requisite:**

**Purpose:** To gain insight into the basic concepts, principles and methods; instructional and learning theories; curriculum development; lesson planning; the use of media, evaluation procedures and classroom management.

### Guidance, Counselling and Life Skills Development – ETH203Q

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<th>Semester module</th>
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<tr>
<td>ETH203Q</td>
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**Prerequisite:**  
**Co-requisite:**

**Purpose:** To gain insight into the theoretical framework of guidance and counselling; guidance and life skills issues such as skills development, family and sexuality education, education and training, work and employment, economic education, citizenship education; planning and presenting life skills lessons; observation of learners; counselling of learners and parents.

### Inclusive Education A – ETH302S

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<th>Semester module</th>
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<tr>
<td>ETH302S</td>
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**Prerequisite:**  
**Co-requisite:**

**Purpose:** To gain insight into the Inclusive education policy on learners who experience barriers to learning and development; the nature of the barriers to learning and development; early identification and continuous assessment; centre-of-learning-based learning support and the education network of support on the different levels.
Technology Education I – FDETE2B

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<th>Year module</th>
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<tr>
<td>Technology Education I</td>
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<td>24</td>
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<td>Prerequisite:</td>
<td>Co-requisite:</td>
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**Purpose**: To gain insight into life crises in childhood and adolescence by considering crisis intervention (demonstrating the field of the crisis intervenor; the interview in the context of life crisis, the relationship between the crisis intervenor as educator and the child/adolescent in crisis; the influence of life crises on education and learning; identifying the child/adolescent in crisis; behavioral problems (e.g. truancy, sexual promiscuity, drugs); physical problems (e.g. accidents, diseases and physical challenges); family crises (e.g. sexual abuse, incest, family conflict, death of a family member, financial crises etc); cultural demands (e.g. initiation, circumcision, forced marriages, religion of parents etc), and existing support structures and organisations in the community (identifying different support professions, preventing life crises in childhood/adolescence, intervention strategies in the community, guidelines for educational intervention).

The Adolescent: an Educational Perspective – GED201W

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<th>Semester module</th>
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<tr>
<td>Teaching and Learning 2 – GED202X</td>
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<td>Prerequisite:</td>
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**Purpose**: To gain insight into the characteristics of adolescent learners by exploring their physical development, cognitive development, affective and personality development, social development, creative development, and normative development.

Teaching and Learning 2 – GED202X

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<th>Semester module</th>
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<tr>
<td>GED101T, GED102J</td>
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<td>Prerequisite:</td>
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**Purpose**: To gain a deeper insight into learning and teaching in society by exploring learning systems such as (distance learning, open learning, community education, etc); life-long learning; types of learning (e.g. reflective, self-directed, informal, incidental, action, cooperative experiential and metamodelling); the transfer of learning; instructional design to facilitate effective learning; presentation skills (e.g. brainstorming, use of case studies and scenarios, role-playing, group discussions, lectures); assessment and evaluation strategies, and types of assessment (e.g. panel testing, oral examinations, observation, continuous assessment, openbook examinations, written tests, assignments, projects, portfolios).

Life Crises in Childhood and Adolescence – GED203Y

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<th>Semester module</th>
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<td>GED101T, GED102J</td>
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<td>Prerequisite:</td>
<td>Co-requisite:</td>
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</table>

**Purpose**: To gain insight into life crises in childhood and adolescence by considering crisis intervention (demonstrating the field of the crisis intervenor; the interview in the context of life crisis, the relationship between the crisis intervenor as educator and the child/adolescent in crisis; the influence of life crises on education and learning; identifying the child/adolescent in crisis; behavioral problems (e.g. truancy, sexual promiscuity, drugs); physical problems (e.g. accidents, diseases and physical challenges); family crises (e.g. sexual abuse, incest, family conflict, death of a family member, financial crises etc); cultural demands (e.g. initiation, circumcision, forced marriages, religion of parents etc), and existing support structures and organisations in the community (identifying different support professions, preventing life crises in childhood/adolescence, intervention strategies in the community, guidelines for educational intervention).

The Adult: an Educational Perspective – GED3013

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<th>Semester module</th>
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<tbody>
<tr>
<td>GED201W, GED202X or GED202Y, GED203Y</td>
<td>6</td>
<td>12</td>
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<td>Prerequisite:</td>
<td>Co-requisite:</td>
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**Purpose**: To gain an educational perspective on the characteristics of the adult learner by considering the world of the adult as a learner; and by looking at educational development during adulthood and old age (the relation between education, training and physical development; the relation between education, training and cognitive development; the relation between education, training and psychosocial development; the relation between education, training and moral development); educational theories of adulthood (phaseological theories of adulthood, theories based on developmental tasks, implications for adult education and training); and lifelong learning and the world of work (vocational development, motivation, job satisfaction, retirement).

Teaching and Learning 3 – GED3024

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<th>Semester module</th>
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<tr>
<td>GED201W, GED202X or GED202X, GED203Y</td>
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<td>12</td>
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<td>Prerequisite:</td>
<td>Co-requisite:</td>
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</table>

**Purpose**: To enable students to become proficient in course design and development in education and training by exploring the basic concepts and terminology related to course design and development (e.g. curriculum, programme, course, unit, competences, objectives, evaluation, assessment, needs analysis; selecting and writing objectives/outcomes; selecting and arranging learning content, identifying teaching and instructional approaches to be followed and selecting suitable assessment/evaluation techniques; developing course units, general teaching strategies, suitable training activities; course evaluation and programme evaluation).

Education and Technology – GED3069

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<th>Semester module</th>
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<tr>
<td>GED201W, GED202X or GED202X, GED203Y</td>
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<td>12</td>
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<td>Prerequisite:</td>
<td>Co-requisite:</td>
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**Purpose**: To gain insight into the background to technology in education and training in an outcomes-based approach; to become proficient in designing and planning for the use of technology in education and training by using a systematic multimedia design approach; be able to select and integrate technology in education and training by using design and selection guidelines for such integration; to apply a variety of media production and presentation techniques, and to assess/manage the use of technology in education and training effectively and efficiently.

Mathematics Teaching (Intermediate and Senior Phase) – PST201F

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<th>Semester module</th>
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<tr>
<td>PST103E, PST131J, PST104F, EDA3046 (EDT202L)</td>
<td>6</td>
<td>12</td>
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<tr>
<td>Prerequisite:</td>
<td>Co-requisite:</td>
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</table>

**Purpose**: To gain insight into the methodology: Problem solving and problem-centred approach; strategic teaching and learning; language, culture and world view (knowledge systems for number and space); number and spatial skills; assessment.

Teaching Natural Science – PST202G

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<thead>
<tr>
<th>Semester module</th>
<th>NQF level</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PST103E, PST131J, PST104F, EDA3046 (EDT202L), PST201F, PST105G</td>
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<tr>
<td>Prerequisite:</td>
<td>Co-requisite:</td>
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</table>

**Purpose**: To gain insight into the foundations of natural science (science, biology); the primary school pupil and natural science; natural science and environmental education; natural science skills; formulating aims and objectives; general teaching strategies; the natural science classroom; interpreting the curriculum; use of instructional media; assessing learner outcomes.
Teaching Practice 2 – PST204J

Year module
NQF level 6
Credits 12
Prerequisite: Co-requisite: PST103E, PST131J, PST104F, PST201F, PST202G, PST210G

Purpose: To gain insight into the introduction to class teaching; presenting lessons as prescribed.

Arts and Culture – PST210G

Semester module
NQF level 6
Credits 12
Prerequisite: Co-requisite: PST103E, PST131J, PST104F, PST201F, PST202G, PST210G

Purpose: (a) Art education; To gain insight into the theoretical orientation and general approaches; aims and objectives; organisation and administration; curriculum and curriculum design; equipment and teaching aids; planning lessons and evaluation or (b) Class music; To gain insight into the theoretical orientation and general approach; aims and objectives; organisation and administration; curriculum and curriculum design; equipment and teaching media; planning lessons and evaluation; playing instruments or (c) Speech and drama; To gain insight into the theoretical orientation and general approaches; aims and objectives; curriculum and curriculum design; planning lessons and the use of teaching aids; evaluation.

Teaching Practice 3 (Including Oral Communication) – PST304M

Year module
NQF level 6
Credits 12
Prerequisite: Co-requisite: PST201F, PST202G, PST210G, PST204J

Purpose: To gain insight into presenting lessons as prescribed; crosscurricular and integrated teaching; curriculum design; teaching a class.

Economic Literacy and Entrepreneurship – PST311L

Semester module
NQF level 6
Credits 12
Prerequisite: Co-requisite: PST201F, PST202G, PST210G, PST204J

Purpose: To gain insight into economic literacy and entrepreneurship; basic economic literacy; goal and function of education directed to entrepreneurship; factors which underline entrepreneurial success or failure; the part teachers could play in entrepreneurial activities; a strategy for developing entrepreneurship; the teacher’s role to facilitate entrepreneurship.

Physical Education and Sports Coaching – PST312M

Semester module
NQF level 6
Credits 12
Prerequisite: Co-requisite: PST201F, PST202G, PST210G, PST204J

Purpose: (a) Physical education; To gain insight into the theoretical introduction; the history and development of physical education; the modern era of sport and particular nature of sport; value and place of physical education in society; the educational programme; legal aspects of physical education or (b) Sports coaching; To gain insight into growth and development; anatomy and physiology; training theory and teaching children skills; philosophy of coaching; psychological aspects of coaching; parent and community involvement; coaching children with disabilities; drugs and nutrition in sport; sport injuries and first aid; legal aspects of sport; codes of behaviour.

Theoretical Frameworks and Research in Adult Education – TFRAEDH

Year module
NQF level 6
Credits 24
Prerequisite: Co-requisite:

Purpose: Unit 1: (a) Metatheoretical perspectives that influence educational discourse in adult education (for example Logical Empiricism, Critical Rationalism, Critical Theory, Phenomenology, Hermeneutics, Systems Theory, Postmodernism, African Philosophy); (b) The influence of metatheoretical perspectives on thematic issues of concern in adult education. Unit 2: (a) Types of research; (b) Sampling; (c) Experimental research; (d) Quasi-experimental research; (e) Surveys; (f) Validity and reliability; (g) Measurement theory and instruments; (h) Methods of data collection; (i) Analytical research; (j) Phenomenological and case study approaches; (k) Ethical considerations; (l) Report writing.

Teaching, Learning and Development in Adult Education – TLDAEDL

Year module
NQF level 6
Credits 24
Prerequisite: Co-requisite:

Purpose: Unit 1: (a) The adult: an orientation; (b) The practitioner as accompanist; (c) Personality theories and their implications for Andragogics; (d) Adult development; (e) The development of thoughts; (f) The actualisation of adult learning (learning theories); (g) Motivation and self-actualisation of the adult learner; Unit 2: (a) Teaching-learning approaches in adult education; (b) Curriculum theory in adult education; (c) Social perspectives in adult education; (d) Practitioner models in adult education; (e) Research and development in adult education.

Guidance, Counselling and Life Skills Education for the subject Teacher – EDA3013

Semester module
NQF level 6
Credits 12
Prerequisite: Co-requisite:

Purpose: To gain insight into the role of the subject teacher in counselling; in the tutor system; in vocational guidance; in handling learning and behavioural problems; in life skills education, and in the introduction of life skills categories.

Environmental Education – EDA3046

Semester module
NQF level 6
Credits 12
Prerequisite: Co-requisite:

Purpose: To develop competent environmental educators who teach their subjects in an environmentally directed way.
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<tr>
<th>Course Name</th>
<th>Module Type</th>
<th>NQF level</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Education Law and Professional Ethics – EDA3058</td>
<td>Semester</td>
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<tr>
<td>Purpose: To introduce prospective educators to the educational law environment, labour relations in education and their role, rights and responsibilities as ethical professionals.</td>
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| Introduction to Computers in Education – ACECE1B   | Year          | 6         | 24      |
| Purpose: To introduce students to the educational potential, limitations and applications of information and communication technologies (ICTs), and to the planning and management of the integration and use of ICTs in classrooms. |

| Computer Literacy for Teachers – ACECE2C           | Year          | 6         | 24      |
| Purpose: To introduce students to the basic components of computer hardware and software, and how to integrate its use in teaching and learning. |

| Integrating Computers in Education – ACECE3D       | Year          | 6         | 24      |
| Purpose: To introduce students to the theories, principles, strategies and methods for integrating information and communication technologies (ICTs) in teaching and learning events, and to develop their skills in designing, developing and facilitating ICT-integrated learning environments. |

| On-Line Learning – ACECE4E                         | Year          | 6         | 24      |
| Purpose: To introduce students to the potential, limitations, characteristics and modes of teaching and learning by using the Internet/Worldwide Web. |

| Practical Educational Computing – ACECE5F          | Year          | 6         | 24      |
| Purpose: To provide students with opportunities to gain practical experience in applying their ICT knowledge and skills to enhance and enrich teaching and learning in the classroom. |

| Teaching English: General Principles – ACEEN26     | Year          | 6         | 24      |
| Purpose: (a) Communicative/situational/integrated approaches to teaching the four skills. (b) ELT and ESL approaches; multilingual and multicultural teaching. (c) Lesson planning (d) Assessment. (e) Group work, teaching large classes. |

| Exploring and Teaching Fiction – ACEEN38          | Year          | 6         | 24      |
| Purpose: (a) An introduction to the study of fiction: a selection of twentieth-century texts, at least one of which will be African/South African. (b) Approaches to teaching fiction. |

| English Language Studies – ACEEN49                | Year          | 6         | 24      |
| Purpose: (a) English language studies and language teaching. (b) Listening, note-taking and summarizing skills. (c) Speaking skills for basic social interaction (structural-functional approaches). Other speaking skills. (d) Producing a variety of texts, the writing process. (e) Integrating the four skills. |

| Poetry, Theatre and Society – ACEEN5A             | Year          | 6         | 24      |
| Purpose: To equip students to be creative, innovative teachers of English poetry and drama by providing them with knowledge of, and requiring them to reflect on, evaluate and implement a variety of strategies in the practice of teaching poetry and drama in the Senior Phase and Further Education and Training. Students are introduced to terminology used in the study of poetry and are given a range of ideas and techniques for teaching poetry in their own classrooms. Qualifying students are able to read and respond to a play (as distinct from other literary forms) as both text and performance and to impart this experience to their learners. They are also introduced to OBE concerns and terminology. |
Learning and Teaching of Intermediate and Senior Mathematics – ACME1C

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**Purpose:**

Algebra for Intermediate and Senior Teachers – ACME2D

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**Purpose:**
Numeration systems, number and numeral. Ancient numerations systems – Greek, Egyptian, Babylonian, Maya, Roman. How to use concrete material in the teaching of basic number concepts. Operations – the four basic operations in Mathematics: How to teach operations for understanding. Problem solving skills in teaching of number and operations. Different models of fractions. Fractions: Common, decimal and percentage and computations involving these. The different structures in the teaching of multiplication/division and addition/subtraction. Ratio and proportion. Numerical and geometrical patterns. Algebraic thinking processes. Linear and quadratic equations, expressions and functions. Interpretations of linear and quadratic functions.

Spatial Development for Intermediate and Senior Teachers – ACME3E

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**Purpose:**
A learning and teaching theory for spatial development. Curriculum work about different spatial developmental strands: visual (sight), space and shape, and location (position). The use of Geometer’s Sketchpad: Basic geometry; Basic trigonometry; Basic analytical geometry; Arbitrary units; Length; Area; Volume and capacity; Mass and weight; Time; Angles; Standard units for measurement; Estimation and error. Developing formulae.

Mathematical Practices for Intermediate and Senior Teachers – ACME4F

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**Purpose:**

Basic Statistical and Financial Education – ACME5G

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**Purpose:**

Teaching of Natural Sciences I – ACENS1E

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**Purpose:**
To provide school teachers with knowledge of fundamental concepts of natural sciences (life and living, earth and beyond) and skills of designing suitable activities to support learning in these fields.

Teaching Natural Sciences II (Teaching Energy and Change) – ACENS2F

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<th>Year module</th>
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<td>Co-requisite:</td>
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</table>

**Purpose:**
To provide school teachers with knowledge of fundamental concepts of natural sciences (energy and change, matter and materials) and skills of designing suitable activities to support learning in these fields.

Facilitation and Management of Practical Work – ACENS3G

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**Purpose:**
To provide learners with (a) knowledge and skills of facilitating practical work and science process skills in a school setting, and (b) knowledge and skills of managing a laboratory in a school setting and to enable learners to demonstrate competence in facilitating practical work in a responsible and safe manner.

Teaching Science, Environment and Society – ACENS4H

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<td>Co-requisite:</td>
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**Purpose:**
To provide school teachers with (a) knowledge of fundamental issues in the teaching of natural sciences with particular reference to the interaction of the environment and society as stipulated in the revised national curriculum statement of the Republic of South Africa and (b) knowledge, skills, values and attitudes to facilitate teaching in the Natural Sciences in the Senior schooling phase.
### School Management – FDEEL29

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<tr>
<th>Year module</th>
<th>NQF level</th>
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**Prerequisite:**

**Co-requisite:**

**Purpose:** To introduce students to the internal and external environment of school management, with particular reference to instructional leadership, learner management, financial management, parent involvement and the marketing of the school.

### Human Resource Management I – FDEEL3A

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<th>Year module</th>
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**Prerequisite:**

**Co-requisite:**

**Purpose:** To provide students with knowledge and skills to effectively manage personnel issues, with particular reference to staffing and staff induction, personnel development, staff appraisal, working in groups and personnel motivation.

### Human Resource Management II – FDEEL4B

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<th>Year module</th>
<th>NQF level</th>
<th>Credits</th>
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**Prerequisite:**

**Co-requisite:**

**Purpose:** To empower students to develop and manage interpersonal skills, with particular reference to leadership, effective communication, negotiation, conflict management and interviewing skills.

### Legal Issues in Educational Leadership – FDEEL5C

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<th>Year module</th>
<th>NQF level</th>
<th>Credits</th>
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**Prerequisite:**

**Co-requisite:**

**Purpose:** To provide students with knowledge about the legal context of school management and to demonstrate competence on selected legal issues in school management.

### Child Development I – FDEGD1T

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<th>Year module</th>
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**Prerequisite:**

**Co-requisite:**

**Purpose:** Clarification of concepts, the fields of development, the influence of heredity and the environment on the development of the child, the role of phaseology in the development of the child, the development of the preschool child, the primary school child and the secondary school child in totality.

### Learning and Learning Problems – FDEGD2U

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<th>Year module</th>
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**Prerequisite:**

**Co-requisite:**

**Purpose:** Definition of learning, characteristics of the learner, learning theories, definition of learning disabilities and learning handicaps, categories of learning disabilities, characteristics of children with learning disabilities, identification and diagnosis of children with learning disabilities, the role of the subject/class teacher in teaching children with learning disabilities, structuring and planning instruction for children with learning disabilities and possible strategies to help children with learning disabilities.

### Career Guidance – FDEGD3V

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**Prerequisite:**

**Co-requisite:**

**Purpose:** Introduction and theoretical background to career guidance, the different role players in career guidance, career guidance theories, guidance to the secondary school learner with regard to decision making, career guidance in the secondary school, the secondary school learner and the choice of subjects, guidance to the secondary school learner with the choosing of subjects, the secondary school learner and the choosing of a career, guidance to the secondary school learner in the choosing of a career, guidance to the secondary school learner with regard to attitude towards work, how to choose and find a job, unemployment and entrepreneurship.

### Child Development II: Problems in Childhood and Adolescence – FDEGD4W

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<tr>
<th>Year module</th>
<th>NQF level</th>
<th>Credits</th>
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**Prerequisite:**

**Co-requisite:**

**Purpose:** Normal and abnormal development, indicators of problems in children, distinction between emotional, behavioural, developmental and learning problems, disability and handicap, general causes of problems in children, the extent of problems in children, classification of problems in children, identification of the child with problems, manifestations of specific affective problems in children and how to deal with it, the relationship between affective problems and behavioural problems, manifestations of specific behavioural problems and how to deal with it.

### Methodology of Life Orientation – FDEGD5X

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<th>Year module</th>
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**Prerequisite:**

**Co-requisite:**

**Purpose:** Definition of life orientation, principles of life orientation, aims of life orientation, history of life orientation in schools, life orientation to the whole learner, characteristics of the life orientation educator as a person, data collection, data processing, assistance to the learner with problems, planning and organisation of the life orientation centre and a workable life orientation system, liaison function of the life orientation educator, life orientation strategies in group context and for individuals, aids for life orientation, record keeping, planning of the life orientation programme in the school, evaluation and aspects or themes in life orientation (curriculum).
### Learner Support for Learners Experiencing Learning Difficulties – FDELD4G

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</table>

**Purpose:** The world in which a learner lives and learns as the cause of learning problems; the world in which the learner lives and learns; the quality of the school environment and the teaching as the cause of learning problems; problems related to the teacher; problems related to the teacher’s participation in the teaching event; learner-related problems; language problems; reading problems; written language; English as a second language and medium of instruction; problems with mathematics in primary school; study problems; problems related to a learner’s parents and home upbringing; problems with parent anticipation. Completion of a workbook: assess a learner who experiences language difficulties (listening, speaking, reading and writing) as well as mathematical difficulties. The mark for this workbook will contribute towards the final mark.

### Teaching Practice – Learners Experiencing Difficulties – FDELD5H

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**Purpose:** The role of the school in relation to learners with learning difficulties; principles for assisting learners with learning difficulties; general principles for assisting learners with learning difficulties and lesson planning; teaching strategies, methods and aids; group assistance; assistance with learning difficulties in the learning area; assisting learners with language problems, reading problems, written language problems, English as a second language problems, mathematical problems, study problems; parent guidance with respect to children with learning difficulties. Completion of a workbook which include a portfolio, learning programmes and reports of learner support to at least three individual learners who experience learning difficulties (language, mathematics and study skills), and a group of learners who experience ESL difficulties. The mark for this workbook will contribute towards the final mark.

### Assessment and Learner Support – FDESE28

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**Purpose:** Assessment: Theory, assessment strategies, report writing; Learner support: Designing a learner support programme, support strategies, classroom management, collaboration with parents, education support services, and community services.

### Introduction to Inclusive Education – FDESN1R

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**Purpose:** Learners who experience barriers to learning and development: causes of barriers, history, policy documents; Parents and families of learners who experience barriers to learning and development; Education support services and national associations (NGOs).

### Barriers to Learning: Impairments – FDESN3T

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</table>

**Purpose:** Assessment: Theory, assessment strategies, report writing; Learner support: Designing a learner support programme, support strategies, classroom management, collaboration with parents, education support services, and community services.

### Technology A (Background to Technology) – FDETE1A

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**Purpose:** Structures; Processing and production; Energy; Materials; Information; Systems and control systems.

### Technology B – FDETE4D

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**Purpose:** Project portfolio

### Technology Education II – FDETE5E

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<td>Prerequisite:</td>
<td>Co-requisite: TPR200F</td>
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**Purpose:** Practical work in Technology Education; The Technology Learning Area in context; Teaching the Technology Learning Area;

### Principles and Theories of Adult Education – ABT3621

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**Purpose:** The purpose of this module is to enable ABET practitioners to explore the broader context of adult education, its concepts, theories, trends and practices and locate their situations within it.

### Issues In Basic Learning And Alphabetisation – ABT3623

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**Purpose:** This module will be useful to people who are interested in gaining and understanding some of the current issues and research findings in the fields of adult basic learning and literacy acquisition and applying them to literacy and adult basic education practice. People credited with this module will be able to make more informed decisions about the use of appropriate literacy and learning approaches and methods.
Materials Selection, Adaptation, Development and Evaluation In Abet – ABT3625
Year module
Prerequisite: 
Co-requisite: 
Credit 12

Purpose: This module will enable people to develop basic skills in the selection, adaptation, development and evaluation in ABET and generally encourage them to be more sensitised to educational materials and the ways in which they are presented.

Project Management and Evaluation Of Abet – ABT3626
Year module
Prerequisite: 
Co-requisite: 
Credit 12

Purpose: This module will be useful to people who are interested in gaining further knowledge, skills, and applied competence to plan, implement, manage and evaluate projects in the field of literacy and ABET. People credited with this module will be able to plan and implement ABET and literacy projects.

Networking And Advocacy In Abet – ABT3627
Year module
Prerequisite: 
Co-requisite: 
Credit 12

Purpose: This module will be useful to people who need to work more effectively in contexts in which they are required to network actively and understand and address advocacy issues. People credited with this module will be able to plan and conduct facilitation workshops and advocacy programmes and monitor the implementation of those plans as well as to network more broadly in order to access information or support from a wide range of sources. They will be able to select and organise this information into a coherent resource list relevant to literacy and ABET issues.

Year module
Prerequisite: 
Co-requisite: 
Credit 12

Purpose: This module will be useful to people who are interested in gaining knowledge of key policy and legislative developments that affect literacy and adult basic education and training provision and systems in South Africa and to assess the implications of these for their own practice. People credited with this module will be able to apply policy and legislation affecting the ABET field and practice.

Curriculum Development In Education – ABT3724
Year module
Prerequisite: 
Co-requisite: 
Credit 12

Purpose: This module will be useful to people who are interested in gaining and understanding curriculum issues in adult education. People credited with this module will be able to evaluate their importance of curriculum issues for practice in literacy and adult basic education and training.

Research Methods – ABT3728
Year module
Prerequisite: 
Co-requisite: 
Credit 12

Purpose: This module will enable students to understand the use of a range of standard social science research methods appropriate to educational research.

Research Project – ABT3729
Year module
Prerequisite: 
Co-requisite: 
Credit 12

Purpose: This module will enable students to engage in a real but simple research project that will give practical expression to their learning in prior modules, Introduction to research and Research methods and enable them to gather the data for the writing of a Research report. People credited with this module will be able to undertake simple social science related research projects.

Research Report – ABT3730
Year module
Prerequisite: 
Co-requisite: 
Credit 36

Purpose: This module provides an opportunity for candidates to demonstrate their ability to write a simple research report that applies the research knowledge, skills that they acquired in three previous modules, Introduction to research, Research methods and Research project. People credited with this module will be able to write and present simple research reports.

The Educator as Learning Programme Developer – EDDHODJ
Semester module
Prerequisite: 
Co-requisite: 
Credit 24

Purpose: To prepare students to be able to perform their role as learning programme developers when they start teaching.
<table>
<thead>
<tr>
<th>Course Title</th>
<th>Type</th>
<th>NQF level</th>
<th>Credits</th>
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<tbody>
<tr>
<td>The Educator as Leader, Manager and Administrator – EDLHODM</td>
<td>Semester module</td>
<td>7</td>
<td>24</td>
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<tr>
<td>Prerequisite:</td>
<td>Co-requisite:</td>
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<tr>
<td>Purpose: To provide students with leadership, administrative and management skills, knowledge and attitudes that will enable them to create and support conditions in classrooms under which effective teaching and learning can take place within the context of relevant educational law.</td>
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| The Educator in a Pastoral Role – EDPHOD8                                  | Semester module | 7         | 24      |
| Prerequisite:                                                             | Co-requisite:  |
| Purpose: To prepare students to be able to act in a pastoral role when they start teaching. |

| The Educator as Researcher, Scholar and Lifelong Learner – EDRHODG        | Semester module | 7         | 24      |
| Prerequisite:                                                             | Co-requisite:  |
| Purpose: To enable the educator to achieve ongoing personal, academic, occupational and professional growth through pursuing reflective study and research in the learning areas, in broader professional and educational matters, and in other related fields. |

| Accounting (Subject Didactics Accounting) – SDACT0M                       | Year module    | 7         | 12      |
| Prerequisite: FAC1502, FAC1601, FAC2601, FAC2602                           | Co-requisite: TPR100C |
| Purpose: To gain insight into the complex nature of didactics and subject didactics theory; the distinctive nature of Accounting; the importance of goal formulation; teaching and learning strategies; different methods and media for teaching Accounting; the lesson plan; evaluation; and classroom practice. |

| Curriculum Development and Assessment in Adult Education – CUDAAEE        | Year module    | 7         | 24      |
| Prerequisite:                                                             | Co-requisite:  |
| Purpose: Unit 1: (a) Curriculum development in adult education; (b) Course design and development; (c) Instructional design in adult education; (d) Learning experience design and development. Unit 2: (a) Functions of assessment of adult learners; (b) Assessment instruments and procedures; (c) Assessment and the interpretation of data; (d) Contemporary issues in assessment of adult learners. |

| Reception Year and Foundation Phase Didactics – PCF4065                  | Year module    | 7         | 12      |
| Prerequisite: PGC401, PGC402, PGC403, PGC404, PGC405                      | Co-requisite:  |
| Purpose: To equip students with the underlying knowledge, skills and values to understand, communicate and implement the principles and theories of developmentally appropriate teaching of emergent literacy, numeracy and life skills in the reception year, with emphasis on their applicability in a diverse and developing early childhood centre and primary school context. |

| Reading, Writing and Spelling: First and Second Language – PCF4076       | Year module    | 7         | 12      |
| Prerequisite: PGC401, PGC402, PGC403, PGC404, PGC405, PCF406              | Co-requisite:  |
| Purpose: To gain insight into the reading and its role in the acquisition of language; approaches to the teaching of reading; conditions for acquiring language and the ability to read; and the acquiring of writing skills and spelling skills in both the first language and a second language. |

| Teaching Mathematics, Science and Technology – PCF4088                  | Year module    | 7         | 12      |
| Prerequisite: PGC401, PGC402, PGC403, PGC404, PGC405, PCF406, PCF407      | Co-requisite:  |
| Purpose: (a) To gain insight into foundational perspectives; number sense, number concept and number development; spatial orientation and spatial insight; (b) Section (i): Science: to equip students with knowledge, skills and abilities to satisfy their own questions about the workings of the physical and biological world in order to provide learners with the appropriate skills, knowledge and attitudes for understanding the principles and processes of the natural sciences. Section (ii): Technology: to provide students with knowledge, skills and resources of the technical world to acquire the ability to solve technological problems and perform effectively in their changing environments. |

<p>| Visual Arts and Music and Movement in the Foundation Phase – PCF4099     | Year module    | 7         | 12      |
| Prerequisite: PGC401, PGC402, PGC403, PGC404, PGC405, PCF406, PCF407, PCF408 | Co-requisite:  |
| Purpose: (a) To gain insight into the value of music in the child's total development; advanced music activities in the foundation phase, including notation, activity areas and concepts, the achievement of music outcomes and didactic methods in teaching music; (b) to gain insight into the theoretical introduction; the history and development of physical education; the value and place of physical education in society and in the educational programme; (c) to provide a teacher who will be a competent facilitator of the visual arts in the Foundation phase; who will have the ability to introduce these learners to art as their cultural heritage and provide them with suitable aesthetic experiences. |</p>
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<tr>
<th>Teaching Practice (Foundation Phase) – PCF410X</th>
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<tr>
<td><strong>Year module</strong></td>
<td>NQF level</td>
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<tr>
<td>Prerequisite:</td>
<td>Co-requisite:</td>
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<td><strong>Purposes</strong> To carry out practical applications of teaching principles, theories and concepts acquired in other modules through the completion of various workbooks during a period of ten weeks in the Foundation Phase of a primary school. The student is expected to take control of a group (under supervision) and plan, present and evaluate learning activities during this period.</td>
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<th>Early Childhood Teaching and Science – PCP406H</th>
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<td><strong>Year module</strong></td>
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<tr>
<td>Prerequisite:</td>
<td>Co-requisite:</td>
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<td><strong>Purposes</strong> Section A: Early Childhood Teaching: To equip students with the underlying knowledge, skills and values to understand and implement the principles and theories of teaching the young learner with emphasis on their applicability in a diverse and developing early childhood-centre context. Section B: Science: Part (i): Science: To equip students with knowledge, skills and abilities to satisfy their own questions about the workings of the physical and biological world in order to provide learners in the preschool with the appropriate skills, knowledge and attitudes for understanding the principles and processes of the natural sciences. Part (ii): Technology: To provide students with knowledge, skills and resources of the technical world, and to acquire the ability to solve technological problems relevant to the preschool learner, as well as to perform effectively in their changing environments.</td>
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<th>Reception Year – PCP407J</th>
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<td><strong>Year module</strong></td>
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<td>Prerequisite:</td>
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<td><strong>Purposes</strong> To gain insight into curriculum planning; introduction to reading, writing, spelling, mathematics, general science; nonvernacular issues.</td>
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<th>Music and Movement Activities – PCP408K</th>
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<td><strong>Year module</strong></td>
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<td>Prerequisite:</td>
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<tr>
<td><strong>Purposes</strong> (a) To gain insight into the value of music in the child's total development: the music curriculum; planning and evaluating music lessons; (b) movement education: to gain insight into the nature and place; planning, presentation and evaluating movement activities; equipment and apparatus for movement activities in early childhood development.</td>
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<tr>
<th>Visual Arts and Children’s Literature – PCP409L</th>
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<td><strong>Year module</strong></td>
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<td>Prerequisite:</td>
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<tr>
<td><strong>Purposes</strong> Section A: Visual arts in the preschool: To provide a teacher to become a competent facilitator of the visual arts in the Preschool Phase; and who will have the ability to introduce these learners to art as their cultural heritage and provide them with suitable aesthetic experiences. Section B: Literature: To equip students with the underlying knowledge, skills and values to understand, communicate and implement the principles and theories of children's literature suitable for the young learner in the ECD-phase. Emphasis on their applicability in a diverse and developing early childhood centre and school context.</td>
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<th>Teaching Practice (Specialisation Preprimary) – PCP410D</th>
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<tr>
<td>Prerequisite:</td>
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<td><strong>Purposes</strong> To carry out practical applications of teaching principles, theories and concepts acquired in other modules through the completion of various workbooks during a period of ten weeks in an Early Childhood Development (EDC) centre. The student is expected to take control of a group (under supervision) and plan, present and evaluate learning activities during this period.</td>
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<tr>
<th>Psychology of Education and Socio-Pedagogics – PGC4019</th>
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<td><strong>Year module</strong></td>
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<td>Prerequisite:</td>
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<tr>
<td><strong>Purposes</strong> To equip students with knowledge, skills and values to understand, communicate and implement the principles of child development and theories of child development and social development and behaviour with emphasis on their applicability in a diverse and developing world. It will also enable students to understand formative development and the impact of abuse at individual, family, and communal levels. To develop the possibilities for life-skills, and critical, ethical and committed political attitude, and lifestyle in learners as well as being able to respond to current social and educational problems with particular emphasis on the issues of violence, drug abuse, poverty and child and women abuse.</td>
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<th>Philosophy and History of Education – PGC402A</th>
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<td><strong>Year module</strong></td>
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<td>Prerequisite:</td>
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<tr>
<td><strong>Purposes</strong> Section A: History of early childhood education: (a) Trends and tendencies in historical education, with special reference to family and early childhood education from the basic cultures to the twentieth century; (b) The preschool education movement; (c) Historical theories of play; Section B: Philosophy of education: (a) Pluralistic problem-centred approach to education; (b) Metatheoretical perspectives that influence educational discourse (for example Logical Empiricism, Critical Rationalism, Critical Theory, Phenomenology, Hermeneutics, System Theory); (c) The influence of metatheoretical perspectives on thematic issues of concern in education.</td>
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<th>Health, Safety and Nutrition – PGC404C</th>
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<td><strong>Year module</strong></td>
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<td>Prerequisite:</td>
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<td><strong>Purposes</strong> To gain insight into the importance of health, safety and nutrition in the ECD phase. This includes optimising the health of persons in these settings (adults and children), maintaining a healthy and safe environment; good nutritional practices as well as special topics such as health education, child abuse, chronic illness and HIV/AIDS.</td>
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<td>Management and Assessment – PGC405D</td>
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<td><strong>Description</strong></td>
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**Year module: PGC405D**

**Prerequisite:** PGC405D, PGC406D, PGC407D and PGC408D

**Credits:** 12

**Purpose:** Section A: Management: To gain insight into the South African educational structure; overview of legislation applicable to Early Childhood Development and Foundation Phase management; policy and provision issues in Early Childhood Development, school governance; institutional management and other critical issues in Early Childhood Development and Foundation Phase management; Section B: Assessment: To equip students with the underlying knowledge, skills and values to understand, communicate and implement the principles and theories of assessing the young learner with emphasis on their applicability in a diverse and developing early childhood education context.

<table>
<thead>
<tr>
<th>Hospitality Studies – SDH4701 (SDHOS0R)(offered by the Department of Life and Consumer Sciences)</th>
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</table>

**Year module: SDH4701**

**Prerequisite:** SDHOS0R

**Purpose:** To enable students to analyse the role of the educator in terms of competencies required, teaching methods in theoretical and practical situations; show the ability to apply teaching media in order to support learning outcomes; demonstrate a clear understanding of learning in a multi-cultural society and show a clear understanding of the importance of effective management in the Consumer Studies classroom; gain competence in developing work schedules for effective Consumer Studies teaching; be acquainted with the different methods of assessment, the designing of suitable assessment instruments and the confident assessment of learners in theoretical and practical teaching.

<table>
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<tr>
<th>Postgraduate Modules</th>
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<tbody>
<tr>
<td><strong>Assess and Apply Psychometry and Statistics – HBEDAAAG</strong></td>
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</table>

**Year module: HBEDAAAG**

**Prerequisite:** HBEDTRD, HBEDTL6 and HBDEDECS

**Purpose:** To provide students with postgraduate-level knowledge, skills and applied competences to enable them to be competent psychometrists and counsellors in educational settings; South Africa with competent psychometrists and counsellors in educational settings; qualify learners to register as counsellors with the Health Professions Council of South Africa. The scope of this module is the various categories of psychological tests, standardised and non-standardised media, and projection or expression media to determine tendencies regarding cognitive, physical, emotional and behavioural aspects as displayed in a systemic environment. This module includes a research report.

<table>
<thead>
<tr>
<th>Addressing Barriers to Learning – HBEDABH</th>
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**Year module: HBEDABH**

**Prerequisite:** HBEDTRD and HBEDTL6 and HBDEDECS

**Purpose:** To ensure that educators are able to function effectively in inclusive settings. Students are expected to manage learning sites in inclusive settings, facilitate curriculum access, and work in multi-disciplinary teams to support other professionals, individuals or groups learning and working in inclusive settings.

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<tr>
<th>Analyse the Impact of the Curriculum on Effective Mathematical Practices – HBEDAIQ</th>
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<td><strong>Year module</strong></td>
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</table>

**Year module: HBEDAIQ**

**Prerequisite:** HBEDTRD and HBEDTL6 and HBDEDECS

**Purpose:** To analyse the different components of a mathematics curriculum, as well as the nature of different perspectives on mathematics curricula. Learners will free themselves from the traditional curriculum and teaching approach by understanding the NCS. This successful implementation of the NCS is dependent on a broader understanding of the possibilities of the positive influence of the Reform movement in Mathematics Education. The Hons BEd (Mathematics Education) will provide professional educators and teachers at a post-graduate level with a clear understanding of the impact and nature of the Reform movement in Mathematics Education on school mathematics curricula. They will be enabled to analyse and assess learners performances by using appropriate measuring instruments. This will improve their ability to teach for understanding.

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<thead>
<tr>
<th>Analyse Modelling in School Mathematics – HBEDAMU</th>
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**Year module: HBEDAMU**

**Prerequisite:** HBEDTRD and HBEDTL6 and HBDEDECS

**Purpose:** To identify the nature and quality of mental models and schemata in Mathematics Education. Studying the relationship between modelling, symbolising and problem solving will reveal to them the deeper nature and value of pedagogical content knowledge in Mathematics Education. Misconceptions will become powerful teaching opportunities to adjust and strengthen mental models about specific mathematics concepts. The Hons BEd (Mathematics Education) will provide professional educators and teachers at a post-graduate level with a clear understanding of the way knowledge in Mathematics Education is formed, how students understand mathematics and how they represent their understanding. This module includes a research report.

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<th>Adult Teaching and Learning – HBEDAT5</th>
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**Year module: HBEDAT5**

**Prerequisite:** HBEDTRD and HBEDTL6 and HBDEDECS

**Purpose:** To provide students with an understanding of the policy framework for ABET and enable them to design an original learning programme in selected learning areas. They will also be able to facilitate adult learning and mentor and support adult learning by designing and using appropriate teaching resources. They should be able to assess by using a range of assessment strategies.

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<tr>
<th>Becoming, Learning and Assessment of the Young Child in the Early Childhood Development Phase – HBEDBLV</th>
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<td><strong>Year module</strong></td>
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**Year module: HBEDBLV**

**Prerequisite:** HBEDTRD and HBEDTL6 and HBDEDECS

**Purpose:** To gain insight, knowledge and skills about the becoming, learning and assessment of the young child in the Foundation Phase; about education and teaching in the Early Childhood Development phase, which is embedded in Theories of Education of the past and present, while taking cognisance of teaching programmes within a global perspective, as well as the Outcomes-based paradigm of South Africa; about curriculum development for the young child in the Foundation phase, while being able to manage learning programmes and sites. This module includes a research report.
Curriculum Design and Evaluation for Science Education – HBEDCDP

Year module  
Prerequisite:  
Credits: 36

Purpose: To provide students with an understanding of the nature and development of School Science curricula at a national and international level as well as the relationship between theory and practice regarding the School Natural Science (GET) curriculum as in the National Curriculum Statement (NCS) and the School Physical Science and/or Life Sciences (FET) curriculum as in the National Curriculum Statement (NCS). This module includes a research report.

Current Issues in Science Education – HBEDCIU

Year module  
Prerequisite:  
Credits: 24

Purpose: To develop postgraduate-level knowledge, skills and competencies to enable learners to be competent facilitators of the Natural Science Curriculum, Physical Sciences Curriculum and Life Sciences Curriculum to a target audience having a diverse linguistic and cultural backgrounds. Even within the same culture, learners should develop the competence to be gender sensitive and to accommodate learners with special needs in order to create an appropriate culture of learning.

South African Education in Context – HBEDEC5

Year module  
Prerequisite:  
Credits: 24

Purpose: To provide you with a broader perspective on education decision making and systems from the twin perspectives of historical experience and comparative studies from within South Africa. This module will enable you to critically reflect on and interpret the historical development of education provisioning in South Africa from pre-colonial times till the present taking the prevailing ideological, social, economic and political contests into account. The module will also provide you with opportunities to engage with scenarios and case studies based on experience and will equip you with the necessary knowledge, skills and attitudes to provide informed and reflexive leadership on contemporary educational issues.

Education and Teaching of the Young Child in the Early Childhood Development Phase – HBEDET6

Year module  
Prerequisite:  
Credits: 24

Purpose: To form the basic question of what the learners know about the historical and contemporary influences on teaching determining the character of teaching in the Early Childhood Development phase as well as interpreting critically, education and global teaching programmes. The issues influencing curriculum development such as; diversity, multi-culturalism, multi-lingualism, anti-bias and developmentally appropriateness will be dealt with. Understanding of the policy for the provision of the Early Childhood Education phase in the Republic of South Africa will be achieved, as well as a focus on the nature of the management task of the principal in Early Childhood Development.

Introduction to Inclusive Education – HBEDIE6

Year module  
Prerequisite:  
Credits: 36

Purpose: Transformational paradigm shift from the medical deficit model to the social systems model in inclusive education with special emphasis on rendering learning support in language, reading, writing and/or mathematics as well as study barriers across the spectrum of learning potential including the academically gifted learner. The design and implementation of a learning support programme is contained in a research project consisting of a literature study and empirical research.

Managing Abet in Context for Development – HBEDMA5

Year module  
Prerequisite:  
Credits: 36

Purpose: To enable learners to link ABET to the development of human resources within the national development programme aimed at restructuring the economy, addressing past inequalities and the building of a democratic society. They will also understand that ABET forms part of a coherent national development policy and that ABET links with development programmes, employment creation initiatives, further education and training opportunities and that it allows career-pathing. Learners will understand the theories and practicalities of managing projects competently. This module includes a research report.

The Mediation of Environmental Learning – HBEDMEF

Year module  
Prerequisite:  
Credits: 36

Purpose: To study the various theoretical and practical explanations of how learning takes place, as well as processes that foster learning. The student will learn to be able to critically reflect on the process of mediating learning in environmental education contexts and will learn to evaluate, select and implement various assessment strategies for environmental learning. This module includes a research report.

Managing the School as an Organisation – HBEDMSV

Year module  
Prerequisite:  
Credits: 36

Purpose: To focus on the school as an educational organisation by exploring ways in which the school can be managed to create and maintain an environment that is conducive to teaching and learning. The performance of school management competencies are explored with a consideration of democratic practices, support to learners and colleagues, and a responsiveness to changing circumstances and needs. Appropriate management and leadership practice is developed within context by means of relevant literature study and individual research activities. This module includes a research component.

Organisational Behaviour in Education and Education Law – HBEDOBG

Year module  
Prerequisite:  
Credits: 24

Purpose: To focus on basic organisational behaviour in an educational organisation and will explore ways in which learners can be equipped to create an environment in which effective teaching and learning can take place. The module will examine the performance of organisational behaviour competencies in ways that are legal and democratic and which demonstrate responsiveness to changing circumstances and needs. The context is the South African education and educational legal system that are characterised by diversity and a large developing world sector.
Orientate Psycho-Educationally to Perform Specialised Tasks of the Counsellor – HBEDOPW

Year module: HBEDOPW
NQF Level: 7
Credits: 24
Prerequisite: HBEDTRD and HBEDTL6 and HBEDECS
Co-requisite:
Purpose: The theoretical framework of the relational theory, schools of thought in counselling, ethics, practice administration, and counselling skills with a strong emphasis on learning problems and related barriers. Students should be able to demonstrate the counsellor identity by being able to mediate guidance and counselling opportunities in a manner which is sensitive to the diverse guidance needs of clients; construct guidance and counselling environments; display sound knowledge of principles and strategies of guidance and counselling to managing educational guidance and counselling settings in the South African context; develop a supportive relation with educators, parents and other key persons and organisations; comply with ethical behaviour; apply different approaches to guidance and counselling managing in ways which are appropriate to the clients and the context within different education settings.

People-Centred Schools – HBEDPCK

Year module: HBEDPCK
NQF Level: 7
Credits: 36
Prerequisite: HBEDTRD and HBEDTL6 and HBEDECS
Co-requisite:
Purpose: To focus on the fact that schools are people-centred organisations and will explore the ways in which a school can be made an effective site of learning by providing guidelines for support and interaction between the key role-players: learners, teachers and SGB/parent representatives. The module will explore in detail the dynamic partnership between educators and parents required by the implementation of the South African Schools Act 1996 and amendments. This module includes a research report.

Schools and Society – HBEDSSC

Year module: HBEDSSC
NQF Level: 7
Credits: 24
Prerequisite: HBEDTRD and HBEDTL6 and HBEDECS
Co-requisite:
Purpose: To ensure that educators are able to understand the interrelatedness of relationships on micro, meso and macro level that influence the education of learners in the present social environment. The scope of this module is the various relationships in the family, in the school and in society that influence the learning and development of learners. Research questions that will be addressed are related to adequate relationship formation in families and communities and the pastoral role as one of the identified roles of the teacher. Focus will be on research as independent inquiry.

Teaching and Learning – HBEDTL6

Year module: HBEDTL6
NQF Level: 7
Credits: 24
Prerequisite: HBEDTRD and HBEDTL6 and HBEDECS
Co-requisite:
Purpose: To build on the work usually covered in undergraduate preservice and in-service programmes by providing a more rigorous academic perspective on the core processes of learning and teaching and the dynamic interrelationship between them. The module will help you to see that understanding the learners and their diverse needs is central to decision-making in education but that other factors also impinge on the development of appropriate learning programmes. The module will place particular emphasis on appropriate outcomes-based assessment practice as integral to meaningful learning and teaching.

Theory and Research in Education – HBEDTRD

Year module: HBEDTRD
NQF Level: 7
Credits: 12
Prerequisite: HBEDTRD and HBEDTL6 and HBEDECS
Co-requisite:
Purpose: To develop theoretical knowledge, skills and competencies to enable students to be active researchers in an educational context. The module focuses on the importance, relevance and limitations of quantitative and qualitative research approaches. The content covers basic characteristics of educational research, well known educational research designs as well as techniques used for the collecting and analysing of quantitative and qualitative research data.

Whole School Development through Environmental Education – HBEDWSL

Year module: HBEDWSL
NQF Level: 7
Credits: 24
Prerequisite: HBEDTRD and HBEDTL6 and HBEDECS
Co-requisite:
Purpose: To reflect on the terms sustainability education, sustainable society, holistic approach and whole school development. A detailed study of whole school development is done: key elements and its ability to bring transformational changes about at school level. The role of awareness raising and education for sustainable development is discussed. The role of eco-schools in terms of whole school development is analysed.

Mathematics Teaching – PRS401C

Year module: PRS401C
NQF Level: 7
Credits: 12
Prerequisite: HEC101V and PRS302A and PRS303B and PRS304C
Co-requisite:
Purpose: To gain insight into foundational perspectives; number sense, number concept and number development; spatial orientation and spatial insight.

Science and Technology – PRS402D

Year module: PRS402D
NQF Level: 7
Credits: 12
Prerequisite: HEC101V and PRS302A and PRS303B and PRS304C
Co-requisite:
Purpose: To equip students with knowledge, skills and abilities to satisfy their own questions about the workings of the physical and biological world in order to provide learners with the appropriate skills, knowledge and attitudes for understanding the principles and processes of the natural sciences. A further purpose of this module is to provide students with knowledge, skills and resources of the technical world to acquire the ability to solve technological problems and perform effectively in their changing environments.

Teaching Practice 4 – PRS403E

Year module: PRS403E
NQF Level: 7
Credits: 12
Prerequisite: EDT305S and PRS302A and PRS303B and PRS304C and PRS401C and PRS402D and HEC101V
Co-requisite:
Purpose: To enable students to carry out practical applications of the teaching principles, theories and concepts they have acquired in other courses through the completion of various workbooks during a period of four weeks in the foundation phase. The student must take control of the class (under supervision) and plan, present and evaluate all teaching activities during this period. All activities presented during the teaching practice periods must comply with the principles of anti-bias, multi-cultural and inclusive education.
Teaching Practice 4 (Including Oral Communication) – PST402N

Year module
Prerequisite:  Co-requisite: EDT303Q and FDEME3L and PST10K and PST311L and PST312M and PST304M and HEC101V
Purpose: To gain insight into presenting lessons as prescribed; cross-curricular and integrated teaching; curriculum design; teaching a class in the junior and senior standards.

Consumer Studies – SDC4701 (SDCHEC0M)(offered by the Department of Life and Consumer Sciences)

Year module
Prerequisite:  Co-requisite: PTEAC1X
Purpose: To enable students to analyse the role of the educator in terms of competencies required, teaching methods in theoretical and practical situations; show the ability to apply teaching media in order to support learning outcomes; demonstrate a clear understanding of learning in a multi-cultural society and show a clear understanding of the importance of effective management in the Consumer Studies classroom; gain competence in developing work schedules for effective Consumer Studies teaching; be acquainted with the different methods of assessment, the designing of suitable assessment instruments and the confident assessment of learners in theoretical and practical teaching.

Electrical Engineering

Bio-Systems I – BSY1015

Semester module
Prerequisite:  Co-requisite:
Purpose: Engineering approach to the human body with reference to the medical terminology; the health environment. Medical base terminology. Organ systems: cell structures, movement systems, digestive system, ventilation, control and regulation. Special organs: (endocrine system) thyroid gland.

Digital Systems I (Theory) – DIG1501 (DIG111Z)

Semester module
Prerequisite:  Co-requisite: DIGPRA1 or DIG1PRA
Purpose: The decimal number systems; binary number systems; representation of signed numbers; binary arithmetic using complements; octal number systems; hexadecimal number system; digital codes.

Digital Systems I (Practical) DIGPRA1 (DIG1PRA)

Year module
Prerequisite:  Co-requisite: DIG1501 or DIG111Z
Purpose: The decimal number systems; binary number systems; representation of signed numbers; binary arithmetic using complements; octal number systems; hexadecimal number system; digital codes.

Electronics I (Theory) – ECT1501 (ECT151R)

Semester module
Prerequisite:  Co-requisite: ECTPRA1 or ECT1PRA
Purpose: SI units; Ohm’s law; resistors, network Theorems, capacitors, inductors and transformers; alternating current; atom theory; PN semiconductors; semi-conductor theory; Rectifier theory; Power supplies; PN junction transistor; transistor circuits; Power amplification; operational amplifiers; electric measurements.

Electronics I (Practical) ECTPRA1 (ECT1PRA)

Year module
Prerequisite:  Co-requisite: ECT1501 or ECT151R
Purpose: SI units; Ohm’s law; resistors, network Theorems, capacitors, inductors and transformers; alternating current; atom theory; PN semiconductors; semi-conductor theory; Rectifier theory; Power supplies; PN junction transistor; transistor circuits; Power amplification; operational amplifiers; electric measurements.

Electrical Engineering I (Theory) – ELE1501 ( ELE171U)

Semester module
Prerequisite:  Co-requisite: ELEPRA1 or ELE1PRA
Purpose: International system of measurement, Introduction to electric systems; simple dc circuits; capacitance and capacitors; electromagnetism; simple magnetic circuits; inductance in a direct current circuit; alternating voltage and current; single phase series circuits; batteries.

Electrical Engineering I (Practical) ELEPRA1 (ELE1PRA)

Year module
Prerequisite:  Co-requisite: ELE1501 or ELE171U
Purpose: International system of measurement, Introduction to electric systems; simple dc circuits; capacitance and capacitors; electromagnetism; simple magnetic circuits; inductance in a direct current circuit; alternating voltage and current; single phase series circuits; batteries.

Electrical Engineering Practice I – EPR101E

Year module
Prerequisite: All subjects from the first and second levels
Purpose: 24 weeks experiential learning under supervision of a qualified supervisor in the following fields: Orientation; safety and first aid; basic hand skills; measuring instruments; electrical and electronic components; circuit diagrams; power sources; programmable devices; general administration; report writing.
### Process Instrumentation I (Theory) – PRI1501 (PRS131P)

<table>
<thead>
<tr>
<th>Semester module</th>
<th>NQF Level: 5</th>
<th>Credits: 11</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prerequisite:</strong></td>
<td>Co-requisite: PRIPR1A or PRS1PRA</td>
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</tr>
<tr>
<td><strong>Purpose:</strong> Instrumentation fundamentals; radiation detectors; pressure and pressure measurement; level and level measurement; temperature and temperature measurement; strain gauges.</td>
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</table>

### Process Instrumentation II (Theory) – PRS2601 (PRS241S)

<table>
<thead>
<tr>
<th>Semester module</th>
<th>NQF Level: 6</th>
<th>Credits: 11</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prerequisite:</strong>  PRI1501 or PRS131P PRPR1 or PRS1PRA</td>
<td>Co-requisite: PRS2PRA</td>
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</tr>
<tr>
<td><strong>Purpose:</strong> Flow measurement; valves and actuators; pumps; transmission signals; basics of process control: linear variable differential transformer; documentation.</td>
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</table>

### Process Instrumentation II (Practical) PRIPRA2 (PRS2PRA)

<table>
<thead>
<tr>
<th>Year module</th>
<th>NQF Level: 6</th>
<th>Credits: 3</th>
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<tbody>
<tr>
<td><strong>Prerequisite:</strong> PRI1501 or PRS131P PRPR1 or PRS1PRA; Co-requisite: PR2601 or PRS241S</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Purpose:</strong> Flow measurement; valves and actuators; pumps; transmission signals; basics of process control: linear variable differential transformer; documentation.</td>
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</tbody>
</table>

### Electrical Engineering Practice II – EPR201E

<table>
<thead>
<tr>
<th>Year module</th>
<th>NQF Level: 6</th>
<th>Credits: 60</th>
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<tbody>
<tr>
<td><strong>Prerequisite:</strong> All subjects from the first and second levels</td>
<td>Co-requisite:</td>
<td></td>
</tr>
<tr>
<td><strong>Purpose:</strong> 24 weeks experiential learning under supervision of a qualified supervisor in the following fields: At least five of the following: Cables and overhead lines; power transformers; AC and DC machines; rectification and conversion; protection systems; switches and circuit breakers; installation and commissioning of equipment; testing and fault finding; drawing and design; any other task in agreement with the Institution.</td>
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</table>

### Electrical Engineering II (Theory) – ELE2601 (ELE281X)

<table>
<thead>
<tr>
<th>Semester module</th>
<th>NQF Level: 6</th>
<th>Credits: 11</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prerequisite:</strong> ELE1501 or ELE171U, ELE1PRA or ELEPRA1; Co-requisite: ELEPRA2 or ELE2PRA</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Purpose:</strong> 5 units: derivations of proofs on circuit models; electric circuits solution by means of complex quantities; resonance in single phase alternating current series and parallel circuits; power and power factor in single-phase alternating current circuits; power and power factor in ac circuits; circuit theorems alternating and direct current theory; polyphase alternating current circuits: Delta, Star and associated power theory; measurement of power in polyphase systems; waveform synthesis harmonics Fourier’s theorem; transformers; alternating current motors.</td>
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</table>

### Electrical Engineering II (Practical) ELEPRA2 (ELE2PRA)

<table>
<thead>
<tr>
<th>Year module</th>
<th>NQF Level: 6</th>
<th>Credits: 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prerequisite:</strong> ELE1501 or ELE171U, ELE1PRA or ELEPRA1; Co-requisite: ELE2601 or ELE281X</td>
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</tr>
<tr>
<td><strong>Purpose:</strong> 5 units: derivations of proofs on circuit models; electric circuits solution by means of complex quantities; resonance in single phase alternating current series and parallel circuits; power and power factor in single-phase alternating current circuits; power and power factor in ac circuits; circuit theorems alternating and direct current theory; polyphase alternating current circuits: Delta, Star and associated power theory; measurement of power in polyphase systems; waveform synthesis harmonics Fourier’s theorem; transformers; alternating current motors.</td>
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</table>

### Electronics II (Theory) – ECT2601 (ECT261Z)

<table>
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<tr>
<th>Semester module</th>
<th>NQF Level: 6</th>
<th>Credits: 11</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prerequisite:</strong> ECT1501 or ECT151R, ECTPRA1 or ECT1PRA; Co-requisite: ECTPRA2 or ECT2PRA</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Purpose:</strong> Semi-conductor theory: rectification; semi-conductor theory; diode rectifier, power supplies, theory, and calculations; power supply filters, theory and derivation of formulae; rectifier and power supply calculations; load-line, theory and calculations; diodes.</td>
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</table>

### Electronics II (Practical) ECTPRA2 (ECT2PRA)

<table>
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<tr>
<th>Year module</th>
<th>NQF Level: 6</th>
<th>Credits: 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prerequisite:</strong> ECT1501 or ECT151R, ECTPRA1 or ECT1PRA; Co-requisite: ECT2601 or ECT261Z</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Purpose:</strong> Semi-conductor theory: rectification; semi-conductor theory; diode rectifier, power supplies, theory, and calculations; power supply filters, theory and derivation of formulae; rectifier and power supply calculations; load-line, theory and calculations; diodes.</td>
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### Digital Systems II (Theory) – DIG2601 (DIG221X)

<table>
<thead>
<tr>
<th>Semester module</th>
<th>NQF Level: 6</th>
<th>Credits: 11</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prerequisite:</strong> DIG111Z, DIG1PRA; Co-requisite: DIGPRA2 or DIG2PRA</td>
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<td></td>
</tr>
<tr>
<td><strong>Purpose:</strong> Integrated circuit technologies; Flip-flops and related devices; counters; shift registers; memories and programmable devices; system interfacing; the microchip PIC16C micro-controller.</td>
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</tbody>
</table>

### Digital Systems II (Practical) DIGPRA2 (DIG2PRA)

<table>
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<tr>
<th>Year module</th>
<th>NQF Level: 6</th>
<th>Credits: 3</th>
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</thead>
<tbody>
<tr>
<td><strong>Prerequisite:</strong> DIG111Z, DIG1PRA; Co-requisite: DIG2601 or DIG221X</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Purpose:</strong> Integrated circuit technologies; Flip-flops and related devices; counters; shift registers; memories and programmable devices; system interfacing; the microchip PIC16C micro-controller.</td>
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</tr>
</tbody>
</table>
Electrical Machines II (Theory) – EMM2602 (EMM261R)

Semester module

Prerequisite: EMM2PRA or EMM3PRA
Co-requisite: EMM2PRA or EMM3PRA

Purpose: D.C. machines; transformers; induction machines.

Industrial Electronics II (Theory) – INE2601 (INE211E)

Semester module

Prerequisite: ECT1PRA, ECT1PRA
Co-requisite: INE2PRA or INE2PRA

Purpose: Semi-conductor principles: multiple connection of diodes, principles of rectification; thyristor devices; triggering and commuting of thyristors; power transistors; power dissipation and cooling; protection.

Industrial Electronics II (Practical) INEPRA2 (INE2PRA)

Year module

Prerequisite: ECT1PRA, ECT1PRA
Co-requisite: INE2601 or INE211E

Purpose: Semi-conductor principles: multiple connection of diodes, principles of rectification; thyristor devices; triggering and commuting of thyristors; power transistors; power dissipation and cooling; protection.

Digital Systems III (Theory) – DIG3601 (DIG331Q)

Year module

Prerequisite: DIG221X, DIGPRA2 or DIGPRA3
Co-requisite: DIG3601 or DIG331Q

Purpose: Microcomputer systems; memory devices; memory design; MCS – 51 architecture; parallel ports; interrupts; timer/counters; the serial port; Introduction to microcomputer programming; MCS-51 instruction set; data transfer instructions; arithmetic instructions; logic instructions; Boolean instructions; branching instructions, stack and subroutines.

Digital Systems III (Practical) DIGPRA3 (DIG3PRA)

Year module

Prerequisite: DIG221X, DIGPRA2 or DIGPRA3
Co-requisite: DIG3601 or DIG331Q

Purpose: Microcomputer systems; memory devices; memory design; MCS – 51 architecture; parallel ports; interrupts; timer/counters; the serial port; Introduction to microcomputer programming; MCS-51 instruction set; data transfer instructions; arithmetic instructions; logic instructions; Boolean instructions; branching instructions, stack and subroutines.

Electrical Distribution III (Theory) – ELD3601 (ELD371R)

Year module

Prerequisite: ELE2601 or ELE2PRA
Co-requisite: ELD3601 or ELD371R

Purpose: Power generation; power transmission; power distribution.

Electrical Distribution III (Practical) ELDPRA3 (ELD3PRA)

Year module

Prerequisite: ELE2601 or ELE2PRA
Co-requisite: ELD3601 or ELD371R

Purpose: Power generation; power transmission; power distribution.

Electrical Engineering III (Theory) – ELE3601 (ELE391X)

Year module

Prerequisite: ELEPRA2 or ELEPRA3
Co-requisite: ELEPRA3 or ELE391X

Purpose: Polyphase circuits; three phase circuits; power measurement in three phase circuits; symmetrical components; interconnected systems; per unit systems; alternating and direct current distributors; illumination.

Electrical Engineering III (Practical) ELEPRA3 (ELE3PRA)

Year module

Prerequisite: ELEPRA2 or ELEPRA3
Co-requisite: ELEPRA3 or ELE391X

Purpose: Polyphase circuits; three phase circuits; power measurement in three phase circuits; symmetrical components; interconnected systems; per unit systems; alternating and direct current distributors; illumination.

Electrical Machines III (Theory) – EMM3601 (EMM371R)

Year module

Prerequisite: ELE2601 or ELE2PRA
Co-requisite: EMM3601 or EMM371R

Purpose: Insulators; Three-phase transformers; temperature-rise; Three-phase induction motors; faults & failures.

Electrical Machines III (Practical) EMMPRA3 (EMM3PRA)

Year module

Prerequisite: ELE2601 or ELE2PRA
Co-requisite: EMM3601 or EMM371R

Purpose: Insulators; Three-phase transformers; temperature-rise; Three-phase induction motors; faults & failures.
<table>
<thead>
<tr>
<th>Course</th>
<th>Year module</th>
<th>NQF Level</th>
<th>Credits</th>
<th>Prerequisite</th>
<th>Co-requisite</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Microwave Communication III (Theory) – MCE3601 (MCE341Z)</td>
<td></td>
<td>6</td>
<td>11</td>
<td>ECM2601 or ECM291Z, ECM2PRA2 or ECM2PRA</td>
<td>MCEPRA3 or MCE3PRA</td>
<td>Electromagnetic fundamentals; transmission line fundamentals; Smith chart analysis; microwave transmission lines; active microwave devices; solid state microwave antennas; microwave measurements; microwave communications applications.</td>
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<tr>
<td>Microwave Communication III (Practical) MCEPRA3 (MCE3PRA)</td>
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<td>1</td>
<td>ECM2601 or ECM291Z, ECM2PRA2 or ECM2PRA</td>
<td>MCE3601 or MCE341Z</td>
<td>Electromagnetic fundamentals; transmission line fundamentals; Smith chart analysis; microwave transmission lines; active microwave devices; solid state microwave antennas; microwave measurements; microwave communications applications.</td>
</tr>
<tr>
<td>Metrology III (Theoretical) – MTR3601 (MTR341X)</td>
<td></td>
<td>6</td>
<td>11</td>
<td>ECT2601 or ECT361Z, ECTPRA2 or ECT2PRA</td>
<td>MTRPRA3 or MTR3PRA, EKM3601 or EKM341X, EKMPRA3 or EKM3PRA</td>
<td>Metrological methods; fundamentals of instruments and measurements; characteristics’ static, dynamic and general; measurement evaluation.</td>
</tr>
<tr>
<td>Metrology III (Practical) – MTRPRA3 (MTR3PRA)</td>
<td></td>
<td>6</td>
<td>1</td>
<td>ECT2601 or ECT361Z, ECTPRA2 or ECT2PRA</td>
<td>MTR3601 or MTR341X, EKM3601 or EKM341X, EKMPRA3 or EKM3PRA</td>
<td>Metrological methods; fundamentals of instruments and measurements; characteristics’ static, dynamic and general; measurement evaluation.</td>
</tr>
<tr>
<td>Power Electronics III (Theoretical) – PCE3601 (PCE361U)</td>
<td></td>
<td>6</td>
<td>11</td>
<td>INE2601 or INE211E &amp; INEPRA2 or INE2PRA or (ECT2601 or ECT261Z &amp; ECTPRA2 or ECT2PRA)</td>
<td>PCEPRA3 or PCE3PRA</td>
<td>AC-drives; rectifying circuits and converter operation; problems related to rectifiers, converters, inverters, and ac motor drives; direct current drives; UPS, harmonics.</td>
</tr>
<tr>
<td>Power Electronics III (Practical) – PCEPRA3 (PCE3PRA)</td>
<td></td>
<td>6</td>
<td>1</td>
<td>INE2601 or INE211E &amp; INEPRA2 or INE2PRA or (ECT2601 or ECT261Z &amp; ECTPRA2 or ECT2PRA)</td>
<td>PCE3601 or PCE361U</td>
<td>AC-drives; rectifying circuits and converter operation; problems related to rectifiers, converters, inverters, and ac motor drives; direct current drives; UPS, harmonics.</td>
</tr>
<tr>
<td>Radio Engineering III (Theoretical) – RAE3601 (RAE341X)</td>
<td></td>
<td>6</td>
<td>11</td>
<td>ECM2601 or ECM291Z, ECM2PRA2 or ECM2PRA</td>
<td>RAE3601 or RAE3PRA</td>
<td>Tuned small-signal amplifiers, mixers and active filters, oscillators; receivers; amplitude modulation; single side-band modulation; angle modulation; digital communications; transmission lines and cables; radio wave propagation; antennae.</td>
</tr>
<tr>
<td>Radio Engineering III (Practical) – RAEPRA3 (RAE3PRA)</td>
<td></td>
<td>6</td>
<td>1</td>
<td>ECM2601 or ECM291Z, ECM2PRA2 or ECM2PRA</td>
<td>RAE3601 or RAE341X</td>
<td>Tuned small-signal amplifiers, mixers and active filters, oscillators; receivers; amplitude modulation; single side-band modulation; angle modulation; digital communications; transmission lines and cables; radio wave propagation; antennae.</td>
</tr>
<tr>
<td>Process Instrumentation III (Theoretical) – PRI3601 (PRS341Z)</td>
<td></td>
<td>6</td>
<td>11</td>
<td>PRI2601 or PRS2415 &amp; PRIPRA2 or PRS2PRA</td>
<td>PRIPRA3 or PRS3PRA</td>
<td>Distillation columns; boilers; heat exchangers; refrigeration plants; control systems; control methods; hazardous environments; control instrumentation; compressors.</td>
</tr>
<tr>
<td>Process Instrumentation III (Practical) PRIPRA3 (PRS3PRA)</td>
<td></td>
<td>6</td>
<td>1</td>
<td>PRI2601 or PRS2415 &amp; PRIPRA2 or PRS2PRA</td>
<td>PRI3601 or PRI341Z</td>
<td>Distillation columns; boilers; heat exchangers; refrigeration plants; control systems; control methods; hazardous environments; control instrumentation; compressors.</td>
</tr>
<tr>
<td>Control Systems III (Theoretical) – CSY3601(CSY391B)</td>
<td></td>
<td>6</td>
<td>9</td>
<td>ECT2601 or ECT261Z &amp; ECTPRA2 or ECT2PRA &amp; ELE2601 or ELE281X &amp; ELEPRA2 or ELE2PRA &amp; MAT3700</td>
<td>CSYPRA3 or CSY3PRA</td>
<td>Mathematical modelling of physical systems, stability of linear feedback systems, time domain analysis of control systems, root locus method, frequency domain analysis, design of control systems.</td>
</tr>
</tbody>
</table>
### Control Systems III (Practical) – CSYPRA3 (CSY3PRA)

<table>
<thead>
<tr>
<th>Year module</th>
<th>NQF Level</th>
<th>Credits</th>
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<tbody>
<tr>
<td></td>
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<td>3</td>
</tr>
</tbody>
</table>

**Prerequisite:** ECT2601 or ECT261Z & ECTPRA2 or ECT2PRA & ELE2601 or ELE2B1X & ELEPRA2 or ELEPRA2 & MAT3700

**Co-requisite:** CSY3601 or CSY391B

**Purpose:** Mathematical modeling of physical systems, stability of linear feedback systems, time domain analysis of control systems, root locus method, frequency domain analysis, design of control systems.

### Design Project III – DPJ391U

<table>
<thead>
<tr>
<th>Year module</th>
<th>NQF Level</th>
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<td></td>
<td>6</td>
<td>12</td>
</tr>
</tbody>
</table>

**Prerequisite:** All subjects from the first and second levels & any 2 subjects on third level

**Co-requisite:**

**Purpose:** The design, construction, testing and documentation of a complete project compatible with the level in the particular discipline.

### Electronics III (Theory) – ECT3601 (ECT381A)

<table>
<thead>
<tr>
<th>Year module</th>
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<td></td>
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<td>11</td>
</tr>
</tbody>
</table>

**Prerequisite:** ECT2601 or ECT261Z & ECTPRA2 or ECT2PRA

**Co-requisite:** ECTPRA3 or ECT3PRA

**Purpose:** BJT as a switch, power supplies, three terminal regulators, negative feedback, passive filters, active filters, dc analysis, ac analysis, transducers.

### Electronics III (Practical) – ECTPRA3 (ECT3PRA)

<table>
<thead>
<tr>
<th>Year module</th>
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</tr>
</tbody>
</table>

**Prerequisite:** ECT2601 or ECT261Z & ECTPRA2 or ECT2PRA

**Co-requisite:** ECT3601 or ECT381A

**Purpose:** BJT as a switch, power supplies, three terminal regulators, negative feedback, passive filters, active filters, dc analysis, ac analysis, transducers.

### Electronic Measurements III (Theory) – EKM3601 (EMK341X)

<table>
<thead>
<tr>
<th>Year module</th>
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</tbody>
</table>

**Prerequisite:** ECT2601 or ECT261Z & ECTPRA2 or ECT2PRA

**Co-requisite:** MTR3601 or MTR341X & MTRPRA3 or MTR3PRA & EKMPRA3 or EKMPRA

**Purpose:** Oscilloscopes; signal resources; measuring devices; general measuring techniques and faultfinding.

### Electronic Measurements III (Theory) – EKMPRA3 (EMK3PRA)

<table>
<thead>
<tr>
<th>Year module</th>
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</table>

**Prerequisite:** ECT2601 or ECT261Z & ECTPRA2 or ECT2PRA

**Co-requisite:** MTR3601 or MTR341X & MTRPRA3 or MTR3PRA or EKM3601 or EKM341X

**Purpose:** Oscilloscopes; signal resources; measuring devices; general measuring techniques and faultfinding.

### Electrical Protection III (Theory) – ELM3601 (ELM381Z)

<table>
<thead>
<tr>
<th>Year module</th>
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<td>11</td>
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</table>

**Prerequisite:** ELE2601 or ELE2B1X & ELEPRA2 or ELE2PRA

**Co-requisite:** ELM3601 or ELM381Z

**Purpose:** Basic principles: fault calculations; fuses; circuit breakers; current and voltage transformers; time-grade over-current protection.

### Electrical Protection III (Practical) – ELM3PRA3 (ELM3PRA)

<table>
<thead>
<tr>
<th>Year module</th>
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</table>

**Prerequisite:** ELE2601 or ELE2B1X & ELEPRA2 or ELE2PRA

**Co-requisite:** ELM3601 or ELM381Z

**Purpose:** Basic principles: fault calculations; fuses; circuit breakers; current and voltage transformers; time-grade over-current protection.

### Postgraduate Modules

#### Circuit Analysis IV (Theory) – CAN4701 (CAN401E)

<table>
<thead>
<tr>
<th>Year module</th>
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<td>9</td>
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</table>

**Prerequisite:**

**Co-requisite:** CANPRA4

**Purpose:** Laplace transforms, analysis in complex plane, networks and systems in state space, state equations of electrical networks, differential equations, computer solutions.

#### Circuit Analysis IV (Practical) – CANPRA4 (CAN4PRA)

<table>
<thead>
<tr>
<th>Year module</th>
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</tbody>
</table>

**Prerequisite:**

**Co-requisite:** CAN4701

**Purpose:** Laplace transforms, analysis in complex plane, networks and systems in state space, state equations of electrical networks, differential equations, computer solutions.

#### Control Systems IV (Theory) – CSY4701 (CSY401E)

<table>
<thead>
<tr>
<th>Year module</th>
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<td>9</td>
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</tbody>
</table>

**Prerequisite:**

**Co-requisite:** CSYPRA4

**Purpose:** State space analysis; PID controller design; compensators; root locus design of compensators; frequency response design of compensators; state space design of control systems.
### Control Systems IV (Practical) – CSYPRA4(CSY4PRA)

<table>
<thead>
<tr>
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</table>

**Prerequisite:** Co-requisite: CSY4701

**Purpose:** State space analysis; PID controller design; compensators; root locus design of compensators; frequency response design of compensators; state space design of control systems.

### Digital Control Systems IV – DCS401E

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</table>

**Prerequisite:** Co-requisite:

**Purpose:** Discrete-time systems and the z-transform, sampling and reconstruction, open-loop discrete-time system; system time response characteristics; stability analysis techniques; digital controller design.

### Digital Signal Processing IV (Theory) – DSP4701 (DSP401E)

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<tr>
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</tbody>
</table>

**Prerequisite:** Co-requisite: DSP4701

**Purpose:** Overview of signals and systems; transforms; discrete and continuous time signals; digital filter design; state variables.

### Digital Signal Processing IV (Practical) – DSPPRA4 (DSP4PRA)

<table>
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</tbody>
</table>

**Prerequisite:** Co-requisite: DSP4701

**Purpose:** Overview of signals and systems; transforms; discrete and continuous time signals; digital filter design; state variables.

### Electronics IV (Theory) – ECT4701 (ECT401E)

<table>
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</tbody>
</table>

**Prerequisite:** Co-requisite: ECT4701

**Purpose:** Theory, analysis, design, simulation, prototyping, testing.

### Electronics IV (Practical) – ECTPRA4 (ECT4PRA)

<table>
<thead>
<tr>
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</tbody>
</table>

**Prerequisite:** Co-requisite: ECTPRA4

**Purpose:** Theory, analysis, design, simulation, prototyping, testing.

### Electrical Machines IV (Theory) – EMM4701 (EMM401E)

<table>
<thead>
<tr>
<th>Year module</th>
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<td>11</td>
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</tbody>
</table>

**Prerequisite:** Co-requisite: EMM4701

**Purpose:** Synchronous machines, power; synchronous motors; salient-pole synchronous alternator; design; induction motors, faults and failures.

### Electrical Machines IV (Practical) – EMMPRA4 (EMM4PRA)

<table>
<thead>
<tr>
<th>Year module</th>
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<th>Credits</th>
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<td>1</td>
</tr>
</tbody>
</table>

**Prerequisite:** Co-requisite: EMM4701

**Purpose:** Synchronous machines, power; synchronous motors; salient-pole synchronous alternator; design; induction motors, faults and failures.

### High Voltage Engineering IV (Theory) – HVE4701 (HVE401E)

<table>
<thead>
<tr>
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<tbody>
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<td>7</td>
<td>11</td>
</tr>
</tbody>
</table>

**Prerequisite:** Co-requisite: HVEPRA4

**Purpose:** Electrical breakdown of solids, liquids and gases, high voltage and current generation, measurements and testing.

### High Voltage Engineering IV (Practical) – HVEPRA4 (HVE4PRA)

<table>
<thead>
<tr>
<th>Year module</th>
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<td>1</td>
</tr>
</tbody>
</table>

**Prerequisite:** Co-requisite: HVE4701

**Purpose:** Electrical breakdown of solids, liquids and gases, high voltage and current generation, measurements and testing.

### Industrial Project IV – IPR4701 (IPR401E)

<table>
<thead>
<tr>
<th>Year module</th>
<th>NQF Level</th>
<th>Credits</th>
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<td>7</td>
<td>36</td>
</tr>
</tbody>
</table>

**Prerequisite:** Co-requisite:

**Purpose:** An integrated project with an industry-oriented approach which will promote an entrepreneurial attitude in respect of technological innovation and analysis. The project may incorporate teamwork. It need not be original nor unique.

### Microwave Engineering IV (Theory) – MWE4701 (MWE401E)

<table>
<thead>
<tr>
<th>Year module</th>
<th>NQF Level</th>
<th>Credits</th>
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<tbody>
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<td>7</td>
<td>9</td>
</tr>
</tbody>
</table>

**Prerequisite:** Co-requisite: MWE4701

**Purpose:** Electromagnetic wave theory, systems, measurements.
**Microwave Engineering IV (Practical) – MWEPR44 (MWE4PRA)**

<table>
<thead>
<tr>
<th>Year module</th>
<th>NQF Level: 7</th>
<th>Credits: 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>Co-requisite: MWE4701</td>
<td></td>
</tr>
</tbody>
</table>

**Purpose:** Electromagnetic wave theory, systems, measurements.

**Power Electronics IV (Theory) – PCE4701 (PCE401E)**

<table>
<thead>
<tr>
<th>Year module</th>
<th>NQF Level: 7</th>
<th>Credits: 11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>Co-requisite: PCEPRA4A</td>
<td></td>
</tr>
</tbody>
</table>

**Purpose:** Review of semiconductor devices, converters, applications; DC motors; AC motor control.

**Power Electronics IV (Practical) – PCEPRA4 (PCE4PRA)**

<table>
<thead>
<tr>
<th>Year module</th>
<th>NQF Level: 7</th>
<th>Credits: 1</th>
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</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>Co-requisite: PCE4701</td>
<td></td>
</tr>
</tbody>
</table>

**Purpose:** Review of semiconductor devices, converters, applications; DC motors; AC motor control.

**Process Instrumentation IV (Theory) – PRI4701 (PRS401E)**

<table>
<thead>
<tr>
<th>Year module</th>
<th>NQF Level: 7</th>
<th>Credits: 11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>Co-requisite: PRIIPRA4</td>
<td></td>
</tr>
</tbody>
</table>

**Purpose:** Measurement and control of chemical composition; pollution control; control room engineering and economics; automatic process control systems and applications.

**Process Instrumentation IV (Practical) – PRIPRA4 (PRI4PRA)**

<table>
<thead>
<tr>
<th>Year module</th>
<th>NQF Level: 7</th>
<th>Credits: 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>Co-requisite: PRI4701</td>
<td></td>
</tr>
</tbody>
</table>

**Purpose:** Measurement and control of chemical composition; pollution control; control room engineering and economics; automatic process control systems and applications.

**Power Systems IV (Theory) – PSY4701 (PSY401E)**

<table>
<thead>
<tr>
<th>Year module</th>
<th>NQF Level: 7</th>
<th>Credits: 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>Co-requisite: PSYPRA4</td>
<td></td>
</tr>
</tbody>
</table>

**Purpose:** Basic principles in power systems; symmetrical components; power transformers; transmission line parameters; steady state operation of transmission lines, power flow; power system controls; transient stability.

**Power Systems IV (Practical) – PSYPRA4 (PSY4PRA)**

<table>
<thead>
<tr>
<th>Year module</th>
<th>NQF Level: 7</th>
<th>Credits: 3</th>
</tr>
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<tbody>
<tr>
<td>Prerequisite:</td>
<td>Co-requisite: PSY4701</td>
<td></td>
</tr>
</tbody>
</table>

**Purpose:** Basic principles in power systems; symmetrical components; power transformers; transmission line parameters; steady state operation of transmission lines, power flow; power system controls; transient stability.

**Radio Engineering IV (Theory) – RAE4701 (RAE401E)**

<table>
<thead>
<tr>
<th>Year module</th>
<th>NQF Level: 7</th>
<th>Credits: 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>Co-requisite: RAEPRA4</td>
<td></td>
</tr>
</tbody>
</table>

**Purpose:** Spectral analysis; phase locked loops; noise; antennae; cellular radio; meteor burst communications; spread spectrum techniques.

**Radio Engineering IV (Practical) – RAEPRA4 (RAE4PRA)**

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Prerequisite:</td>
<td>Co-requisite: RAE4701</td>
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</tr>
</tbody>
</table>

**Purpose:** Spectral analysis; phase locked loops; noise; antennae; cellular radio; meteor burst communications; spread spectrum techniques.

**Electronic Communication**

**Electronic Communication II (Theory) – ECM2601(ECM291Z)**

<table>
<thead>
<tr>
<th>Semester module</th>
<th>NQF Level: 6</th>
<th>Credits: 11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>Co-requisite: ECM2PRA, ECT261Z, ECT2PRA</td>
<td></td>
</tr>
</tbody>
</table>

**Purpose:** Passive circuits; transmission lines; noise; receivers; amplitude modulation; single side-band modulation; pulse modulation; digital communications; transmission lines and cables; radio-wave propagation; antennae.

**Electronic Communication II (Practical) – ECMPRA2 (ECM2PRA)**

<table>
<thead>
<tr>
<th>Year module</th>
<th>NQF Level: 6</th>
<th>Credits: 1</th>
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<tbody>
<tr>
<td>Prerequisite:</td>
<td>Co-requisite: ECM2PRA, ECT261Z</td>
<td></td>
</tr>
</tbody>
</table>

**Purpose:** Spectral analysis, random variables and process, digital modulation techniques, noise in communication systems, data transmission.
Electronic Communication II (Theory) – ECM4701 (ECM401E)

Year module
Prerequisite: Co-requisite: ECM4PRA4 or ECM4PRA
Purpose: Spectral analysis, random variables and process; digital modulation techniques, noise in communication systems, data transmission.

Electronic Communication I (Practical) – ECMPRA4 (ECM4PRA)

Year module
Prerequisite: Co-requisite: ECM4PRA4 or ECM4PRA
Purpose: Spectral analysis, random variables and process; digital modulation techniques, noise in communication systems, data transmission.

Satellite Communications IV (Theory) – SCM4701(SCM401E)

Year module
Prerequisite: Co-requisite: SCMPRA4 or SCM4PRA
Purpose: History of satellite communications, orbital aspects of satellite communications, spacecraft, satellite link design, modulation and multiplexing techniques for satellite links, multiple access; propagation of satellite-earth links, earth station technology; space environment; space law.

Satellite Communications IV (Practical) – SCMPRA4 (SCM4PRA)

Year module
Prerequisite: Co-requisite: SCM4701 or SCM401E
Purpose: History of satellite communications, orbital aspects of satellite communications, spacecraft, satellite link design, modulation and multiplexing techniques for satellite links, multiple access; propagation of satellite-earth links, earth station technology; space environment; space law.

Engineering Management

Engineering Management II (Module A) – EMA2601 (EMA2M1E)

Semester module
Prerequisite: Co-requisite:
Purpose: Principles of general management; the business environment and strategic management; human resource management; managing people; marketing; the principles; principles of project management; accounting; economics and financial management basics; operational budgeting and cost estimation.

Engineering Management II (Module B) – EMA2602 (EMA2M2E)

Semester module
Prerequisite: Co-requisite:
Purpose: Managing labour relations; law of contract; total quality management; managing technology and knowledge; the engineer, user of information systems; entrepreneurship.

Engineering Management III – EMA3601 (EMA301E)

Semester module
Prerequisite: EMA2M1E, EMA2M2E Co-requisite:
Purpose: Operations Management; Safety Management; Maintenance Management; Time Value of Money and Project Selection; Engineering Ethics and Professionalism.

Engineering Management IV – ENM401E

Year module
Prerequisite: Co-requisite:
Purpose: Principles of general management; managing people; marketing; law of contract; project management; managing technology and knowledge; accounting, economics and financial management basics; operational budgeting and cost estimating; time value of money and capital budgeting.

Engineering Work Study

Engineering Work Study I – EWS121Q

Semester module
Prerequisite: Co-requisite:
Purpose: To expose the learner to work study and productivity measurement fundamentals, time studies and method studies. The student must be able to use of process and activity charts and calculation of allowances and standard times.

Engineering Work Study II – EWS271L

Year module
Prerequisite: EWS121Q Co-requisite:
Purpose: To enable students to use standard times for workstation improvement. The learner must identify, carry out a feasibility study, plan and manage a workstation design or improvement project. Identify safety and ergonomic factors affecting productivity.

Engineering Work Study III – EWS381G

Year module
Prerequisite: EWS271L, FLM271S, CTA101A, CTA2M2A Co-requisite:
Purpose: Introduction; systems analysis and design; performance improvement programmes; computerisation.
English Studies

Major combinations:
NQF Level: 5: ENG1501, ENG1502
NQF Level: 6: ENN203J, ENN204K, ENN205L, ENN207N
NQF Level: 7: ENN311M, ENN303M, ENN314Q, ENN315R

English for Academic Purposes – ENN103F

Semester module | NQF Level: 5 | Credits: 12
--- | --- | ---
Prerequisite: | Co-requisite: |
Purpose: To enable students to gain a background in English grammar and usage, to develop an ability to read texts critically with comprehension and insight, and to acquire skills in reading and writing at tertiary level.

Practicing Workplace English – ENN1504

Semester module | NQF Level: 5 | Credits: 12
--- | --- | ---
Prerequisite: | Co-requisite: |
Purpose: To enable students to develop proficiency in English and a range of related communication skills and strategies for both public and private sector work environments. The central focus is on the ability to produce well written work-related documentation in English.

English Proficiency for university studies – ENG1511

Semester module | NQF Level: 5 | Credits: 12
--- | --- | ---
Prerequisite: | Co-requisite: |
Purpose: This module aims to develop learners’ ability to read critically with comprehension and insight, improve their linguistic competence and develop their ability to write critically and logically. By the end of the module Students should be able to command proficiency in listening, reading, critical thinking, writing and speaking skills.

Foundations in English Literary Studies – ENG1501

Semester module | NQF Level: 5 | Credits: 12
--- | --- | ---
Prerequisite: | Co-requisite: |
Purpose: a) This module aims to establish a solid literary foundation for English studies by introducing students to representations of diversity in a range of fictional narratives in English. b) Students credited with this module will be able to apply appropriate reading strategies to a wide variety of literary and non-literary texts in English. c) Students will be able to demonstrate appropriate writing skills in academic English.

Foundations in English Language Studies – ENG1502

Semester module | NQF Level: 5 | Credits: 12
--- | --- | ---
Prerequisite: | Co-requisite: |
Purpose: a) The module will equip students with the skills of applied English language studies (such as in applied linguistics, writing/rhetoric studies, and discourse studies). Students will be able to apply their understanding and skills to English language as it functions in various real-life contexts and domains. b) The module aims to introduce students to a systematic description of English Language and to introduce students to the grammatical competences needed to apply their knowledge to the analysis of authentic language data. c) The module will introduce meta-language terminology in the discipline of Applied English language studies which is essential for advanced proficiency and literacy development.

English Language Studies (Project) – EED201J

Semester module | NQF Level: 6 | Credits: 12
--- | --- | ---
Prerequisite: EED101F, EED102G | Co-requisite: |
Purpose: To explore issues introduced on NQF Level: 5 more fully and to introduce students to theories of the origins and properties of language; language as a system of signs; the sounds and sound patterns of language; primary-language acquisition and second-language learning; semantics and pragmatics. Students will demonstrate their knowledge in an independent language investigation on a topic of their own choice in which they will apply their knowledge to aspects of English in use.

*This Round and Delicious Globe: Literature in English – EED202K

Semester module | NQF Level: 6 | Credits: 12
--- | --- | ---
Prerequisite: EED101F, EED102G | Co-requisite: |
Purpose: To introduce students to a selection of texts in three genres: fiction and a selection of plays and poems. In their exploration of these texts, students will demonstrate their understanding of how language functions in literary texts, identify key literary terms, show how they work in a text, explore themes and issues, and write a logically structured, focused and persuasive essay.

Modes of Meaning: Mythology and Folklore, Literacy and Children’s Literature – EED203L

Semester module | NQF Level: 6 | Credits: 12
--- | --- | ---
Prerequisite: EED101F, EED102G | Co-requisite: |
Purpose: To allow students to explore the nature, value and meaning of myth and folklore, literacy and children’s literature.

One Writer’s Vision: Jane Austen – ENN203J

Semester module | NQF Level: 6 | Credits: 12
--- | --- | ---
Prerequisite: | Co-requisite: |
Purpose: To enable students to extend their critical and analytic ability by assessing and comparing the range and nature of a single writer’s engagement with ideas concerning gender, society and history.

African Encounters – ENN204K

Semester module | NQF Level: 6 | Credits: 12
--- | --- | ---
Prerequisite: | Co-requisite: |
Purpose: To enable students to think and write critically about their own encounters with African writing and about encounters within African writing such as the author’s engagement with history, community, nationhood, politics and his or her literary context.
Close Reading, Good Writing – ENN205L

Semester module  
Prerequisite:  
Purpose: To enable students to gain insights into literary terms and techniques through the practice of close reading.

Exploring Shakespeare – ENN207N

Semester module  
Prerequisite:  
Purpose: To introduce students to a variety of Shakespearean texts, and encourage them to undertake close critical reading, in order to develop their own understanding of Shakespeare's language and concerns. The module will encourage students to develop an awareness to the rich variety and diversity of Shakespearean criticism and interpretation.

Themes in English Language Studies – ENN303M

Semester module  
Prerequisite:  
Purpose: To engage students in a study of the origins, change and diversity of the English language and to explore the nature and position of English within the context of the multicultural, multilingual nature of South African society.

Exploring South African Writing – ENN311M

Semester module  
Prerequisite:  
Purpose: To develop a critical awareness amongst students of how social issues are reflected in a selection of texts from Africa. Qualifying students are able to explore diverse genres in African writing and can arrive at their own interpretations of the texts within their own contexts.

Testing the Limits of the Literary Sign: Modern and Contemporary Literature – ENN315R

Semester module  
Prerequisite:  
Purpose: To explore the diversity and complexity of literature produced since 1900. Qualifying students are able to read individual works in relation to the philosophical destabilisation of meaning in the twentieth and twenty-first centuries. They explore areas of deferred and problematic signification and can arrive at their own interpretations of the texts.

Reading Classics – ENN314Q

Semester module  
Prerequisite:  
Purpose: To introduce students to the works of major writers from four key periods in the history of English literature. Geoffrey Chaucer, from the fourteenth century, represents the Medieval period; John Milton is from the mid-seventeenth century; there is a selection of poetry from the Romantic period; and George Eliot represents the nineteenth century. The notion of 'classic' writing is interrogated through an exploration of these four works.

Postgraduate Modules

English as a Language of Learning – MTES01U

Year module  
Prerequisite:  
Purpose: Students will be required to investigate educational, social and political aspects of English as a language of learning in sub-Saharan Africa, and in South Africa specifically, in relation to aspects such as: curriculum planning and implementation, teacher training and performance, and the interface between society, school and home, in circumstances where English is not predominantly the mother tongue. Students will consider issues such as: Education and English as a commodity for first world export; Development aid and English; The role of English in the establishment and maintenance of third world elites; English and the homogenization of indigenous cultures in sub-Saharan Africa; Neo-colonialism and multi-national educational publishing; Cultural alienation and English as a language of learning. Offered for the last time in 2013

English Grammar and TESOL – MTES02V

Year module  
Prerequisite:  
Purpose: This module examines both the theory and practice of the teaching of English grammar. Students will be expected to read widely on topics such as: the teaching of grammar in the communicative approach; the teaching of grammar in the context of writing; the teaching of grammar in thematic content-based instruction, and analysing and dealing with grammar errors in teaching English as an additional language. Students will be required to evaluate grammar lessons in various existing ESL school textbooks and to design their own materials based on authentic texts such as newspaper and magazine articles, cartoons, jokes and advertisements. Offered for the last time in 2013

English Literature and TESOL – MTES03W

Year module  
Prerequisite:  
Purpose: This module will evaluate the role of English literature in a TESOL situation. Particular attention will be paid to how appropriate literature may function to improve students' linguistic, sociolinguistic and discourse competence. The module will also consider issues such as criteria for selection of texts in the classroom (the interest/relevance vs literary canon debate); teaching literature (a framework for structuring analysis and discussion of text which enables learners to appreciate and respond to textual codings of cultural and emotional experience) and conventions within textual analysis. The guiding premise for the module is the notion that literature is language in use. Offered for the last time in 2013

English for Specific Purposes – MTES04X

Year module  
Prerequisite:  
Purpose: This module is designed to assist teachers to evaluate and design English for Specific purposes (ESP) courses and is thus intended to foster both critical and creative thinking. The course aims to provide students with insight into the concept and evaluation of ESP common misconceptions regarding ESP and the role of the ESP teacher. In this module ESP is viewed as a learning-centred approach with particular emphasis falling on the needs of the student for whom English is an additional language. Attention will be given to the three factors affecting ESP course design: language descriptions (relating to the syllabus); learning theories (concerned with methodology); and needs analysis (concerned with the specific nature of the target learning situation). Students will also be required to evaluate ESP material and to examine critically ESP journal articles of their choice. Offered for the last time in 2013.
The English Heritage – ENN4801

Year module | NQF Level: 8 | Credits: 24
---|---|---
Prerequisite: | Co-requisite: |  
Purpose: To offer an overview of the English literary tradition from the Middle Ages to the present day, and to introduce students to some of the historical and cultural contexts that have informed English literature through the ages.

Africa: Texts and Territories – ENN4802

Year module | NQF Level: 8 | Credits: 24
---|---|---
Prerequisite: | Co-requisite: |  
Purpose: To explore identities in contemporary Africa, and to encourage students to examine the cultural role of literature in relation to emergent African writers, including writing from the diaspora.

Popular Culture and the Practices of Reception – ENN4803

Year module | NQF Level: 8 | Credits: 24
---|---|---
Prerequisite: | Co-requisite: |  
Purpose: To examine the phenomenon of popular culture, its reception, and the permeable boundary between ‘high’ and ‘popular’ culture in relation to the heteroglossic nature of dominant modes and tropes of representation.

Intersections: Race, Class, Gender – ENN4804

Year module | NQF Level: 8 | Credits: 12
---|---|---
Prerequisite: | Co-requisite: |  
Purpose: To explore the intersections of race, class and gender in relation to recent texts that have posed a challenge to canonical writing.

A Research Paper – ENN4805

Year module | NQF Level: 8 | Credits: 36
---|---|---
Prerequisite: | Co-requisite: |  
Purpose: To give students an opportunity to devise and execute an independent research project within the discipline of English Studies in consultation with their tutors in the Department.

Environmental Education

Environmental Education: Concepts and Principles – ENE2601

Semester module | NQF Level: 6 | Credits: 12
---|---|---
Prerequisite: | Co-requisite: |  
Purpose: The concept ‘environmental education’; environmental education as reaction to the environmental crisis; the adult learner and environmental education; environmental education practitioners and environmental education; the environmental education curriculum for adult learners; teaching and learning in environmental education for adults; utilising information technology in environmental education.

Environmental Sciences

Soil Pedology and Classification I – SSC2601 (SCL211A)

Semester module | NQF Level: 6 | Credits: 12
---|---|---
Prerequisite: | Co-requisite: |  
Purpose: Introduction to geology; methods and principles of soil surveys and soil mapping; fundamental concepts in soil classification; soil forming factors and processes; the South African soil classification system; land evaluation; land resource data and crop requirements; classification of irrigation land and irrigation water; factors and processes in irrigation and drainage; soil-water relationships; evapotranspiration; irrigation scheduling.

Postgraduate Modules

Environmental Management for Engineers: Civil IV (Theory) – EGE401C

Year module | NQF Level: 7 | Credits: 11
---|---|---
Prerequisite: | Co-requisite: EGE4PJT |  
Purpose: The course is aimed to provide the engineer an overview of the integrated Environmental Impact Assessment process including relevant legislation, the EIA process and baseline knowledge, environmental auditing and reporting.

Environmental Management for Engineers: Civil IV (Project) – EGE4PJT

Year module | NQF Level: 7 | Credits: 5
---|---|---
Prerequisite: | Co-requisite: EGE401C |  
Purpose: Case Studies: Selected case studies on EIA, IEM and EA. Project.

Environmental Management for Chemical Engineering IV – EMC401C

Year module | NQF Level: 7 | Credits: 12
---|---|---
Prerequisite: | Co-requisite: EGE401C |  
Purpose: The course is aimed to provide the engineer an overview of the integrated Environmental Impact Assessment process including relevant legislation, the EIA process and baseline knowledge, environmental auditing and reporting.
Integrated Environmental Systems and processes – HESFESY

Year module
NQF Level: 7 Credits: 24
Prerequisite:
Co-requisite:

Purpose:
To introduce students to basic knowledge of earth system science. The complex integration and mechanisms linking the atmosphere, biosphere, hydrosphere and geosphere and the sustainable utilization of the natural resources will be studied. The protection of biodiversity as well as addressing environmental issues to ensure a sustainable living environment will be dealt with in an integrated, holistic manner.

Research Project – HESRPRX

Year Module
NQF Level: 7 Credits: 24
Prerequisite:
Co-requisite:

Purpose:
To guide the students on how to conduct a research project. The students will learn how to identify a real environmental problem, write a research proposal, apply the scientific method to solve the problem and write a report containing all the aspects of the research process.

Earth Systems and Processes – HES4801

Year Module
NQF level: 8 Credits: 12
Prerequisite:
Co-requisite:

Purpose:
The purpose of the learning is to introduce students to basic knowledge of earth system science. The complex integration and mechanisms linking the atmosphere, biosphere, hydrosphere and geosphere and the sustainable utilization of the natural resources will be studied. The protection of biodiversity as well as addressing environmental issues to ensure a sustainable living environment will be dealt with in an integrated, holistic manner.

Environmental Monitoring – HES4802 (HESEMOC)

Year module
NQF Level: 8 Credits: 24
Prerequisite:
Co-requisite:

Purpose:
To provide students with the analytical and technical skills as well as the practical experience necessary to investigate and assess manmade or natural environmental change and impacts in a scientific context. Different forms of pollution and how they impact environmental quality are examined. Through various case studies and practical sessions, students are enabled to understand the value of scientific approaches when collecting, processing, and interpreting environmental data and information for various applications.

Ecotoxicology – HES4803 (HESETX5)

Year module
NQF Level: 8 Credits: 24
Prerequisite:
Co-requisite:

Purpose:
To introduce the field of Ecotoxicology, the effect of pollutants on the ecosystem, routes of uptake, methods of testing for toxicity, factors influencing toxicity and remediation measures. Students will integrate this knowledge to make recommendations on the potential effects of pollutants and on remediation measures.

Ecotoxicology – HES4803 (HESETX5)

Year module
NQF Level: 8 Credits: 24
Prerequisite:
Co-requisite:

Purpose:
To introduce the field of Ecotoxicology, the effect of pollutants on the ecosystem, routes of uptake, methods of testing for toxicity, factors influencing toxicity and remediation measures. Students will integrate this knowledge to make recommendations on the potential effects of pollutants and on remediation measures.

Environmental Remote Sensing and Modelling – HES4806 (HESRSMY)

Year module
NQF Level: 8 Credits: 24
Prerequisite:
Co-requisite:

Purpose:
The student will use remote sensing as a tool to monitor and model terrestrial and aquatic environments, to detect environmental change and to utilise remote sensed images to solve environmental problems.

Conservation Ecology – HES4807 (HESCEC6)

Year module
NQF Level: 8 Credits: 24
Prerequisite:
Co-requisite:

Purpose:
To highlight the importance and value of biodiversity as well as review the basic concepts of ecology. The student will be introduced to the field of macro-ecology and the linkages between ecology and conservation. International treaties and conventions relating to conservation ecology will be discussed together with the threats to species and communities. Conservation principles and strategies, the classification of conservation areas, indicator, rare and endangered species, ecological monitoring, impact assessment and the human dimension of conservation ecology will also be investigated. A number of interesting and informative case studies will be included as part of this module.

Environmental Risk Assessment and Management – HES4808 (HESERA8)

Year module
NQF Level: 8 Credits: 12
Prerequisite:
Co-requisite:

Purpose:
To enable students to identify hazards that may cause harm to humans, plants and animals and to understand and assess their effect on the environment; to evaluate and characterise the risk so that appropriate and strategies can be devised for the effective mitigation and management of environmental risk. The students will be equipped with the tools and techniques used to evaluate environmental risk based upon the principles set out in the international and national regulatory frameworks. Students will be guided through the complete process of planning and implementing an environmental risk assessment and management plan.

Integrated Environmental Management – HES4809 (HESIEM5)

Year module
NQF Level: 8 Credits: 12
Prerequisite:
Co-requisite:

Purpose:
To enable students to understand the objectives of integrated environmental management (IEM), namely, to achieve integrated environmental governance and a holistic and integrative consideration of all the relevant parameters that influence environmental planning. As a result, the basic principles, guidelines, and tools commonly used in IEM will be investigated as well as key international environmental conventions and agreements. Students will gain an understanding of the different African countries implementation of international IEM agreements. Students will also gain practical experience through participation in an environmental management project.
### Impact Mitigation and Management – HES4810 (HESIMMN)

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**Purpose:** To familiarise students with the compilation of Environmental Management Plans (EMP) for new developments, upgrading or expansion of already existing developments or facilities. They will learn to compile Environmental Management Programme Reports (EMPR) for mining activities. Students will also learn how to and in which circumstances to apply mitigation in order to minimise effects on the environment as well as how these mitigation measures will be managed in order to conserve the environment after closure of the development. Students will integrate this knowledge to make recommendations where development takes place in order to rehabilitate the environment after closure and decommissioning. Case studies will be presented to provide the student with practical examples of mitigation measures, rehabilitation, closure and decommissioning.

### Integrated Environmental Management Systems and Auditing – HES4811 (HESIMSU)

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**Purpose:** To enable students to understand 21st century thinking in terms of environmental management systems (EMS), what these are, what led to their development and what ISO 9001, 14001 and 18001 certification means. The students will be guided through the complete process of planning and implementing an ISO 14001 management system, as well as evaluating and improving it by means of reviews, corrective action and continual improvement. The students will also be introduced to the aspect of regulatory compliance auditing.

### Ecological and Social Impact Assessment – HES4812 (HESESAA)

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<td>Prerequisite:</td>
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**Purpose:** To investigate the principles and techniques that are utilised in ecological and social impact assessment at a local scale or regional scale. It presents the student with both the theory as well as the practical application of appropriate ecological and social impact assessment methodologies.

### Research Methodology – HMENV80 (HESRMEC)

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**Purpose:** To undertake the basic steps of the research process with the final outcome being the completion of a research proposal. Qualifying students can select a topic, conduct a literature review and use appropriate basic methodological approaches to research. Students are prepared for further postgraduate study.

### Environmental Research Project – HRENV82

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<td>Prerequisite:</td>
<td>Co-requisites: HMENV80</td>
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**Purpose:** Implement and carry out research activities as contained in their final/approved research proposal of the Research methodology module (HMENV80) under the guidance of the assigned supervisor/mentor. Students are prepared for a research component based in their Honours and Postgraduate Diploma degrees. This is intended to prepare and equip students for careers in academic, and industries. Students will be required to submit a mini-research report on a specific topic. This process will enable learners to understand and acquire basic knowledge and skill of how research is conducted and application of outcomes to real-world problems.

### Research Project – HESRPRX (only for pipe-line and repeater students)

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<td>Prerequisite: HESRMEC</td>
<td>Co-requisites:</td>
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**Purpose:** To guide the students on how to conduct a research project. The students will learn how to identify a real environmental problem, write a research proposal, apply the scientific method to solve the problem and write a report containing all the aspects.

### Financial Accounting

#### Introductory Financial Accounting – FAC1501 (FAC1M1X)

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<td>Prerequisite:</td>
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**Purpose:** To introduce students to the fundamental concepts and principles of accounting; the purpose and use of business documents; the recording of cash and credit transactions; bank reconciliation; inventory; trial balance; final accounts; adjustments and the elementary financial statements of a sole trader.

#### Financial Accounting Principles, Concepts and Procedures – FAC1502 (FAC1M2X)

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<td>Prerequisite:</td>
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**Purpose:** To introduce students to the fundamental concepts and principles of accounting: the collecting and processing of accounting data of an enterprise; the accounting treatment and disclosure of non-current assets and current assets, non-current liabilities and current liabilities, sole enterprises, non-profit organisations and the recording of transactions from incomplete records.

#### Financial Accounting Principles for Law Practitioners – FAC1503 (ALP101G)

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**Purpose:** To introduce students to the fundamental concepts and principles of financial accounting: the collecting and processing of financial accounting data of an entity; the financial accounting treatment and disclosure of non-current assets and current assets, non-current liabilities and current liabilities, specific financial accounting aspects for law practitioners, financial analysis and practice management in a legal practice.

#### Financial Accounting Reporting – FAC1601

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<td>Prerequisite: FAC1502</td>
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**Purpose:** To introduce students to underlying accounting transactions and the accounting treatment and disclosure of partnerships, close corporations, the equity of companies, cash flow statements, branch accounts, the analysis and interpretation of financial statements as well as the time value of money.
### Financial Accounting for Companies – FAC2601 (ACN201Q)

**Semester module**

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**Prerequisite:** FAC1601  
**Co-requisite:**  
**Purpose:** To gain knowledge of and insight into the following subject matter as well as the ability to apply this knowledge when preparing a set of annual financial statements: Companies Act requirements in respect of the preparation of a set of financial statements; the accounting framework; presentation of financial statements; share – and dividend transactions; introduction to financial instruments; property, plant, and equipment; inventories; revenue; finance – and operating leases in the financial statements of lessees; the preparation of a set of financial statements with accompanying notes for a company in accordance with the requirements of the Companies Act and IFRS.

### Selected Accounting Standards and Simple Group Structures – FAC2602 (ACN202R)

**Semester module**

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**Prerequisite:** FAC1601  
**Co-requisite:**  
**Purpose:** To gain knowledge and insight into the following subject matter as well as the ability to apply this knowledge when preparing a set of financial statements and consolidated group statements: Introduction to group financial statements (simple group structures; elimination of intragroup transactions; dividends and preference shareholding) and the statement of cash flows.

### General Financial Reporting – FAC3701 (ACN301T)

**Semester module**

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**Prerequisite:** FAC2601 & FAC2602 & TXA201Q or ACN201Q & ACN202R & TXN203D  
**Co-requisite:**  
**Purpose:** To gain knowledge of and insight into, as well as the ability to apply this knowledge to the preparation of financial statements, for the following subject matter: the accounting framework; the requirements for financial statement presentation taking into account certain items which affect the statement of profit or loss and other comprehensive income and the statement of financial position; the accounting treatment and disclosure of income taxes, including deferred tax; revenue; changes in accounting policies; estimates and errors; events after the reporting period; provisions; contingent liabilities and contingent assets; fair value measurements; and the tax implications of the preceding topics.

### Distinctive Financial Reporting – FAC3702 (ACN302U)

**Semester module**

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**Prerequisite:** FAC2601 & FAC2602 & TXA260 or ACN201Q & ACN202R & TXN203D  
**Co-requisite:**  
**Purpose:** To gain knowledge of and insight into, as well as the ability to apply this knowledge to the preparation of financial statements, for the following subject matter: the presentation, recognition and measurement of financial instruments; the accounting treatment and disclosure of foreign exchange transactions; property, plant and equipment; investment properties; intangible assets; impairment of assets (excluding cash generating units); non-current assets held for sale and discontinuing operations; and the tax implications of the preceding topics.

### Specific Financial Reporting – FAC3703 (ACN303V)

**Semester module**

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**Prerequisite:** FAC2601 & FAC2602 & TXA260 or ACN201Q & ACN202R & TXN203D  
**Co-requisite:**  
**Purpose:** To gain knowledge of and insight into, as well as the ability to apply this knowledge to the preparation of financial statements, for the following subject matter: the accounting treatment and disclosure of leases; earnings per share; borrowing costs; segment reporting; related parties and employee benefits; as well as the tax implications of the preceding topics. It is recommended that a student either register concurrently for the FAC3701 module or have already passed it.

### Group Financial Reporting – FAC3704 (ACN304W)

**Semester module**

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**Prerequisite:** FAC2601 & FAC2602 & TXA260 or ACN201Q & ACN202R & TXN203D  
**Co-requisite:**  
**Purpose:** To gain knowledge of and insight into, as well as the ability to apply this knowledge to the preparation of financial statements, for the following subject matter: the consolidation procedures required for the preparation and presentation of group financial statements namely, business combinations, intragroup transactions, losses of a subsidiary, horizontal groups, vertical groups, complex groups, consolidated cash flow statements, changes in ownership, and the accounting treatment and disclosure of associates, joint ventures and joint operations, including any relevant deferred tax implications. It is recommended that a student either register concurrently for the FAC3701 module or have already passed it.

### Postgraduate Modules

#### Advanced Financial Accounting I – FAC4861 (for Namibia Students)

**Year module**

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<td>24</td>
</tr>
</tbody>
</table>

**Prerequisite:** FAC1601  
**Co-requisite:**  
**Purpose:** To equip students to identify the objectives of financial statements, the specific information needs of equity investors, the general information needs of other users and know and understand and explain the meaning of fair presentation. Explain the need for and the application of a conceptual framework and standards for financial reporting. Select, measure, understand, record and classify accounting data, as well as understand, select and record non-financial information. Define and apply the qualitative characteristics of financial statements and apply them to fair presentation and measurement issues to enhance the decision-usefulness of financial reporting. Explain and apply the underlying assumptions according to which financial statements are prepared.

#### Advanced Financial Accounting II – FAC4862 – (for Namibia students)

**Year module**

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<th>NQF Level</th>
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<tbody>
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<td>24</td>
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</tbody>
</table>

**Prerequisite:** FAC1601  
**Co-requisite:**  
**Purpose:** Explain and apply the underlying principles according to which consolidated financial statements are prepared.

#### Applied Financial Accounting I – FAC4863 (TOE407V) (for Namibia students)

**Year module**

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</table>

**Prerequisite:** FAC1601  
**Co-requisite:**  
**Purpose:** To strengthen and deepen students and aspiring student’s knowledge of International Financial Reporting Standards on an application level, excluding consolidation standards.
**Applied Financial Accounting II – FAC4864 (for Namibia students)**

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**Purpose:** To strengthen and deepen students and aspiring student’s knowledge of International Financial Reporting Standards on an application level, excluding consolidation standards.

**Advanced Corporate Financial Reporting – FAC4865 (CORAC08)**

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<td><strong>Purpose:</strong></td>
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</table>

**Purpose:** To facilitate a research-oriented study on advanced corporate financial reporting that can serve as a basis for knowledge enhancement, the development of critical thought, the identification of possible research topics in this field of study, and to aid in the skillful writing of scientific essays.

**Advanced Financial Accounting I – NFA4861 – (for Namibia students)**

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**Purpose:** The purpose of this module is to equip students to identify the objectives of financial statements, the specific information needs of equity investors, the general information needs of other users and know of, understand and explain the meaning of fair presentation. Explain the need for and the application of a conceptual framework and standards for financial reporting. Select, measure, understand, record and classify accounting data, as well as understand, select and record non-financial information. Define and apply the qualitative characteristics of financial statements and apply them to fair presentation and measurement issues to enhance the decision-usefulness of financial reporting. Explain and apply the underlying assumptions according to which financial statements are prepared.

**Advanced Financial Accounting II – NFA4862 (for Namibia students)**

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**Applied Financial Accounting I – NFA4863 (for Namibia students)**

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**Purpose:** To strengthen and deepen students and aspiring student’s knowledge of International Financial Reporting Standards on an application level, excluding consolidation standards.

**Applied Financial Accounting II – NFA4864 (for Namibia students)**

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**Purpose:** To strengthen and deepen students and aspiring student’s knowledge of International Financial Reporting Standards on an application level, excluding consolidation standards.

**Advanced Financial Accounting I – ZFA4861 (for Zimbabwe students)**

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</table>

**Purpose:** The purpose of this module is to equip students to identify the objectives of financial statements, the specific information needs of equity investors, the general information needs of other users and know of, understand and explain the meaning of fair presentation. Explain the need for and the application of a conceptual framework and standards for financial reporting. Select, measure, understand, record and classify accounting data, as well as understand, select and record non-financial information. Define and apply the qualitative characteristics of financial statements and apply them to fair presentation and measurement issues to enhance the decision-usefulness of financial reporting. Explain and apply the underlying assumptions according to which financial statements are prepared.

**Advanced Financial Accounting II – ZFA4862 (for Zimbabwe students)**

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<tr>
<td><strong>Purpose:</strong></td>
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</table>

**Purpose:** Explain and apply the underlying principles according to which consolidated financial statements are prepared.

**Applied Financial Account I – ZFA4863 (for Zimbabwe students)**

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**Purpose:** To strengthen and deepen students and aspiring student’s knowledge of International Financial Reporting Standards on an application level, excluding consolidation standards.

**Applied Financial Accounting II – ZFA4864 (for Zimbabwe students)**

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<tr>
<td><strong>Purpose:</strong></td>
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**Purpose:** To strengthen and deepen students and aspiring student’s knowledge of International Financial Reporting Standards on an application level, excluding consolidation standards.
### Financial Management

#### Financial Management – FIN2601 (MNF2023)

<table>
<thead>
<tr>
<th>Semester module</th>
<th>NQF Level: 6</th>
<th>Credits: 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>FAC1601, MNB1601 &amp; ECS1601</td>
<td>Co-requisite:</td>
</tr>
<tr>
<td>Purpose: To enable students to gain insight into the task and scope of financial management; financial statements and cash flow; analysis of financial statements; overview of financial planning; time value of money; risk and return; value (shares, debentures and options).</td>
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</tbody>
</table>

#### Personal Financial Management – FIN2602 (MNF3038)

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<thead>
<tr>
<th>Semester module</th>
<th>NQF Level: 6</th>
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<tbody>
<tr>
<td>Pre-requisite:</td>
<td>FIN2601 or MNB2023</td>
<td>Co-requisite:</td>
</tr>
<tr>
<td>Purpose: To enable students to gain insight into personal financial planning; managing personal finances; real estate; transport; personal investments and insurance; tax; retirement; estate planning; evaluation of personal financial performance; business plans.</td>
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</tbody>
</table>

#### Finance for Non-financial Managers – FIN2603

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<tr>
<th>Semester module</th>
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<tbody>
<tr>
<td>Pre-requisite:</td>
<td>FIN2601 or MNB2023</td>
<td>Co-requisite:</td>
</tr>
<tr>
<td>Purpose: To enable non-financial managers/students to gain an insight in the financial objectives of a firm; understand financial statements; analyse financial statements; do financial planning; apply time value of money; manage the working capital of a firm.</td>
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</table>

#### Financial Management – FIN3701 (MNF3015)

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<thead>
<tr>
<th>Semester module</th>
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<th>Credits: 12</th>
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<tbody>
<tr>
<td>Prerequisite:</td>
<td>FIN2601 or MNB2023</td>
<td>Co-requisite:</td>
</tr>
<tr>
<td>Purpose: To enable students to gain insight into investment decisions; financing decisions; optimal capital budget; target capital structure; dividend theory and dividend policy.</td>
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#### Financial Management – FIN3702

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<tr>
<th>Semester module</th>
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<tbody>
<tr>
<td>Prerequisite:</td>
<td>FIN2601 or MNB2023</td>
<td>Co-requisite:</td>
</tr>
<tr>
<td>Purpose: To enable students to manage the working capital of a firm; cash; credit management and accounts receivable; inventory; financing working capital.</td>
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</table>

#### Financial Management III (Module 1) – FMA3M1X (FMA372X)

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<th>Year module</th>
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</thead>
<tbody>
<tr>
<td>Pre-requisite:</td>
<td>FIN2601 or MNB2023</td>
<td>Co-requisite:</td>
</tr>
<tr>
<td>Purpose: This module covers the time value of money; risk and return; capital budgeting techniques; certainty; risk and some refinements; the cost of capital; dividend policy; hybrid and derivative securities.</td>
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</table>

### Postgraduate Modules

#### Financial Management IV – FMA401V

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<tr>
<th>Year module</th>
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</thead>
<tbody>
<tr>
<td>Pre-requisite:</td>
<td>FIN3701</td>
<td>Co-requisite:</td>
</tr>
<tr>
<td>Purpose: Task and terrain of the financial manager; the capital structure of the business; capital budgeting and the time value of money; working capital policy; the budgetary process; financial analysis and planning; inflation and its effect on financial decision making; taxation and its effects on financial decision making; dividend policy; acquisitions, mergers; prediction of business failure and issues and concepts in financial management.</td>
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#### Advanced Financial Management – FIN4801 (FINVRAJ)

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<tr>
<th>Year module</th>
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</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>FIN3701</td>
<td>Co-requisite:</td>
</tr>
<tr>
<td>Purpose: To provide students with an advanced understanding of the financial functions of an enterprise; financial forecasting; risk and return measurements and valuation problems; the forms of capital; cost of capital; financial structures; investment decisions; dividend policies; management of current assets; growth; expansion and reorganisation of an enterprise are covered in detail.</td>
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#### International Financial Management – FIN4802 (IFIMANB)

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<tr>
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<tbody>
<tr>
<td>Pre-requisite:</td>
<td>FIN2601 or MNB2023</td>
<td>Co-requisite:</td>
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<tr>
<td>Purpose: To provide students with an advanced understanding of international financial management, including exchange rate risks and the management thereof. It also addresses short term and long term asset and liability management.</td>
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French

General Information: The module French for Professional Purposes: Introduction (FRC3702) has two internal Options. Option A covers Advanced Business French while Option B explores Hotel and Tourism Industry. Students must choose ONE Option. Be aware that you cannot register this module twice even though it has two Options i.e. if you choose Option A and pass it you will not be allowed to do Option B later.

Major combinations:
NQF Level: 5: FRC1501, FRC1502
NQF Level: 6: FRC2601, FRC2602, FRC2603
NQF Level: 7: FRC3701, FRC3702, FRC3703, FRC3704, FRC3705

French Language and Culture: Beginners – FRC1501

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<th>Semester module</th>
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French Language and Culture: Lower Intermediate – FRC1502

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<td>Pre-requisite: FRC1501 or FRC102R</td>
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French Language and Culture: Intermediate – FRC2601

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<td>Pre-requisite: FRC1502 or FRC102R</td>
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French for Professional Purposes: Introduction – FRC2602 (FRC202U)

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<td>Prerequisite: FRC1502 or FRC102R</td>
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French Literature: Introduction – FRC2603

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French Language and Culture: Advanced Oral – FRC3701

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French for Professional Purposes: Hotel and Tourism – FRC3702

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French Literature: France (Advanced) – FRC3703

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French Literature: Francophone Countries (Advanced) – FRC3704

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### Practical Translation From and Into French – FRC3705 (FRC3065)

**Semester 1 only**  
Level: NQF 7  
Credits: 12

**Prerequisite:** FRC2601 or FRC201T  
**Co-requisite:**  
**Purpose:** To train you in the techniques and practice of translation from and into French/English. For Honours (NQF level 8) modules, see Modern European Languages and Literature.

### General Nursing

**Applied Social Sciences – GEN201C**

**Year module**  
Level: NQF 6  
Credits: 24

**Prerequisite:** GEN1019  
**Co-requisite:**  
**Purpose:** To equip learners with skills to function within a multicultural society as relevant to patients in a general hospital.

**Basic General Nursing Science II(A) – GEN202D**

**Year module**  
Level: NQF 6  
Credits: 24

**Prerequisite:** GEN102A, GEN103B  
**Co-requisite:**  
**Purpose:** To equip learners with the scientific nursing process in the clinical care of patients with conditions of the nervous system, the endocrine system, the immune system and the musculo-skeletal system in a general hospital.

**Basic General Nursing Science II(B) – GEN203E**

**Year module**  
Level: NQF 6  
Credits: 24

**Prerequisite:** GEN102A, GEN103B  
**Co-requisite:**  
**Purpose:** To equip learners with the scientific nursing process in the clinical care of patients with conditions of the integumentary system, oncology and microbiology of communicable diseases in a general hospital.

**General Nursing Science Practical II(A) – GEN204F**

**Year module**  
Level: NQF 6  
Credits: 24

**Prerequisite:** GEN104C, GEN105D  
**Co-requisite:**  
**Purpose:** To equip learners with the scientific nursing skills in the clinical care of patients with conditions of the nervous system, the endocrine system, the immune system and the musculo-skeletal system in a general hospital.

**General Nursing Science Practical II(B) – GEN205G**

**Year module**  
Level: NQF 6  
Credits: 24

**Prerequisite:** GEN104C, GEN105D  
**Co-requisite:**  
**Purpose:** To equip learners with the scientific nursing skills in the clinical care of patients with conditions of the integumentary system and cancer.

### Genetics

**General Genetics A – GNE2601**

**Semester module**  
Level: NQF 6  
Credits: 12

**Prerequisite:**  
**Co-requisite:** CHE1501 and CHE1502  
**Purpose:** To enable students to gain insight into the principles and major concepts of genetics with an emphasis on Mendelian genetics, nucleic acid structure and properties, gene recombination and chromosome mapping.

**General Genetics B – GNE2602**

**Semester module**  
Level: NQF 6  
Credits: 12

**Prerequisite:**  
**Co-requisite:** GNE2601  
**Purpose:** This module will provide participants with further knowledge in genetics. Students participating in this module will be able to demonstrate understanding of how changes in DNA can affect cellular functions and outline the principles of quantitative, population and evolutionary genetics. They will also be able to explain how genetics practices are useful in diagnosing disease and abnormalities.

**Cyto Genetics – GNE2603**

**Semester module**  
Level: NQF 6  
Credits: 12

**Prerequisite:**  
**Co-requisite:** GNE2601 and GNE2602  
**Purpose:** This module will provide students with information on the study of chromosomes and their role in the genetic continuity of life.

**Genetics (Practical) II – GNE2604**

**Semester module**  
Level: NQF 6  
Credits: 12

**Prerequisite:**  
**Co-requisite:**  
**Purpose:** This module will provide students with information on genetic research techniques.
Advanced Molecular Genetics – GNE3701

Semester module  
NQF Level: 7  
Credits: 12  
Prerequisite: Co-requisite: GNE2601 and GNE2602  
Purpose: This module will provide students with the information on genetic factors that contribute to complex genetic diseases in humans.

Advanced Genetics – GNE3702

Semester module  
NQF Level: 7  
Credits: 12  
Prerequisite: Co-requisite: GNE2601 and GNE2602  
Purpose: This module will provide students with information on advanced aspects of gene expression and regulation.

Population Genetics – GNE3703

Semester module  
NQF Level: 7  
Credits: 12  
Prerequisite: Co-requisite: GNE2601 and GNE2602  
Purpose: This module will provide students with information on genetic variation within organisms and populations.

Genetics (Practical) – GNE3704

Semester module  
NQF Level: 7  
Credits: 12  
Prerequisite: Co-requisite:  
Purpose: This module will provide students with information on more advanced genetic research techniques.

Geography

General Information: Students are advised to enroll for module GGH2603, either simultaneously or prior to registration for GGH3603. Contact the Department of Geography for details of this requirement. Students in Geography must have regular access to myUnisa. GGH3708 will be presented online, and no study material will be posted for this module.

Major combinations:

NQF Level: 5: GGH1501, GGH1502, GGH1503 (BSc major students must complete all three modules, while BA major students only need to complete GGH1501 and GGH1502).
NQF Level: 6: Select any FOUR of GGH2601, GGH2602, GGH2603, GGH2604, GGH2605 and GGH2606.
NQF Level: 7: Select any FIVE of GGH3701, GGH3702, GGH3703, GGH3704, GGH3705, GGH3707 and GGH3708.
NQF Level: 8: HPGGH80, HRGGH81, GG4802, GG4804, and GG4805. Students who register prior to 2013, may register for GGH4801 and GGH4803.

Know Your World: Introduction to Geography – GGH1501 (GGH101Q)

Semester module  
NQF Level: 5  
Credits: 12  
Prerequisite: Co-requisite:  
Purpose: The nature and scope of geography as a science; representation of the earth on maps and map use; sustainable development as a geographical concept; a selection of world spatial patterns and processes from the following themes: climate, ecosystems and biomes, landforms, minerals and soils, energy and water resources, population, HIV-Aids, development and wealth, culture, and globalisation. Students registering for this module are required to have regular access to a computer and the Internet in order to install software and download or read essential study material from the myUnisa module site and the World Wide Web.

World Issues: A Geographical Perspective – GGH1502 (GGH102R)

Semester module  
NQF Level: 5  
Credits: 12  
Prerequisite: Co-requisite:  
Purpose: Global change and global problems, resource use and exploitation in both the physical and human resource systems; the conservation and sustainable development of the human resource base; techniques used for environmental monitoring. A selection of issues from the following: population problems, poverty, quality of life, urban problems, food, conflict and war, the energy crisis, air pollution, water pollution, land degradation, biodiversity, and the problem of waste. Students registering for this module are required to have regular access to a computer to download or read essential study material from the myUnisa module site.

Our Living Earth – GGH1503 (GGH103S)

Semester module  
NQF Level: 5  
Credits: 12  
Prerequisite: Co-requisite:  
Purpose: To gain insight into some of the underlying scientific principles of the world we live in, and its sustainability. Students registering for this module are required to have regular access to a computer and the Internet in order to download or read essential study material from the myUnisa module site.

The African Challenge: People and Environment – GGH2601 (GGH201T)

Semester module  
NQF Level: 6  
Credits: 12  
Prerequisite: Co-requisite:  
Purpose: The challenge for development against the background of the natural and human environment in Africa. Distribution, growth and diversity of the populations; impacts of HIV/AIDS, geopolitical evolution, economic development, urbanisation, food production and agriculture, the use and exploitation of land and natural vegetation, climate and drought, desertification. Students registering for this module are required to have regular access to a computer to download or read essential study material from the myUnisa module site.

The Geography of Services Provision – GGH2602 (GGH202U)

Semester module  
NQF Level: 6  
Credits: 12  
Prerequisite: Co-requisite:  
Purpose: Spatial dimensions of basic services provision; sustainable development; needs assessment; provision and accountability; public participation and conflict management; accessibility aspects of locational analysis; optimal location of services; South African case studies. Students registering for this module are required to have regular access to a computer to download or read essential study material from the myUnisa module site.
The Interpretation of Maps, Aerial Photographs and Satellite Images – GGH2603 (GGH203V)

Semester module

Prerequisite: 

Purpose: The measurement of geographical data: map types; map elements; fundamentals of the use of aerial photographs and satellite images; measurements on maps and aerial photographs; the analysis of point, line and area patterns; the identification and interpretation of topographical features, landscapes and cultural phenomena; thematic mapping; the basics of Geographical Information Systems (GIS). Students registering for this module are required to have regular access to a computer to download or read essential study material from the my.Unisa module site.

People and the Natural Environment: Use and Impact (Geography) – GGH2604 (GGH204W)

Semester module

Prerequisite: 

Purpose: The current environmental dilemma and reasons for it: the development of environmental awareness; use and exploitation of the natural environment by people with reference to the three spheres: biosphere, atmosphere, pedosphere, hydrosphere and lithosphere; transformation towards sustainability. Students registering for this module are required to have regular access to a computer to download or read essential study material from the my.Unisa module site.

Environmental Politics (Geography) – GGH2605 (GGH205X)

Semester module

Prerequisite: 

Purpose: The political perspective on the environment, including the following topics and phenomena: appropriate concepts and definitions; political theories and environmental conflict; the role of environmental social movements; nongovernmental organisations, political parties, and the business sector; institutional politics, policy and green administration; environmental politics on the global scale. Students registering for this module are required to have regular access to a computer to download or read essential study material from the my.Unisa module site.

Geography Of Tourism (Geography) – GGH2606 (GGH206Y)

Semester module

Prerequisite: 

Purpose: Ecotourism in terms of the following concepts: sustainable (responsible) tourism; specialist travel markets; resources (also in South Africa); environmental impacts; policy and regulation; planning, development and management of ecotourism destinations; the ecotourism business; communities and ecotourism destinations; ecotourism projects in South Africa. Students registering for this module are required to have regular access to a computer to download or read essential study material from the my.Unisa module site.

State of the Environment in Southern Africa – GGH3701 (GGH301W)

Semester module

Prerequisite: 

Purpose: Sustainable development in Southern Africa. Geographical phenomena underlying this challenge are climate, vegetation, soil and water resources, people, and the evolution of the polycospatial, social and economic landscapes. Issues which are addressed are: the constraints, problems and management of the natural and human environments, the conservation of Southern Africa’s ecological and cultural heritage linked to sustainability and tourism; and problems relating to polycospatial accommodation, regionalisation and local government in South Africa. Students registering for this module are required to have regular access to a computer to download or read essential study material from the my.Unisa module site.

Spatial Economic Development – GGH3702 (GGH302X)

Semester module

Prerequisite: 

Purpose: Spatial economic development in South Africa in terms of the following: primary, secondary, tertiary and quaternary activities; uneven spatial development; the infrastructure of transportation and communication; spatiotemporal evolution of the economy; spatial development planning. Students registering for this module are required to have regular access to a computer to download or read essential study material from the my.Unisa module site.

Introduction to Geographical Information Systems – GGH3703 (GGH303Y)

Semester module

Prerequisite: 

Purpose: Origin, nature and theoretical foundations of GIS; generic GIS applications; collection, input, storage, retrieval and management of spatial data; data analysis and modeling; output, display and communication of geo-referenced data; spatial decision support systems; applying basic GIS functionalities. Students registering for this module are required to have regular access to a computer to download or read essential study material from the my.Unisa module site.

Development of Urban Space (Geography) – GGH3704 (GGH3043)

Semester module

Prerequisite: 

Purpose: Urban spatial patterns, socio-economic structure of the city; the urban environment; movement in urban space; urban planning and management; local economic development planning; spatial data management for urban development; the marketing of urban areas; current issues in urban areas. Students registering for this module are required to have regular access to a computer to download or read essential study material from the my.Unisa module site.

Environmental Evaluation and Impact Assessment – GGH3705 (GGH3054)

Semester module

Prerequisite: 

Purpose: Overview of environmental assessment; South African case studies; approaches to and a framework for environmental evaluation and impact assessment in transitional and developing countries; the role of legislation, politics, stakeholders and interest groups; procedures and techniques for impact assessment; application in terms of practical examples; future perspectives. Students registering for this module are required to have regular access to a computer to download or read essential study material from the my.Unisa module site.

Ecotourism – GGH3707 (GGH3076)

Semester module

Prerequisite: TRT101X (Prerequisite applies to BCom Tourism Management students only)

Purpose: Ecotourism in terms of the following concepts: sustainable (responsible) tourism; specialist travel markets; resources (also in South Africa); environmental impacts; policy and regulation; planning, development and management of ecotourism destinations; the ecotourism business; communities and ecotourism destinations; ecotourism projects in South Africa. Students registering for this module are required to have regular access to a computer to download or read essential study material from the my.Unisa module site.
Environmental Awareness and Responsibility – GGH3708

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<th>Semester module</th>
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<tr>
<td>The research experience has contributed to their own sense of citizenship and employability. Students registering for this module are required to have regular access to a computer and the Internet in order to download or read essential study material from the myUnisa module site and the World Wide Web. This module will be presented online, and no study material will be posted for this module. Formative assessment must be completed online and summative assessment for this module comprises a non venue based e-port folio.</td>
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Postgraduate Modules

Geographical Information Systems – GGH4801 (HGEINL5)

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<td>Prerequisite:</td>
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<tr>
<td>The purpose of this module is to guide students to explore various factors that impact life in human settlements to enable them to make informed contributions related to everyday living in human settlements. The module forms part of an honors programme that provides learning experiences and opportunities to develop capacity to investigate various geographical problems related to how resource use and environmental change could impact on quality of life in various contexts. Students registering for this module are required to have regular access to a computer and the Internet in order to download or read essential study material from the myUnisa module site and the World Wide Web. This module will be presented online, and no study material will be posted for this module. Formative assessment must be completed online and summative assessment for this module comprises a non venue based e-port folio.</td>
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The Geography Of Everyday Living In Human Settlements – GGH4802 (HGEURARA)

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<td>Purpose:</td>
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<td>Prerequisite:</td>
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<tr>
<td>This module guides students in developing their own voice on issues related to the interaction between people and resource use in different regions of the Global South. They should develop the capacity to make informed contributions to future resource use in a variety of local contexts. The Honours in Geography is supported by this module with its unique regional perspective on resource use and the implications thereof, with a strong focus on people and their roles in different spatiotemporal contexts. Students registering for this module are required to have regular access to a computer and the Internet in order to download or read essential study material from the myUnisa module site and the World Wide Web. This module will be presented online, and no study material will be posted for this module. Formative assessment must be completed online and summative assessment for this module comprises a non venue based e-port folio.</td>
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The Geography for Tourism – GGH4803 (HGETOR)

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<td>Purpose:</td>
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<td>Co-requisite:</td>
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<tr>
<td>Purpose: The purpose of this module is to guide students to explore various factors that impact life in human settlements to enable them to make informed contributions related to everyday living in human settlements. The module forms part of an honors programme that provides learning experiences and opportunities to develop capacity to investigate various geographical problems related to how resource use and environmental change could impact on quality of life in various contexts. Students registering for this module are required to have regular access to a computer and the Internet in order to download or read essential study material from the myUnisa module site and the World Wide Web. This module will be presented online, and no study material will be posted for this module. Formative assessment must be completed online and summative assessment for this module comprises a non venue based e-port folio.</td>
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Geographic Perspectives Of Environmental Change – GGH4804 (HGECEW)

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<tr>
<td>Purpose: The purpose of this module is to guide students to explore various factors that impact life in human settlements to enable them to make informed contributions related to everyday living in human settlements. The module forms part of an honors programme that provides learning experiences and opportunities to develop capacity to investigate various geographical problems related to how resource use and environmental change could impact on quality of life in various contexts. Students registering for this module are required to have regular access to a computer and the Internet in order to download or read essential study material from the myUnisa module site and the World Wide Web. This module will be presented online, and no study material will be posted for this module. Formative assessment must be completed online and summative assessment for this module comprises a non venue based e-port folio.</td>
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The Geography Of People-Resource Interactions In The Global South – GGH4805 (HGEAMN)

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<td>Purpose:</td>
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<td>Prerequisite:</td>
<td>Co-requisite:</td>
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<tr>
<td>Purpose: This module guides students in developing their own voice on issues related to the interaction between people and resource use in different regions of the Global South. They should develop the capacity to make informed contributions to future resource use in a variety of local contexts. The Honours in Geography is supported by this module with its unique regional perspective on resource use and the implications thereof, with a strong focus on people and their roles in different spatiotemporal contexts. Students registering for this module are required to have regular access to a computer and the Internet in order to download or read essential study material from the myUnisa module site and the World Wide Web. This module will be presented online, and no study material will be posted for this module. Formative assessment must be completed online and summative assessment for this module comprises a non venue based e-port folio.</td>
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Geography In Action: From Problem Identification To Methodology – HPGGH80 (HGERESN)

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<td>Prerequisite:</td>
<td>Co-requisite:</td>
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<tr>
<td>Purpose: To develop a student's ability to identify a real life geographical scenario that justifies research and to present an acceptable research proposal on the identified scenario. Students registering for this module are required to have regular access to a computer and the Internet in order to download or read essential study material from the myUnisa module site and the World Wide Web. This module will be presented online, and no study material will be posted for this module. Formative assessment must be completed online and summative assessment for this module comprises a non venue based e-port folio.</td>
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The Geographer as a Researcher – HRGGH81

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<td>Purpose:</td>
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<tr>
<td>Prerequisite:</td>
<td>Co-requisite:</td>
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<tr>
<td>Purpose: To guide students to undertake the research on their chosen geographical scenario, and to report on their research findings. Learners can provide personal reflections on how the research experience has contributed to their own sense of citizenship and employability. Students registering for this module are required to have regular access to a computer and the Internet in order to download or read essential study material from the myUnisa module site and the World Wide Web. This module will be presented online, and no study material will be posted for this module. Formative assessment must be completed online and summative assessment for this module comprises a non venue based e-port folio.</td>
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## Geology

### Crystallography and Mineralogy – GEL1501 (GEL1123)

- **Semester module**
- **NQF Level:** 5
- **Credits:** 12
- **Prerequisite:**
- **Co-requisite:** GEL1502 or GEL1145
- **Purpose:** To gain a basic understanding of the physical and chemical properties of minerals, the general use of minerals, and the application of their properties in industry.

### Crystallography and Mineralogy Practical – GEL1502 (GEL1145)

- **Semester module**
- **NQF Level:** 5
- **Credits:** 12
- **Prerequisite:**
- **Co-requisite:** GEL1501 or GEL1123
- **Purpose:** To enable students to apply the theoretical knowledge they gained in GEL1501, GEL1503 (or GEL111), GEL1504 or GEL113 in practical experience with the identifying of common crystals, common rock-forming minerals, common igneous, sedimentary and metamorphic rock, and the interpretation of simple geological maps.

### Environmental Geology – GEL1503 (GEL1156)

- **Semester module**
- **NQF Level:** 5
- **Credits:** 12
- **Prerequisite:**
- **Co-requisite:**
- **Purpose:** To enable the individual learner to gain knowledge and competencies concerning the Earth as a system of interrelating subsystems such as climate, lithosphere and plate tectonic subsystems being of utmost importance for the biosphere. Qualified learners will gain understanding of the surface processes taking place on, and in the Earth’s crust and its relation to human activity and impact of these activities on nature.

### Introduction to Petrology and South African Stratigraphy – GEL1504 (GEL1168)

- **Semester module**
- **NQF Level:** 5
- **Credits:** 12
- **Prerequisite:**
- **Co-requisite:**
- **Purpose:** To enable the individual learner to gain knowledge and competencies concerning the origin of the three major rock types, rock-forming minerals, and the characteristic textures and structures of these rock types. The qualified learner will be able to comprehend the distribution of the different rock types and their chronological order in South Africa.

## German

### German Language and Culture for Beginners I – GEM1501

- **Semester module**
- **NQF Level:** 5
- **Credits:** 12
- **Prerequisite:**
- **Co-requisite:**
- **Purpose:** To enable students with no previous (or minimal) knowledge of German to comprehend basic written and oral German and to introduce them to basic aspects of German life and culture.

### German Language and Culture: Intermediate II – GEM1502

- **Semester module**
- **NQF Level:** 5
- **Credits:** 12
- **Prerequisite:** GEM1501 or GEM1014
- **Co-requisite:**
- **Purpose:** To enable students with some knowledge of German to consolidate and develop their language skills and their knowledge of German life and culture.

## Greek (Ancient)

### Greek Grammar – GRE1501

- **Semester module**
- **NQF Level:** 5
- **Credits:** 12
- **Prerequisite:**
- **Co-requisite:**
- **Purpose:** To analyse and read ancient Greek sentences and simple texts, and to introduce students to Greek culture of Classical and Hellenistic times.

### Greek Grammar and Reading – GRE1502

- **Semester module**
- **NQF Level:** 5
- **Credits:** 12
- **Prerequisite:** (GRE1501 or GRE1019) and (GRE1502 or GRE102A)
- **Co-requisite:**
- **Purpose:** To give students sufficient command of the basic elements of ancient Greek grammar to be able to read, analyse and interpret selected texts from both Classical and Hellenistic/New Testament Greek authors.

## Hebrew (Classical)

### Galeh Ivrit Tanakhit – CLH1501 (CLH103T)

- **Semester module**
- **NQF Level:** 5
- **Credits:** 12
- **Prerequisite:**
- **Co-requisite:**
- **Purpose:** To enable students to read an adjusted Old Testament text; answer questions in English concerning linguistic and literary issues and answer questions in written and spoken Hebrew concerning the context of the Biblical text.
## Hamshekh Belvrit Tanakhit – CLH1502 (CLH1502)

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<tr>
<td>Prerequisite:</td>
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<td>Co-requisite:</td>
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<tr>
<td>Purpose:</td>
<td>To enable students to read an adjusted Old Testament text and to answer questions in English and Hebrew (written and spoken) concerning linguistic and literary issues pertaining to the Biblical text.</td>
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## Hinneh Hatanakh – CLH2601 (CLH2063)

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<th>Semester module</th>
<th>NQF Level: 6</th>
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<tr>
<td>Prerequisite:</td>
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<td>Co-requisite:</td>
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<tr>
<td>Purpose:</td>
<td>To enable students to read an adjusted Old Testament text and to answer questions in English and Hebrew (written and spoken) concerning linguistic and literary issues pertaining to the Biblical text.</td>
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## Hinneh Ha’Arets – CLH2602 (CLH2074)

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<th>Semester module</th>
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<tr>
<td>Prerequisite:</td>
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<td>Co-requisite:</td>
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<tr>
<td>Purpose:</td>
<td>To enable students to read directly from the Masoretic text and to evaluate linguistic and literary issues in existing translations of Hebrew narratives and poetry.</td>
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## Postgraduate Modules

### Research Proposal in Semitic Languages-HPSEM81

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<tr>
<th>Year module</th>
<th>NQF level: 8</th>
<th>Credits: 12</th>
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<tbody>
<tr>
<td>Prerequisite:</td>
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<td>Co-requisite:</td>
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<tr>
<td>Purpose:</td>
<td>to study all the major components of research such as hypotheses, methodologies, approaches, sources, syntheses in the specialized field of Semitic languages</td>
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### Research report applied to Semitic languages-HRSEM85

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<tr>
<th>Year module</th>
<th>NQF Level: 8</th>
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<tbody>
<tr>
<td>Prerequisite:</td>
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<td>Co-requisite:</td>
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<tr>
<td>Purpose:</td>
<td>Firstly to assist and guide students in formulating a viable research proposal for a small research project related to one of the three honours modules which they have completed; secondly, to design a structure for research essay or report and thirdly, to document, under guidance of a supervisor, the outcomes of the research using standard practices in the field of Ancient Near Eastern Studies research.</td>
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### Research Report in the Field of Work and Social Identity – HRSOC81

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<tr>
<th>Year module</th>
<th>NQF Level: 8</th>
<th>Credits: 36</th>
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<tbody>
<tr>
<td>Prerequisite:</td>
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<td>Co-requisite:</td>
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<tr>
<td>Purpose:</td>
<td>to produce a portfolio of evidence containing the results of a guided research process in the fields of work and social identity. This research deals with theories, fundamental issues in the field and an empirical application.</td>
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### The World of the Jewish People – JEW4802 (JEWHISG)

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<th>Year module</th>
<th>NQF Level: 8</th>
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<tr>
<td>Prerequisite:</td>
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<td>Co-requisite:</td>
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<tr>
<td>Purpose:</td>
<td>To study the shifting centres of Jewish life from Babylonia, Spain, Western Europe, Eastern Europe and Africa.</td>
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### Ancient Israel and Jewish Communities – JEW4803 (JEWPE0B)

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<th>Year module</th>
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<tr>
<td>Prerequisite:</td>
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<td>Co-requisite:</td>
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<tr>
<td>Purpose:</td>
<td>To study the formative stages of Jewish communities in the context of the Biblical and the Graeco-Roman empires and later movements.</td>
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### Cultural Background of the Jewish Communities – JEW4804 (JEWLITV)

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<tr>
<td>Purpose:</td>
<td>To study selected literature from the ancient and modern archives and libraries such as the Cairo Geniza, Elephantine papyri, the Dead Sea scrolls as well as the Mishnah, Talmud and Midrash.</td>
<td></td>
</tr>
</tbody>
</table>

### The World of Ancient Languages – SEM4802 (HARAM0H)

<table>
<thead>
<tr>
<th>Year module</th>
<th>NQF Level: 8</th>
<th>Credits: 24</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td></td>
<td>Co-requisite:</td>
</tr>
<tr>
<td>Purpose:</td>
<td>To study a selection of ancient Canaanite texts and inscriptions (Hebrew, Phoenician, Ammonite, Ugaritic and Moabite) which shed light on the Hebrew and Canaanite cultures in the time of Ancient Israel.</td>
<td></td>
</tr>
</tbody>
</table>

### Ancient Israelite and Semitic Societies – SEM4803 (CHORALN)

<table>
<thead>
<tr>
<th>Year module</th>
<th>NQF Level: 8</th>
<th>Credits: 24</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td></td>
<td>Co-requisite:</td>
</tr>
<tr>
<td>Purpose:</td>
<td>To study another Semitic language like Aramaic, Ugaritic, Sumerian, Akkadian or Egyptian.</td>
<td></td>
</tr>
</tbody>
</table>
**Cultural Background of Canaanite Languages – SEM4804 (ANIS00U)**

**Year module**

**Prerequisite:** Co-requisite:

**Purpose:** To study the art, archaeology, trade, economics, religion and politics of one of the ancient Canaanite peoples.

---

**Health Sciences Education**

**Contextualisation of Health Sciences Education – HSE1501**

**Semester module**

**Prerequisite:** Co-requisite:

**Purpose:** To develop knowledge and skills that would be a basis for their health sciences education career.

---

**Principles of Health Sciences Education – HSE1502**

**Semester module**

**Prerequisite:** Co-requisite:

**Purpose:** To develop knowledge and skills that would be a basis for their health sciences education career.

---

**Education Management in Health Sciences – HSE2601**

**Semester module**

**Prerequisite:** HSE1501 or HSE101L or HSE103N, HSE1502 or HSE102M or HSE103N

**Co-requisite:**

**Purpose:** To equip the student to manage health sciences education in the clinical disciplines within the context of outcomes-based education.

---

**Teaching and Assessment in Health Sciences – HSE2602**

**Semester module**

**Prerequisite:** HSE1501, HSE1502 or HSE101L or HSE103N, HSE1502 or HSE102M or HSE103N

**Purpose:** To equip the student to implement the health sciences education in the clinical nursing disciplines within the context of outcomes-based education.

---

**Health Sciences Education: Practical – HSE2603**

**Year module**

**Prerequisite:** HSE1501 or HSE101L or HSE103N, HSE1502 or HSE102M or HSE103N

**Co-requisite:** HSE2601, HSE2602

**Purpose:** To enable students to practise the didactical skills of health sciences education in a simulated teaching environment.

---

**Cultural Diverse Education in Health Sciences – HSE3701**

**Semester module**

**Prerequisite:** HSE1501 or HSE101L or HSE103N, HSE1502 or HSE102M or HSE103N and HSE2601 or HSE204S or HSE201P and, HSE2602 or HSE204S or HSE202Q & HSE2603 or HSE213T

**Purpose:** To provide effective cultural diverse education in health sciences.

---

**Contemporary Trends in Health Sciences Education – HSE3702**

**Semester module**

**Prerequisite:** HSE1501 or HSE101L or HSE103N, HSE1502 or HSE102M or HSE103N and HSE2601 or HSE204S or HSE201P and, HSE2602 or HSE204S or HSE202Q & HSE2603 or HSE213T

**Purpose:** To manage and apply contemporary trends in health sciences education.

---

**Developing Health Science Curricula: Foundations – HSE3703**

**Semester module**

**Prerequisite:** HSE1501 or HSE101L or HSE103N, HSE1502 or HSE102M or HSE103N and HSE2601 or HSE204S or HSE201P and, HSE2602 or HSE204S or HSE202Q & HSE2603 or HSE213T

**Purpose:** To equip students with higher cognitive skills of analysis, synthesis, and evaluation, guided by the parameters set by selected philosophies and learning theories towards grounding health curricula on a firm philosophical and theoretical base that meets the expectations of the community and legislative bodies.

---

**Developing Health Science Curricula: Principles and Process – HSE3704**

**Semester module**

**Prerequisite:** HSE1501 or HSE101L or HSE103N, HSE1502 or HSE102M or HSE103N and HSE2601 or HSE204S or HSE201P and, HSE2602 or HSE204S or HSE202Q & HSE2603 or HSE213T

**Purpose:** To equip students with higher cognitive skills of analysis, synthesis, and evaluation as well as professional identity and integrity and mindful practice as culminated in critical thinking and attitudinal change in the application of the theory of curriculum development in health sciences education.
### The Caring Ethic in Health Sciences – HSE3705

<table>
<thead>
<tr>
<th>Semester module</th>
<th>NQF Level</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Prerequisite: HSE1501 or HSE101L or HSE103N, HSE1502 or HSE102M or HSE103N</td>
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</tr>
<tr>
<td>Co-requisite: and HSE2601 or HSE2045 or HSE201P and, HSE2602 or HSE2045 or HSE202Q &amp; HSE2603 or HSE211T</td>
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</table>

**Purpose:** To gain insight into the variables that apply to ethical decision making from the point of view of the caring ethic, and to become involved in ethical decision making to solve ethical dilemmas identified in the clinical field.

### Health Services Management

### Planning and Organising in Health Services Management – HMA1501

<table>
<thead>
<tr>
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<tr>
<td>Prerequisite:</td>
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**Purpose:** To equip students with higher cognitive skills of planning and organising (as part of the management process), to develop health care practitioners who are able to strategically plan for health services and organise the available health care resources, in different health service settings.

### Leading and Control in Health Services Management – HMA1502

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<tr>
<th>Semester module</th>
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<tr>
<td>Prerequisite:</td>
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</table>

**Purpose:** To equip students with higher cognitive skills of analysis, synthesis and evaluation in directing, leading and control (as part of the management process), to develop health care practitioners who are able to direct, lead and control health services, as well as the available health care resources, in different health service settings.

### Human Resource Management in Health Services – HMA2601

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<tr>
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</thead>
<tbody>
<tr>
<td>Prerequisite: HMA1501 or HMA101Y or HMA1034, HMA1502 or HMA1023 or HMA1034</td>
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</table>

**Purpose:** To enable students to demonstrate and apply their understanding of planning for, and management of human resources, considerations in determining staffing, recruiting, selecting and assigning health care staff, ensuring health and safety and the motivation of staff.

### Labour Relations in Health Services – HMA2602

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</table>

**Purpose:** To enable students to gain insight into the nature of labour relations in health services, the implications of professionalism and ethics in labour relations, the manager’s role in collective bargaining, discipline and handling of grievances, the role of statutory bodies, and applying this understanding in practical health services situations.

### Health Services Management Practical – HMA2603

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<td>Prerequisite: HMA1501 or HMA101Y or HMA1034, HMA1502 or HMA1023 or HMA1034</td>
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**Purpose:** To enable students to gain practical experience in management related procedures and issues by providing exercises, group work and role play in topics such as developing job descriptions, staff requirements, assertiveness, team building, setting standards and criteria, auditing, incident reporting, budgeting and meeting procedures, conflict management, evaluation and development.

### Financial Management in Health Services – HMA3701

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<tbody>
<tr>
<td>Prerequisite: HMA2601 or HMA2038 or HMA2015, HMA2602 or HMA2038 or HMA302A, HMA2603 or HMA2129</td>
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**Purpose:** To prepare students with knowledge and skills to manage financial resources in health care services by focusing on budgets and the budget process, cost containment, cost implications and managed care.

### Quality in Health Services Management – HMA3702

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**Purpose:** To prepare students with knowledge and skills to strive for excellence in their health care services by focusing on standards and criteria, accreditation, infection control, risk management and quality evaluation tools.

### Leadership in Health Services Management – HMA3703

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</table>

**Purpose:** To assist students to gain insight, knowledge, attitude and skills in leadership and related issues: in order to effectively lead in fast changing multicultural diverse health environments.
### Contemporary Issues in Health Services Management – HMA3704

- **Semester module**
- **NQF Level:** 7
- **Credits:** 12
- **Prerequisite:** HMA2601 or HMA2038 or HMA2015, HMA2602 or HMA2038 or HMA302A, HMA2603 or HMA2129
- **Co-requisite:**
- **Purpose:** To develop health practitioners who are able to learn from the history of health services management, to deal with contemporary legal and ethical management issues, create culture sensitive work environments, deal with the shortage of health professionals and develop the ability to identify and interpret issues in shaping the future of health care services.

### Health Studies

#### Nursing Dynamics – NUD2601

- **Semester module**
- **NQF Level:** 6
- **Credits:** 12
- **Prerequisite:** CMH1501 or (CMH101W or CMH2035), CMH1502 or CMH101W or CMH2035, HSE1501 or (HSE103N or HSE101L), HSE1502 or (HSE103N or HSE102M), HMA 1501 or (HMA1034 or HMA1023), HMA1502 or (HMA1034 or HMA1023)
- **Co-requisite:**
- **Purpose:** To enable students to conceptualise/gain insight into the professional, legal and ethical framework within which to practice, to function in a multidisciplinary health team, demonstrating general management and communication skills.

### Postgraduate Modules

#### Concepts and Application of Health Services Management – MNUB2AH

- **Year module**
- **NQF Level:** 8
- **Credits:** 24
- **Prerequisite:**
- **Co-requisite:**
- **Purpose:** To enable students at all levels of health services to design, implement and evaluate strategic plans. The qualifying students will be able to utilise the acquired knowledge, skills and values to manage human and material resources in health services.

#### Advanced Aspects of Health Sciences Education – MNUB2BJ

- **Year module**
- **NQF Level:** 8
- **Credits:** 24
- **Prerequisite:**
- **Co-requisite:**
- **Purpose:** To equip the student to understand the evolution of health sciences education patterns and the influence of a variety of factors on contemporary health sciences education. Awareness of historical, social and economic trends allows the student to anticipate and adapt to, changes that will affect professional and educational trends.

#### Leadership Development in Health Care – MNURB3B

- **Year module**
- **NQF Level:** 8
- **Credits:** 24
- **Prerequisite:**
- **Co-requisite:**
- **Purpose:** To equip the knowledgeable student to understand the fundamentals of leadership, as well as the different theoretical approaches and leadership styles that guide leadership behaviour. Qualifying students will have a sound knowledge of the effect of factors such as power and influence, group leadership, transcultural variables, empowerment and decision-making, which are fundamental to the development of health care leaders.

#### Transcultural Health Care – MNURB4C

- **Year module**
- **NQF Level:** 8
- **Credits:** 24
- **Prerequisite:**
- **Co-requisite:**
- **Purpose:** To equip the knowledgeable student to understand the evolution of health care patterns and the influence of a variety of factors on the contemporary delivery of health care in transcultural settings. The aim is to increase the delivery of culturally competent care to individuals, families, groups, communities, and institutions which are fundamental to the development of health care practitioners.

#### Theory Development and Utilisation in Health Care and Health Sciences – MNUR5D

- **Year module**
- **NQF Level:** 8
- **Credits:** 24
- **Prerequisite:**
- **Co-requisite:**
- **Purpose:** To equip students with higher cognitive skills of analysis, synthesis and evaluation as these culminate in critical thinking and the conceptualisation of substantive theory. The latter will be achieved with guidance. This paper will be useful to students who intend proceeding to the master's and doctoral levels of academic advancement as well as to health care practitioners who need to implement specific theory in their area of work, or who need to generate substantive theory in the area in which they work.

#### General Practice and Applied Ethics – MNURB7F

- **Year module**
- **NQF Level:** 8
- **Credits:** 24
- **Prerequisite:**
- **Co-requisite:**
- **Purpose:** To equip students with holistic systematic knowledge of nursing science and art including applied ethics in nursing practice. Qualifying students will function independently as leaders in general nursing practice and ethics using advanced problem solving skills.

#### Principles and Methods of Health Research – MNURS1E

- **Year module**
- **NQF Level:** 8
- **Credits:** 24
- **Prerequisite:**
- **Co-requisite:**
- **Purpose:** To update and increase the student’s knowledge of the scientific approach and of every step of the research process. Qualifying students will be able to critically evaluate research reports and articles.
Introduction Medical Records – MPHMCEJ

Year module
Prerequisite: NQF Level: 8 Credits: 24
Purpose: To acquire knowledge and skills to appropriately implement areas of medical coding and electronic patient records in health service delivery and research.

Introduction to Medical Informatics – MPHMISF

Year module
Prerequisite: NQF Level: 8 Credits: 24
Purpose: To acquire knowledge and skills to appropriately apply areas of health informatics techniques in health service delivery.

History

Major combinations:
NQF Level: 5: HSY1501, HSY1502
NQF Level: 6: HSY2601, HSY2602, HSY2603
NQF Level: 7: HSY3701, HSY3702, HSY3703, HSY3704, HSY3705

Precolonial South Africa – HSY1501

Semester module
Prerequisite: NQF Level: 5 Credits: 12
Purpose: To enable students to gain an understanding of the major themes in the history of precolonial South Africa (particularly the hunter-gatherer, hunter-pastoralist and mixed-farming communities before the 17th century), and to appreciate the importance of the precolonial period in shaping the later history of South Africa.

The Making of Early Colonial South Africa: Transformation and Resistance – HSY1502

Semester module
Prerequisite: NQF Level: 5 Credits: 12
Purpose: To enable students to gain an understanding of the major themes in the history of early colonial South Africa (particularly the nature of the Dutch colony at the Cape, the social and economic importance of slavery, the resistance of indigenous peoples to white settlement in the colony and on its frontiers, and the formation of a new society and racial order), and to acquire an appreciation of the importance of the colonial period in shaping modern South Africa.

Themes in the 19th Century History: Power and the Western World – HSY2601

Semester module
Prerequisite: HSY1501 and HSY1502 NQF Level: 6 Credits: 12
Purpose: To enable students to acquire a broad knowledge of the history of the Western world in the 19th century by means of a study of socio-economic change, the use of power politics and the expansion of western influence and control over other societies.

Early State Formation, Slavery and Colonial Conquest in Africa – HSY2602

Semester module
Prerequisite: HSY1501 and HSY1502 NQF Level: 6 Credits: 12
Purpose: To enable students to gain an understanding of early state formation, the spread of Islam, slavery and colonial conquest in Africa to the end of the 19th century.

Transformation in Southern Africa in the 19th Century: Colonisation, Migration, Mining and War – HSY2603

Semester module
Prerequisite: HSY1501 and HSY1502 NQF Level: 6 Credits: 12
Purpose: To enable students to understand the complexities of colonial conflict and transformation in 19th century southern Africa by focusing on migrations, the mining revolution and the South African war.

Decolonisation, Independence and Social Change in Modern Africa – HSY3701

Semester module
Prerequisite: NQF Level: 7 Credits: 12
Purpose: To enable students to understand the factors which shaped the history of post-independence Africa, particularly socio-economic and political change, the debilitating development crisis and the impact of the HIV/AIDS pandemic.

Themes in 20th Century World History: Towards Globalisation – HSY3702

Semester module
Prerequisite: NQF Level: 7 Credits: 12
Purpose: To enable students to gain an understanding of the making of a global world in the 20th century through a study of: the growth of a world economy; the age of the two world wars; Russia and the Soviet Union; confrontation between the superpowers 1945-1990; Japan; China and the remaking of Europe.

Globalisation – HSY3703

Semester module
Prerequisite: NQF Level: 7 Credits: 12
Purpose: To enable students to develop an awareness of the importance of globalising trends and their impact on South African communities through reflection on socio-economic, political and cultural aspects of globalisation, locating them within their local frame of reference and applying methodologies from a range of core disciplines, thus enhancing understanding of the importance of an interdisciplinary approach.
### Modern South Africa: Afrikaner Power, the Politics of Race and Resistance, 1902 to the 1970s – HSY3704

**Semester module**

<table>
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<tr>
<th>Prerequisite:</th>
<th>Co-requisite:</th>
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**Purpose:** To enable students to understand the rise and consolidation of Afrikaner power up to the 1970s, the ideologies and policies of segregation and apartheid, and resistance against white supremacy up to the 1970s.

### Modern South Africa: From Soweto to Democracy – HSY3705

**Semester module**

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<tr>
<th>Prerequisite:</th>
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**Purpose:** To enable students to critically assess the efforts to reform apartheid from the 1970s to 1990; to acquire an understanding of the forces that contributed to the decline and demise of apartheid from the 1970s to 1994; and obtain an informed view of the first decade of democracy, with its challenges and responses.

### Postgraduate Modules

### Research Methodology in History – HSY4801

**Year module**

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<tr>
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**Purpose:** To equip students with knowledge and skills to be able to: identify fundamental dimensions of research methodology in the field of History; develop an understanding of research methods and their theoretical underpinnings within the field of History; comprehend appropriate and applicable research methods and techniques to different areas of specialisation within the field of History; and begin to practise historical research with an understanding of research methods and methodologies.

### Research Report in History – HRHSY82

**Year module**

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</table>

**Purpose:** The purpose of this module is to equip students with knowledge and skills to be able to formulate a viable research proposal for an appropriate research report in an identified field of History with the assistance of a supervisor; design a structure for a research report; undertake an appropriate literature review and develop historiographical understanding in the identified research field; present research findings in their identified field in the form of a research report using standard practices and conventions employed in History research, with the guidance of a supervisor.

### Forging southern African identities – HSY4803

**Year module**

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<th>Prerequisite:</th>
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**Purpose:** To enable students to understand how images and identities in southern African history have been shaped or ‘forged’, and to make them aware that ethnicities, communities and ‘nations’ are not historically given and unchanging, and that the perceptions of historical figures are frequently manipulated. These processes are illustrated with case studies of the San or Bushmen, the life of Sara Baartman, the Xhosa cattle-killing Shaka and the Zulu, and missionaries as cultural ‘brokers’.

### Themes from modern South African history – HSY4804

**Year module**

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**Purpose:** To enable students to gain an understanding of the major themes in the history of modern South Africa (particularly liberalism, Afrikaner nationalism and black resistance to white minority domination) and to appreciate the importance of these themes in shaping the history of the country.

### Themes from the history of Africa – HSY4805

**Year module**

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**Purpose:** To enable students to acquire a broad understanding of the making of post-colonial modern Africa by focusing on the anti-colonial struggle, urbanisation and social change, political instability, the development crisis which has been aggravated by the HIV/AIDS pandemic and finally, continental efforts to forge unity and cooperation.

### Horticulture

### Site Planning Workshop (Gauteng) – SIT001G

**Year module**

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<tr>
<th>Prerequisite:</th>
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**Purpose:** Design principles are applied and a landscape project is produced.

### Site Planning Workshop (KwaZulu-Natal) – SIT001K

**Year module**

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<th>Prerequisite:</th>
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**Purpose:** Design principles are applied and a landscape project is produced.

### Site Planning Workshop (Western Cape) – SIT001W

**Year module**

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<tr>
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**Purpose:** Design principles are applied and a landscape project is produced.
### Beginners’ Practical Contact Course (Gauteng) – PRA001G

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<tr>
<th>Year module</th>
<th>NQF Level: 5</th>
<th>Credits: 0</th>
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</table>

**Prerequisite:**

**Co-requisite:**

**Purpose:** Theoretical horticultural principles are applied and practical demonstrations take place.

### Beginners’ Practical Contact Course (KwaZulu-Natal) – PRA001K

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**Prerequisite:**

**Co-requisite:**

**Purpose:** Theoretical horticultural principles are applied and practical demonstrations take place.

### Beginners Practical Contact Course (Western Cape) – PRA001W

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**Prerequisite:**

**Co-requisite:**

**Purpose:** Theoretical horticultural principles are applied and practical demonstrations take place.

### Horticulture I – HOR141Z (HOR111R)

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<tr>
<th>Year module</th>
<th>NQF Level: 5</th>
<th>Credits: 7</th>
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</table>

**Prerequisite:**

**Co-requisite:**

**Purpose:** Introduction to the industry; growth media and container growing systems; nutrient management; propagation methods; seed; cuttings; layering; grafting; budding and micropropagation.

### Ornamental Plant Propagation – HOR1501 (HOR141Z)

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<tr>
<th>Semester module</th>
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<th>Credits: 12</th>
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**Prerequisite:**

**Co-requisite:**

**Purpose:** The module gives students an orientation to the horticultural industry. Students who complete this module will be able to carry out the basic procedures of producing and propagating plants, including both on sexual and asexual propagation techniques, and apply aftercare techniques for propagated plants.

### Plant Growing and Care – HOR1503

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**Prerequisite:**

**Co-requisite:** LDS1501

**LDS1501**

**Purpose:** Students who complete this module can provide a suitable growing environment for a variety of plants by preparing appropriate growth media for the plants, watering and fertilizing the plants, and applying pruning techniques and pest control measures. Appropriate safety measures are also applied where relevant.

### Horticulture Practical I – HOR1504 (PRA001K)

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**Prerequisite:**

**Co-requisite:**

**Purpose:** Students who have completed this module can identify a range of indigenous and exotic plants commonly found in South African gardens, and apply basic propagation and plant and garden maintenance techniques in practice, using the appropriate tools in a safe manner.

### Turfgrass Culture I – TGC111L (TGM161S)

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<tr>
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**Prerequisite:**

**Co-requisite:**

**Purpose:** Construction of turfgrass facilities; propagation and establishment techniques; cultural practices; equipment, machinery and techniques.

### Landscape Maintenance – LDS1501 (TGC111L)

<table>
<thead>
<tr>
<th>Semester module</th>
<th>NQF Level: 5</th>
<th>Credits: 12</th>
</tr>
</thead>
</table>

**Prerequisite:**

**Co-requisite:** HOR1503

**HOR1503**

**Purpose:** This module will give students basic knowledge of general standards and norms used for landscaping maintenance. Students will be able to carry out routine activities of landscape maintenance, including mowing, edging, weeding, and pruning; feeding, mulching and watering; and cleaning of hard surfaces. They will also be able to maintain basic tools and equipment and use these in a safe manner.

### Plant Studies I – PSO1501 (PSO141Q)

<table>
<thead>
<tr>
<th>Semester module</th>
<th>NQF Level: 5</th>
<th>Credits: 12</th>
</tr>
</thead>
</table>

**Prerequisite:**

**Co-requisite:** ANS1501, COC1501

**ANS1501**

**Co-requisite:**

**Purpose:** This module deals with the basic anatomy and morphology of plants, plant cellular structure and basic genetics, and basic taxonomy, which includes describing and identifying plants, using the correct botanical nomenclature.

### Conservation Ecology I – CEC1501 (CEC131S)

<table>
<thead>
<tr>
<th>Semester module</th>
<th>NQF Level: 5</th>
<th>Credits: 12</th>
</tr>
</thead>
</table>

**Prerequisite:**

**Co-requisite:**

**Purpose:** This module gives students an introduction to ecology as a science. The basic components of ecosystems and their relationships, and energy flow through ecosystems, are identified and described. The module also deals with measuring the productivity of ecosystems, and biogeochemical cycles in ecosystems.
<table>
<thead>
<tr>
<th>Course</th>
<th>Module Type</th>
<th>NQF Level</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Soil Science I – SSC1501 (SSC151N)</td>
<td>Semester</td>
<td>5</td>
<td>12</td>
</tr>
<tr>
<td>Prerequisite: Co-requisite:</td>
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<tr>
<td>Purpose: Students who complete this module can assess soil to determine its condition and its suitability for plant growth, and can make basic recommendations for managing and, where necessary, for improving soil productivity.</td>
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<tr>
<td>Plant Material Studies I – PMS131X</td>
<td>Year</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>Prerequisite: Co-requisite:</td>
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<tr>
<td>Purpose: External morphology; taxonomy; characteristics/requirements of ornamental plants; indigenous exotic and exotic plants; diagnostic plant characteristics and plant identification; emphasis on trees, shrubs and groundcovers.</td>
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<tr>
<td>Ornamental Plant Use I – PMS1501 (PMS221Z)</td>
<td>Semester</td>
<td>5</td>
<td>12</td>
</tr>
<tr>
<td>Prerequisite: Co-requisite:</td>
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<tr>
<td>Purpose: Students who complete this module can select suitable plants from a specific plant list for a basic landscaping or garden setting. They will do this by identifying the main categories of plants based on plant characteristics, requirements and uses. They will also apply ecological principles in selecting and using plants.</td>
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<tr>
<td>Environmental Studies I – ENS121U</td>
<td>Year</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>Prerequisite: Co-requisite:</td>
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<tr>
<td>Purpose: The natural environment; ecology and ecosystems; the human environment.</td>
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<tr>
<td>Growth Media Technology – GMT111H</td>
<td>Year</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>Prerequisite: Co-requisite:</td>
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</tr>
<tr>
<td>Site Planning I – SIT141R</td>
<td>Year</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>Prerequisite: Co-requisite: Site Planning Workshop (SIT001G, SIT001K, SIT001W)</td>
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<tr>
<td>Purpose: Historical outline; legislation; principles and processes; site investigation; site design; drawing techniques and site construction.</td>
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<tr>
<td>Introductory Landscape Design Techniques – LDS2601 (SIT141R)</td>
<td>Semester</td>
<td>5</td>
<td>12</td>
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<tr>
<td>Prerequisite: LDS1501 Co-requisite:</td>
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<tr>
<td>Purpose: Students who complete this module can draw up a basic design plan for a small garden. They can apply principles of landscape design and select and use design elements from a range of gardening styles to produce appropriate designs for particular settings. Their designs will meet client specifications and take ecological principles into account.</td>
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<tr>
<td>Horticulture Practice I – HOR1601</td>
<td>Year</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td>Prerequisite: Co-requisite:</td>
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<tr>
<td>Purpose: Students who complete this module can carry out a plant propagation project in a horticultural workplace. They can plan, organize and schedule the project, and implement it by carrying out the most commonly used plant propagation techniques, and growing the plants in a suitably prepared growth media. They can also monitor and maintain plant condition to ensure successful propagation.</td>
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<tr>
<td>Nursery Design and Layout – HOR2601 (HOR251W)</td>
<td>Semester</td>
<td>6</td>
<td>12</td>
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<tr>
<td>Prerequisite: Co-requisite:</td>
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<tr>
<td>Purpose: Students who complete this module will be able to select a suitable site for a retail and/or wholesale nursery, and plan an appropriate layout design. They will do this by identifying the functional relationship between the various elements, structures and products used in the retail and/or wholesale horticultural industries. This knowledge will be applied in production and sales processes within the horticultural industry.</td>
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<tr>
<td>Plant Growth Structures –HOR2602 (HOR341T)</td>
<td>Semester</td>
<td>6</td>
<td>12</td>
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<tr>
<td>Prerequisite: HOR1501 &amp; HOR1503 Co-requisite:</td>
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<tr>
<td>Purpose: Students who complete this module will be able to manage the growth of plants within a structure, including glasshouses, shade houses, cold frames, lath houses and other nursery structures. They will be able to plan and design these structures, and control the environmental conditions within it, including the temperature, humidity, and illumination. In carrying out these activities they will meet all necessary safety requirements.</td>
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<tr>
<td>Horticultural Mechanisation I – HOR2603 (HOC131X)</td>
<td>Year</td>
<td>6</td>
<td>12</td>
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<tr>
<td>Prerequisite: LDS1501 Co-requisite:</td>
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<tr>
<td>Purpose: Students who complete this module will be able to use a range of horticultural tools, equipment and materials, including basic power units, fertilizer and seed distributors, sprayers, soil preparation machinery and landscape installation machinery, in a safe and environmentally responsible way.</td>
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### Horticulture Practical II – HOR2604

**Year module**

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<tr>
<th>Prerequisite:</th>
<th>Co-requisite:</th>
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<td>HOR1504</td>
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</table>

**Purpose:** Students who complete this module can apply a range of general horticultural maintenance techniques such as irrigation, pest management and fertilization, as well as plant propagation techniques. They can identify a range of plants, including water-wise plants, and draw a basic landscape design plan. They can also apply some basic principles of horticultural resource management.

### Horticultural Resource Management II – EMG2601 (HTM201X)

**Semester module**

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<th>Prerequisite:</th>
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**Purpose:** Students will be able to apply basic principles of managing human relations, finance, operations and customer relations within the context of a horticultural enterprise.

### Horticultural Practice I – HTP101H

**Year module**

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<th>Prerequisite:</th>
<th>Co-requisite:</th>
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### Horticultural Practice II – HTP201H

**Year module**

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<th>Prerequisite:</th>
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**Purpose:** Work-integrated learning. No formal examination. Complete prescribed projects.

### Advanced Practical Contact Course (Gauteng) – PRA002G

**Year module**

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<th>Prerequisite:</th>
<th>Co-requisite:</th>
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**Purpose:** Theoretical horticultural principles are applied and practical demonstrations take place.

### Advanced Practical Contact Course (KwaZulu-Natal) – PRA002K

**Year module**

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<th>Prerequisite:</th>
<th>Co-requisite:</th>
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**Purpose:** Theoretical horticultural principles are applied and practical demonstrations take place.

### Advanced Practical Course (Western Cape) – PRA002W

**Year module**

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<th>Prerequisite:</th>
<th>Co-requisite:</th>
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**Purpose:** Theoretical horticultural principles are applied and practical demonstrations take place.

### Environmental Studies I – ENS2602 (ENS211V)

**Semester module**

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<tr>
<th>Prerequisite:</th>
<th>Co-requisite:</th>
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<tr>
<td>CEC1501</td>
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</table>

**Purpose:** The students will be able to identify the abiotic and biotic environmental factors that are important for a horticulturalist to know; how horticultural industries and activities can benefit or harm the environment; and what your role as a horticulturalist is in environmental issues.

### Plant Studies II – PSO2601 (PSO281Z)

**Semester module**

<table>
<thead>
<tr>
<th>Prerequisites:</th>
<th>Co-requisite:</th>
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<tr>
<td>PSO141Q or PSO1501 or (DNA011B or CEC1501)</td>
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</table>

**Purpose:** Collection and preservation of plant specimens; management of a small herbarium; the use of keys in the identification of indigenous flowering plants; taxonomic concepts and scientific naming of plants; distinguishing characteristics of most important plant families and plant invaders; endemic and endangered plants.

### Ornamental Plant Use II– PMS2601 (PMS311Z)

**Semester module**

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<tr>
<th>Prerequisite:</th>
<th>Co-requisite:</th>
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<td>PMS1501</td>
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</table>

**Purpose:** Students who complete the module can select suitable plants from an extensive plant list for a range of outdoor and indoor settings. To do this they can identify a wide range of plants with their characteristics, requirements and uses. Their selection is environmentally responsible.

### Ornamental Plant Use III– PMS2602 (PMS311Z)

**Semester module**

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<tr>
<th>Prerequisite:</th>
<th>Co-requisite:</th>
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<tr>
<td>PMS2601</td>
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</table>

**Purpose:** Students who complete this module can select suitable plants for specialized uses, including indoor and outdoor settings and large-scale environmental projects, and can justify their selection based on a variety of criteria. To do this they can collect, evaluate and apply information on any type of plant and their characteristics, requirements and uses.
### Plant Material Studies III – PMS311Z

**Year module**

**NQF Level:** 6  
**Credits:** 24

**Prerequisite:**  
**Co-requisite:**

**Purpose:** The characteristics, requirements and utilisation of ornamental plant material; aesthetic and functional uses of plants; factors in the selection of plants for garden design; garden styles; lists of indigenous and exotic ornamental plants; emphasis on bulbs, annuals, perennials, trees, climbers, vines and grasses.

### Plant Protection II – PPN211H

**Year module**

**NQF Level:** 6  
**Credits:** 24

**Prerequisite:**  
**Co-requisite:**

**Purpose:** Entomology; pest management; review of major South African pests; weed management; nematology; plant pathology.

### Horticulture III – HOR341T

**Year module**

**NQF Level:** 6  
**Credits:** 24

**Prerequisite:**  
**Co-requisite:**

**Purpose:** Glasshouses and nursery structures; planning and construction of facilities; design considerations; shade houses; cold frames/storage; lathhouse nursery; sanitation and hygiene; glasshouse environmental control systems.

### Horticultural Production Management III – HPM311H

**Year module**

**NQF Level:** 7  
**Credits:** 24

**Prerequisite:**  
**Co-requisite:**

**Purpose:** Syllabus; financial management II; human resource; organizational design; social responsibility; commercial/retail horticultural management; production productivity.

### Postgraduate Modules

### Horticultural Production Management IV – HPM411H

**Year module**

**NQF Level:** 7  
**Credits:** 40

**Prerequisite:**  
**Co-requisite:**

**Purpose:** Project management; management information systems; organizational structure and behaviour; commercial/retail horticultural management; horticultural production productivity.

### Horticultural Production Technology IV – HPT411H

**Year module**

**NQF Level:** 7  
**Credits:** 40

**Prerequisite:**  
**Co-requisite:**

**Purpose:** Genetics; plant breeding; micro propagation; hydroculture; production technology.

### Research Methodology – RMY101Q

**Year module**

**NQF Level:** 7  
**Credits:** 48

**Prerequisite:**  
**Co-requisite:**

**Purpose:** The aims of research, the research topic, title and research problem, literature review, research design; population and sampling types, quantitative and qualitative research methodology; validity of conclusions, data-c dressed methods and measuring instruments in quantitative research, qualitative research designs, data analysis and interpretation of results, report writing and the research proposal.

### Human Resource Management

### Industrial Relations I – INR131Y

**Year module**

**NQF Level:** 5  
**Credits:** 30

**Prerequisite:**  
**Co-requisite:**

**Purpose:** This module covers the principles of labour economics including early wage theories, functioning of the labour market, problems of the labour market and labour policy in South Africa. It also includes a definition of the concept of industrial/labour relations, historical development of labour relations in South Africa, labour policy in South Africa, the development of trade unions and employers' organisations; trends in the trade union movement, the role of the government in labour relations, relations between management and unions, the role of the personnel/human resource manager; labour relations as a subsystem of the economic, social and political systems and the role of communication in labour relations. This module is offered in English only.

### Introduction to Labour Relations Management – LRM1501

**Semester module**

**NQF Level:** 5  
**Credits:** 12

**Prerequisite:**  
**Co-requisite:**

**Purpose:** This module will enable students to demonstrate a fundamental knowledge of the development of South African labour relations, its role-players and legislation and have limited ability to apply basic procedures related to collective bargaining, discipline and dismissals within the parameters of South African labour legislation.

### Introduction to Human Resource Development – HRD1501

**Semester module**

**NQF Level:** 5  
**Credits:** 12

**Prerequisite:**  
**Co-requisite:**

**Purpose:** This module familiarises the student with the science and practice of human resource development (HRD). The curriculum includes the basic psychology of learning; the place of human resource development in the organisation; an overview of education, training and development legislation in South Africa; statutory education, training and development structures in South Africa; conducting an ETD needs analysis; outcomes-based learning programme design; delivering learning programmes; assessment of learning achievements and evaluating ETD effectiveness.
Introduction to Human Resource Management – HRM1501

<table>
<thead>
<tr>
<th>Semester module</th>
<th>NQF Level: 5</th>
<th>Credits: 12</th>
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<tbody>
<tr>
<td><strong>Prerequisite:</strong></td>
<td>Co-requisite:</td>
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<tr>
<td><strong>Purpose:</strong> This module is useful to students who experience the need for foundational knowledge, skills and competencies in human resource management. The module enables students to demonstrate a basic knowledge of the field of human resource management. Students who have completed this module will have a limited ability to understand and perform the human resource functions and to support the implementation of human resource processes, procedures and systems within an organisation.</td>
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Management of Training I – MOT141R (RMO141B)

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<tr>
<th>Year module</th>
<th>NQF Level: 5</th>
<th>Credits: 24</th>
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<tbody>
<tr>
<td><strong>Prerequisite:</strong></td>
<td>Co-requisite:</td>
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<tr>
<td><strong>Purpose:</strong> This module focuses on the impact of education, training and development legislation and institutional framework relevant to organisations on the management of training and development in the workplace; principles of how people learn and acquire competencies for effective job performance; introduction to the training process and the various components of the training process; determining learning/training needs; designing and facilitating a learning programme; assessing learner achievements and evaluating the learning programmes. This module is offered in English only.</td>
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The Personnel Function – PEF131V

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<tr>
<th>Year module</th>
<th>NQF Level: 5</th>
<th>Credits: 24</th>
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<tr>
<td><strong>Prerequisite:</strong></td>
<td>Co-requisite:</td>
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<tr>
<td><strong>Purpose:</strong> This module covers individual differences, manpower planning and job analysis, employment process, the learning process, the training process, training methods and aids, performance appraisal, job evaluation, remuneration and incentive systems, the work situation, group behaviour, formal and informal organisation, communication, leadership, discipline, morale, motivation and job enrichment. This module is offered in English only.</td>
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Personnel Management I – PMA111W

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<tr>
<th>Year module</th>
<th>NQF Level: 5</th>
<th>Credits: 30</th>
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<tr>
<td><strong>Prerequisite:</strong></td>
<td>Co-requisite:</td>
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<tr>
<td><strong>Purpose:</strong> This module covers individual behaviour (individual differences, nature of human abilities, perception, learning, memory, personality, frustration and conflict, stress, alcoholism, drug dependency) and social processes (attitudes, role theory, conformity, group dynamics, cohesion, social perception). It also provides an introduction to human resource management including its historical development, the role and nature of human resource management and an overview of the human resource management function. This module is offered in English only.</td>
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Labour Relations Management (Macro) – LRM2601 (MNH203D)

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<tr>
<th>Semester module</th>
<th>NQF Level: 6</th>
<th>Credits: 12</th>
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<tbody>
<tr>
<td><strong>Prerequisite:</strong></td>
<td>Co-requisite: LLW2601 &amp; LLW2602 or LLW201S &amp; LLW202T</td>
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<tr>
<td><strong>Purpose:</strong> To enable students to systematically study the macro aspects of South African labour relations as they apply to management in the context of a systems approach. The contents include labour relations concepts, theories and perspectives; the external environment; the state employees and their representatives; employers and their representatives; other stakeholders and institutions; collective bargaining structures and processes; industrial conflict, disputes and industrial action.</td>
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Industrial Relations II – INR251X

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<th>Year module</th>
<th>NQF Level: 6</th>
<th>Credits: 30</th>
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<tbody>
<tr>
<td><strong>Prerequisite:</strong> INR131Y</td>
<td>Co-requisite:</td>
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<tr>
<td><strong>Purpose:</strong> To prepare the student to perform and facilitate the application of general labour relations activities and processes so that they contribute to productive and effective organisations. This module enables students to contribute towards a sound employment relationship, to assist with negotiation and collective bargaining processes, to handle industrial action, to facilitate workplace agreements and procedures, and to engage in the formal structures for employee participation and conflict resolution. This module is offered in English only.</td>
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Education, Training and Development Practices – HRD2601

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<th>Semester module</th>
<th>NQF Level: 6</th>
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<tbody>
<tr>
<td><strong>Prerequisite:</strong> HRD1501</td>
<td>Co-requisite:</td>
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<tr>
<td><strong>Purpose:</strong> The purpose of this module is to develop the knowledge, skills and practical competence that will allow students to analyse, interpret and apply a wide range of South African ETD legislation and strategies in the workplace; these competencies will also be used in the design and development of appropriate ETD interventions at both organisational and sectoral level. The student will learn how to critically analyse the trends and developments influencing ETD practices in South Africa; analyse, interpret and apply a wide range of South African ETD legislation in the ETD context; critically review a series of ETD-related strategies and micro-interventions applicable to the South African training environment; examine the role and impact of various ETD structures and processes towards enhancing ETD practices in South Africa; critically analyse the components of the Occupational Learning System, discuss the approaches to designing, implementing and evaluating workplace learning programmes in organizations and discuss the impact of the quality management requirements and processes within the South African ETD framework as it relates to workplace learning.</td>
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Training and Development Practices – HRD2602

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<th>Semester module</th>
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<tbody>
<tr>
<td><strong>Prerequisite:</strong> HRD1501</td>
<td>Co-requisite:</td>
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<tr>
<td><strong>Purpose:</strong> This module enables students to gain insight into the management of training and development; perspectives; the national training strategy for South Africa; training and development policies and practices; the administration of training; assessment of training; training design; training implementation; and training evaluation.</td>
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Human Resource Provisioning – HRM2601

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<th>Semester module</th>
<th>NQF Level: 6</th>
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<tr>
<td><strong>Prerequisite:</strong> MNB1601 or MNB102E or HRM1501</td>
<td>Co-requisite:</td>
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<tr>
<td><strong>Purpose:</strong> This module intends to develop students in making appropriate human provisioning decisions and applying HR provisioning practices. Students will be able to implement and support the HR provisioning practices in their work environments. With these skills students will be competent to effectively realise the HR provisioning goals of the organisation. Students credited with this module are able to understand, apply and evaluate HR provisioning practices, processes and techniques to provide the organisation with talented people.</td>
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Human Resource Maintenance and Retention – HRM2602

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<tr>
<th>Semester module</th>
<th>NQF Level: 6</th>
<th>Credits: 12</th>
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</table>

Prerequisite:  

Purpose: This module intends to develop students in identifying, using and applying appropriate HR maintenance and retention practices. Students will be able to implement and support the HR maintenance and retention practices in their work environments with the aim of enhancing, developing and retaining the required talent for South African organisations. With these skills students will be competent to support appropriate best practices aimed at the effective maintenance and retention of talent. Students credited with this module are able to understand, apply and evaluate HR maintenance and retention practices, processes and techniques to support the achievement of HR goals.

Compensation Practices – HRM2603

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<th>Semester module</th>
<th>NQF Level: 6</th>
<th>Credits: 12</th>
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Prerequisite: HRM1501  

Purpose: This module intends to develop students with knowledge and skills in managing compensation in Africa. Students will be able to implement compensation practices in their work environments, to maximise the return on employee costs, implement retention and recognition programmes and ensure that compensation adheres to corporate governance. Students credited with this module are able to understand, apply and evaluate compensation practices, processes and techniques to enable the organisation to reward employees and retain their services.

Performance Management Practices – HRM2604

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<th>Semester module</th>
<th>NQF Level: 6</th>
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Prerequisite: MNB1501 or BSM1501 or MNB101D or BSM111P  

Purpose: This module intends to develop students’ capability to implement performance management practices; such as performance appraisal, rewards systems, developmental plans and coaching; and ensuring that the performance management practices comply with South Africa labour legislation. Students credited with this module are able to understand and apply performance management systems that benefit both the organisation and employees.

Human Resource Management for Line Managers – HRM2605 (MNH202C)

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<th>Semester module</th>
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Prerequisite:  

Purpose: This module equips students (usually line managers or potential line managers who will all come into contact with human resource management issues) with the basic principles of human resource management and how human resources can be managed constructively to contribute to organisational goal achievement.

Personnel Management II – PMA221S (PMA241Y)

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<th>Semester module</th>
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Prerequisite: PMA111W  

Purpose: This module covers organisation theory, organisation structures, human resource planning and career management, job analysis, recruitment, selection, placement, psychological measuring, induction, performance appraisal, remuneration, incentive systems, job evaluation and employee health and safety. This module is offered in English only.

Labour Relations and Law II – LRL241P

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Prerequisite:  

Purpose: The purpose of this module is to provide learners with a comprehensive guide to a practical approach to specific key areas of labour relations and law in order to contribute to productive and effective organisations. This module enables learners to contribute towards a sound employment relationship and to comply with regulations concerning disciplinary and grievance procedures and dismissals concerning misconduct, incapacity and operational requirements. Furthermore, learners will also be able to maintain, implement and review strike plans, provide inputs during negotiations and collective bargaining and manage conflict in the workplace. This module is offered in English only.

Training and Development – MNH302F

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Prerequisite: MNH202C or HRM2605 or HRM2601 and HRM2602  

Purpose: This module enables students to gain insight into the management of training and development perspectives; national training strategy for South Africa; strategic training management, policies and practices; the administration of training; training design; training implementation; training evaluation; technical training; management development.

Management of Training II – MOT201U

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Prerequisite: MOT141R  

Purpose: This module focuses on how to effectively analyse the ETDT context; evaluate and facilitate the development and implementation of the workplace skills plans with guidance; analyse the processes involved in planning, designing and developing a learning programme; facilitate learning through selecting and integrating various methodologies; analyse and critique the provision of learner support and guidance in an ETDT context; monitor and analyse the design and implementation of various assessment, moderation and evaluation techniques with guidance; manage and evaluate the design and implementation of an ETDT quality management system; and develop, implement and manage a learnership programme. This module is offered in English only.

Labour Relations Management: Micro – LRM3702 (MNH304H)

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Prerequisite: LRM2601 or MNH202D  

Purpose: This module enables students to demonstrate detailed knowledge of and a well-rounded ability to manage labour relations in situations with various degrees of complexity and at both operational and strategic levels in South African organisations. The contents include conflict, grievances, negotiation, strikes and lock-outs, discipline and dismissals, communication, group dynamics and worker participation. It also introduces students to a strategic approach to labour relations management and how to enhance labour relations quality through control and integration.
Contemporary Issues in Human Resource Management – HRM3704 (MNH301E)

Semester module

Prerequisite: HRM2601 and HRM2602 or HRM2605 or MNH202C

Co-requisite:

Purpose: To equip students with well-rounded and systematic knowledge about global contemporary issues related to human resource management and about managing human resources in national and international contexts. Students credited with this module are able to demonstrate a coherent and critical understanding of contemporary human resource concepts, principles and theories. Complementary to this is insight into global contemporary issues in human resource management and a well-rounded and specialised ability to identify and integrate these issues in organisations.

Compensation Management – HRM3705 (MNH306K)

Semester module

Prerequisite: Co-requisite:

Purpose: This module intends to develop students’ capability and decision making skills in handling compensation management functions. Students credited with this module are able to understand, apply and evaluate the criteria used to compensate employees, compensation system design issues, employee benefits, challenges of compensating key strategic employee groups, and the “total reward” approach towards compensation.

Performance Management – HRM3706 (MNH307L)

Semester module

Prerequisite: Co-requisite:

Purpose: This module is useful to students who need to develop a comprehensive knowledge base about the performance management of employees in South African organisations as well as elsewhere in Africa and beyond. Students credited with this module are able to demonstrate a fundamental and systematic knowledge of performance management with a view to determine, design and implement appropriate systems that ensure proper management of employee performance in an organisation.

Postgraduate Modules

Research Methodology – RME101Q

Year module

Prerequisite: Co-requisite:

Purpose: This module is aimed at equipping students with the fundamental knowledge and competencies to approach the solution to any work-related problems in a scientifically justifiable way. Students are trained to be conversant with the underlying nature and meaning of scientific research and how such fundamental principles can be operationalised to address relevant social issues in an applied and objective manner. The core content of this includes the aims of research, the research topic, title and research problem, literature review, research design, population and sampling types, types of quantitative research designs, validity of conclusions, data-collecting methods and measuring instruments in quantitative research, qualitative research designs, data analysis and interpretation of results, report writing and the research proposal. This module is offered in English only.

Advanced Labour Relations Management – LRM4801

Year module

Prerequisite: Co-requisite:

Purpose: This module will be useful to students who wish to manage labour relations on strategic level in such a way that it contributes towards the achievement of the objectives of the organisation. The curriculum includes linking the organisational and labour relations strategies, labour relations as a field of study, the management of conflict, group dynamics and workforce diversity, the process of environmental scanning, internal and external environmental factors that influence labour relations management, the legal framework governing labour relations management, the labour relations management policy, communication, employee involvement and participation, collective bargaining and negotiation, labour relations structures and procedures, strike management and control of the quality of labour relations management. This module is offered in English only.

Collective Bargaining and Negotiation – LRM4802

Year module

Prerequisite: Co-requisite:

Purpose: This module equips students with negotiation skills (which includes the process, approaches, tactics and techniques of labour negotiations) applicable to the specific situation within the context of the legislative and organisational policy framework. The curriculum includes the context of conflict, collective bargaining and negotiation in South Africa; issues for collective bargaining: levels of bargaining and the bargaining relationship; the Labour Relations Act and collective bargaining; collective bargaining styles and approaches; the negotiation process; and negotiation tactics and techniques. This module is offered in English only.

Advanced Human Resource Management – HRM4801 (ADVHRMP)

Year module

Prerequisite: Co-requisite:

Purpose: This module enables students to demonstrate a fundamental and systematic knowledge of advanced human resource management with a view to determine, design and implement appropriate HR systems and practices to ensure proper management of employees in an organisation. The curriculum includes managing human resources from an investment perspective, measuring human capital, measuring HR’s contribution to bottom line results, challenges and barriers facing advanced human resource management, HR’s key roles, HR planning and staffing, designing work systems, change management, training and the learning organisation, reward systems and practices, employee separation, global HR management and its challenges and culture and its impact on organisational performance. This module is offered in English only.

Strategic Human Resource Development – HRD4801

Year module

Prerequisite: Co-requisite:

Purpose: This module enables students to establish, manage and maintain a strategic HRD portfolio and strategy for an organisation, and ensure compliance with the legislative prescripts related to HRD. The curriculum includes strategic HRD (concept and application); strategic management of the HRD function; outsourcing; HRD stakeholder engagement; formulation of HRD policies, processes and procedures; development, implementation and evaluation of an HRD strategy; Human Performance Technology; quality management in HRD; learning organisation, ROI and HRD governance. This module is offered in English only.

Organisation Development and Learning in the Context of HRD – HRD4802

Year module

Prerequisite: Co-requisite:

Purpose: This module empowers human resource development managers and practitioners to understand and apply the principles and concepts of organisation development strategically and to enhance organisational performance at the employee, team and organisational levels. The curriculum includes anticipating change; understanding the OD process; developing excellence in individuals; developing high performance teams; developing success in organisations; and leadership and management development. This module is offered in English only.
**Industrial and Organisational Psychology**

**Psychological Processes in Work Context – IOP1501 (IOP101M)**

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**Customer Service in Tourism – IOP1502**

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**Environmental Psychology – IOP1503**

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**Workforce Diversity – IOP1504**

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**Workplace Dynamics I – WPD101O**

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**Sustainability & Greed – SUS1501**

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**Personality in Work Context – IOP1601 (IOP102N)**

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**Environmental Psychology – IOP205U**

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**Workforce Diversity – IOP209Y**

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### Organisational Research Methodology – IOP2601 (IOP201Q)

**Semester module**

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### Organisational Psychology – IOP2602 (IOP202R)

**Semester module**

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### Ergonomics – IOP2603 (IOP206V)

**Semester module**

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### Psychological Adjustment in The Work Context – IOP2604 (IOP208X)

**Semester module**

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### Human Capacity Development – IOP2605 (IOP3073)

**Semester module**

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### Individual Differences and Work Performance – IOP2606 (IOP306Y)

**Semester module**

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### Workgroup Dynamics and Diversity – IOP2607

**Semester module**

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### Forensic Industrial Psychology – IOP2608 (IOP203S)

**Semester module**

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### Industrial Psychological Testing and Assessment – IOP3701 (IOP301T)

**Semester module**

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### Personnel Psychology: Organisational Entry – IOP3702 (IOP302U)

**Semester module**

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</table>
### Organisational Development and Change – IOP3705 (IOP305X)

**Semester module**  
**Prerequisite:** IOP2601 or IOP201Q & OP2602 or IOP202R  
**Co-requisite:**  
**Credits:** 12  
**Purpose:** To introduce students to the nature of organisational development and change by studying aspects such as helping the organisation to cope with change by identifying real causes of problems; diagnostic methods including action research and survey feedback methods; the role of the industrial psychologist as consultant or facilitator; establishing a positive relationship with the client, contracting with the client, intervention methods or solutions to address real needs; individual group and systems approaches to organisational development; the impact of organisational development on enterprises, and evaluating change efforts.

### Labour Conflict and Negotiations – IOP3704 (IOP304W)

**Semester module**  
**Prerequisite:** IOP2601 or IOP201Q & OP2602 or IOP202R  
**Co-requisite:**  
**Credits:** 12  
**Purpose:** To gain insight into the industrial psychological approach to labour relations by studying aspects such as the nature of labour relations; perspectives on labour relations: an open-system framework; labour relations context: environmental factors; international and South African development; parties to the relationship; conflict: recognition, manifestation and identification; dealing with conflict; negotiations: the nature of negotiation, the role of power; characteristics of the negotiator; preparing for negotiations; conducting negotiations; approaches to facilitate negotiation; interpersonal skills, persuasion and attitude change, cross-cultural communication, negotiation tactics; third-party intervention: conciliation, mediation, arbitration; stages of group development; process interventions; content interventions and the implications for industrial and organisational psychology.

### Individual Differences and Work Performance – IOP306Y

**Semester module**  
**Prerequisite:** IOP2602 or IOP202R  
**Co-requisite:**  
**Credits:** 12  
**Purpose:** To gain insight into individual differences by studying the following aspects: personality, cultural and demographic dimensions; perspectives on individual differences in the workplace; individual differences in cognitive behaviour, personality traits, personal orientations (interests and values) and emotional (affective) states; individual differences in goal-striving, motivation and job satisfaction; individual differences and decision-making behaviour; individual differences and work relationships; individual differences and organisational culture/climate; individual differences and entrepreneurship; individual differences and organisational withdrawal; and the implications for practice and assessment.

### Human Capacity Development – IOP3073

**Semester module**  
**Prerequisite:**  
**Co-requisite:**  
**Credits:** 12  
**Purpose:** To gain insight into the following concepts: learning in a new era; young children and the potential to participate; basic education: a critical participation opportunity; participation for livelihood; enhancing participation across the lifespan; human capacity development in the world of work; training and development; management development; human capacity development: the role of outcomes based education; the emphasis on competence; developing managerial competence; the competent manager; competence models, making the most of competences; the competence controversy; open learning for managers in the learning organisation.

### Personnel Psychology: Employee Retention – IOP3706 (IOP3084)

**Semester module**  
**Prerequisite:** IOP2601 or IOP201Q & OP2602 or IOP202R  
**Co-requisite:**  
**Credits:** 12  
**Purpose:** To gain insight into the following concepts: performance development: the organisational context; individual performance: results, behaviour and competencies, determinants; performance appraisal and supporting of performance: rewarding performance; implementing performance management; fairness in personnel decisions: test bias, culturefair tests, legal frameworks; models, human resource planning; compensation; career management, and the changing nature of work.

### Work Group Dynamics and Diversity – IOP3095

**Semester module**  
**Prerequisite:** IOP2601 or IOP201Q & OP2602 or IOP202R  
**Co-requisite:**  
**Credits:** 12  
**Purpose:** To introduce students to individual, group and organisational dynamics by studying aspects such as intra personal behaviour and the evaluation and development of interpersonal relationships; roles and leadership in relationships; developing the interpersonal effectiveness of employees; group relations; psychodynamic approach and the Tavistock model of group dynamics; unconscious behaviour and dynamics in groups, underlying anxieties in relationships between leaders and followers and between subgroups; diversity: the role of employees in diversity and relationship building, diversity initiatives, management of the diversity paradigm, a model for managing diversity.

### Performance Development – IOP310U

**Semester module**  
**Prerequisite:** MNH202, IOP202 OR IOP2602  
**Co-requisite:**  
**Credits:** 12  
**Purpose:** To introduce students to performance development by defining the concepts and studying aspects such as the organisational context: vision, mission, performance; individual performance: outputs and results, behaviour and competencies, determinants; reviewing and supporting performance; rewarding performance; and developing and implementing performance management.

### Personnel Management III – PMA342T

**Semester module**  
**Prerequisite:** PMA2215  
**Co-requisite:**  
**Credits:** 24  
**Purpose:** Organisational behaviour, absenteeism, labour turnover, mobility of personnel, motivation, job satisfaction, leadership, communication, decisionmaking, informal organisations, conflict, organisation development.

### Organisational Development and Change – IOP3705 (IOP305X)

**Semester module**  
**Prerequisite:** IOP2601 or IOP201Q & OP2602 or IOP202R  
**Co-requisite:**  
**Credits:** 12  
**Purpose:** To introduce students to the nature of organisational development and change by studying aspects such as helping the organisation to cope with change by identifying real causes of problems; diagnostic methods including action research and survey feedback methods; the role of the industrial psychologist as consultant or facilitator; establishing a positive relationship with the client, contracting with the client, intervention methods or solutions to address real needs; individual group and systems approaches to organisational development; the impact of organisational development on enterprises, and evaluating change efforts.
## Psychology of Leadership – IOP3707

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**Purpose:** This module is intended for all students who are pursuing a career in the field of Industrial and Organisational Psychology, including professional Human Resource practitioners who specialise in the field of leader development. The purpose of learning in this module is to enable students to develop a well-rounded knowledge base of the principles and theories of leader behaviour in an organisational context for the purpose of evaluating and developing leader behaviour for improved organisational effectiveness.

## Investor Psychology – IOP3708 (IOP311V)

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<tr>
<th>Semester module</th>
<th>NQF Level: 7</th>
<th>Credits: 12</th>
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<tbody>
<tr>
<td>Prerequisite:</td>
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<td>Co-requisite:</td>
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</table>

**Purpose:** To introduce students to the recently developed field of investor psychology. Students will be exposed to the cognitive and emotional weaknesses of the efficient market hypothesis. Students will discuss and explain established key psychological terms, principles, concepts and theories that affect investment decisions taken by individual investors, analysts, strategists, brokers, portfolio managers, options traders, currency traders, futures traders and commentators. This unit is related to behavioural finance and deals with prospect theory, efficient market theory from a psychological perspective, heuristics and framing.

## Employee and Organisational Wellness – BEGES0A

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<tr>
<th>Year module</th>
<th>NQF Level: 7</th>
<th>Credits: 24</th>
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<tbody>
<tr>
<td>Prerequisite:</td>
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<td>Co-requisite:</td>
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</table>

**Purpose:** This paper entails the study of employee and organisational wellness. The following themes are studied: Approaches, definitions and criteria to explain and assess psychological adjustment and maladjustment. Measurement and assessment of employee and organisational wellness (diagnosis). Ecological factors in wellness, psychopathology and work dysfunctions. Classification of wellness, psychological disorders and specific work-related problems (work dysfunctions and career adjustment difficulties) are studied. Treatment and management of adjustment and maladjustment, as well as burning issues in employee and organisational wellness are addressed.

## Employment Relations – EMPLOYU

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<tr>
<th>Year module</th>
<th>NQF Level: 7</th>
<th>Credits: 24</th>
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<tr>
<td>Prerequisite:</td>
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<td>Co-requisite:</td>
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</table>

**Purpose:** Behavioural dynamics and the employment relationship. Interaction between the employment relations role players at macro level. Transformation towards co-determination, workplace democratisation and labour-management co-operation. Negotiation behaviour for handling conflict, change and dispute resolution.

## Organisational Behaviour IV – OBE461V

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<tr>
<th>Year module</th>
<th>NQF Level: 7</th>
<th>Credits: 20</th>
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<tr>
<td>Prerequisite:</td>
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<td>Co-requisite:</td>
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</table>

**Purpose:** Introduction to organisational behaviour, research methods in organisational behaviour, individual, group and organisational effectiveness, diagnostic approach to organisational behaviour, leadership behaviour, motivational and communication behaviour, organisational design, the organisation as a social system, working life, human relationships and skills training.

## Industrial Psychological Assessment – IOP4861 (BEDEVLJ)

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<tr>
<th>Semester module</th>
<th>NQF Level: 8</th>
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<tr>
<td>Prerequisite:</td>
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<td>Co-requisite:</td>
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</table>

**Purpose:** To introduce students to the historical development of psychological assessment, nature of psychological testing and procedures, psychological approaches and assumptions in psychological assessment, psychometric theory in psychological assessment, measurement concepts and types of psychological assessment techniques, psychological assessment in the work context, professional, legal and social questions in psychological evaluation.

## Research Methodology – HMEMS80

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<tr>
<th>Semester module</th>
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<tr>
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<td>Co-requisite:</td>
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**Purpose:** This module is intended for all students who are pursuing studies on an honours level. Students will be exposed to the research process and all its facets in order to equip them to participate in and contribute to research projects in the work environment. It will thus address scientific research, ethical principles and behaviour in research, and the nature, methods and process of conducting quantitative and qualitative research.

## Research Proposal in Employee and Organisational Wellness – HPIOP81

<table>
<thead>
<tr>
<th>Semester module (S1)</th>
<th>NQF Level: 8</th>
<th>Credits: 12</th>
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<tbody>
<tr>
<td>Prerequisite:</td>
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<td>Co-requisite: HMEMS80</td>
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</table>

**Purpose:** This module is intended for all students who are pursuing a career in the field of Industrial and Organisational Psychology, including practitioners who elect to specialise as professional employee wellness counsellors. This module involves a research project, including conducting and reporting research by means of a research output (article or report) under guided supervision as appropriate to the field of employee and organisational wellness.

## Research Project Report in Employee and Organisational Wellness – HRIOP81

<table>
<thead>
<tr>
<th>Semester module (S2)</th>
<th>NQF Level: 8</th>
<th>Credits: 24</th>
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<tbody>
<tr>
<td>Prerequisite:</td>
<td></td>
<td>Co-requisite: HMEMS80 and HPIOP81</td>
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</table>

**Purpose:** This module is complementary to the module IOP481P and is intended for all students who are pursuing a career in the field of Industrial and Organisational Psychology, including practitioners who elect to specialise as professional employee wellness counsellors. This module involves a research project, including conducting and reporting research by means of a research output (article or report) under guided supervision as appropriate to the field of employee and organisational wellness.
Organisation Development Interventions – IOP4865

Year module   NQF Level: 8 Credits: 24
Prerequisite:  Co-requisite:

Purpose: This module is intended for all people who are pursuing a career in the field of Organisation Development (OD), including practitioners who elect to specialise as professional OD practitioners or consultants. The purpose of the module is to gain comprehensive and specialised knowledge, critical reasoning ability and applied competence in organisation development intervention design. The module outcomes describe competencies aimed at deepening students’ and practitioners’ knowledge, understanding and critical reasoning and functional competence about complex real-world problems related to the field of OD in the South African organisational context.

Organisation Diagnosis – IOP4866

Semester module   NQF Level: 8 Credits: 12
Prerequisite:  Co-requisite:

Purpose: This module is intended for all people who are pursuing a career in the field of Organisation Development (OD), including practitioners who elect to specialise as professional OD practitioners or consultants. The purpose of the module is to gain comprehensive and specialised knowledge, critical reasoning ability and applied competence in organisation diagnosis. The module outcomes describe competencies aimed at deepening students’ and practitioners’ knowledge, understanding and critical reasoning and functional competence about complex real-world problems related to the field of OD in the South African organisational context.
Change Management – IOP4867

**Year module**

**Prerequisite:**

**Co-requisite:**

**Purpose:** This module is intended for all people who are pursuing a career in the field of Organisation Development (OD), including practitioners who elect to specialise as professional OD practitioners or consultants. The purpose of the module is to gain comprehensive and specialised knowledge, critical reasoning ability and applied competence in change management. The module outcomes describe competencies aimed at deepening students’ and practitioners’ knowledge, understanding and critical reasoning and functional competence about complex real-world problems related to the field of OD in the South African organisational context.

Research Project Report in Organisation Development – IOP4868

**Year module**

**Prerequisite:**

**Co-Requisite:**

**Purpose:** This module is intended for all students who are pursuing a career in the field of Organisation Development (OD), including practitioners who elect to specialise as professional OD practitioners or consultants. The purpose of learning in this module is to consolidate, advance and deepen students’ professional expertise in the field of OD which may lead to enhanced career and employment prospects for the student. The module further aims to develop students’ research capacity in the methodologies, methods and techniques relevant to the field for the purpose of contributing new knowledge that may potentially contribute to assist individuals, groups and organisations in evaluating and developing effective behaviour that may lead to the improved performance and effectiveness of organisations.

Consumer Psychology – IOP4869 (CONPSY9)

**Year module**

**Prerequisite:**

**Co-requisite:**

**Purpose:** To consolidate, advance and deepen students’ skills in the field of Consumer Psychology in order to distinguish themselves as specialists in this particular applied field of Industrial Psychology. This should enable them to contribute to the world of work, their organisation and our country.

Research Methods – REMEI0P

**Year module**

**Prerequisite:**

**Co-requisite:**

**Purpose:**

Information Science

**Major combinations:**

**NQF Level 5:** INS1501, INS1502

**NQF Level 6:** INS2601, INS2602, INS2603

**NQF Level 7:** INS2701, INS3703, INS705, INS3702, INS3707

Introduction to Information Science – INS1501 (INS101U)

**Semester module**

**Prerequisite:**

**Co-requisite:**

**Purpose:** To gain insight into the theoretical framework of Information Science; know the core concepts of the information phenomenon; explain the information infrastructure and assess the importance of information policies and literacy in a developing country; and to connect these matters to the information society and social responsibility.

Developing Information Skills for Lifelong Learning – INS1502 (INS102V)

**Semester module**

**Prerequisite:**

**Co-requisite:**

**Purpose:** To be able to plan for information tasks and effectively locate, evaluate and organise information needed for expository writing, and to apply this knowledge and skills in completing information tasks such as academic essays and assignments.

Exploring Information User Studies – INS2601 (INS2055)

**Semester module**

**Pre-Requisite:** INS1501

**Co-requisite:**

**Purpose:** To introduce knowledge of the characteristics of different types of information user groups, information needs, information seeking behaviour and factors influencing information use.

Investigating Information Ethics in The Information Era – INS2602 (INS2066)

**Semester module**

**Prerequisite:**

**Co-requisite:**

**Purpose:** To gain insight into the existence, nature and context of different types of information in order to sensitise students to ethical issues relating to information. They will be introduced to the main ethical theories and normative principles of information science, the difference between morality and the law, and issues of access, privacy and intellectual property within the framework of the South African law.

Introducing Information Management – INS2603 (INS2078)

**Semester module**

**Prerequisite:**

**Co-requisite:**

**Purpose:** To provide students with an introduction to the multi-disciplinary field of Information Management, which applies management principles to an organisation’s information resources. These information management disciplines include records management (including electronic records management), archives management and knowledge management.
### Postgraduate Modules

#### Advanced Information and Knowledge Management – HAI4801 (HINKBSC)

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**Purpose:** To equip students with: (a) a sound understanding of the key issues in information and knowledge management in a variety of contexts; (b) the capacity to interpret, evaluate, judge and apply the concepts, principles and techniques of knowledge and information management; (c) the ability to create an environment for safely discovering and using information and knowledge for competitive advantage; (d) the ability to think critically and epistemologically when dealing real-life challenges in the information society and the new knowledge economy.

#### Information Technology for the Organisation and Retrieval – HAI4802 (HTINHER)

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**Purpose:** The purpose of this module is to equip students with: (a) a sound understanding of the key issues of information organisation and retrieval, including information application practices in professional, as well as everyday life contexts; (b) the capacity to develop solutions to challenges posed to the effective implementation of information organisation and retrieval as a useful tool; (c) the ability to think critically and holistically when applying information organisation and retrieval systems when developing information products and services.

#### Advanced Aspects of User Studies and Collection Development – HAI4803

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**Purpose:** The purpose of this module is to equip students with: (a) The theoretical knowledge and different viewpoints regarding user needs and behaviour in service rendering amongst others in collection building and other user services; (b) the competence to apply this theoretical knowledge on particular user groups or a particular user by means of their own empirical research.

#### Research Methodology in Information Science – HIN4801

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</table>

**Purpose:** To equip students with: (a) a sound understanding of the key issues regarding the conduct of research and professional presentation of research findings in a variety of contexts; (b) the capacity to interpret, evaluate, judge and apply the concepts, principles and techniques of the scientific methods of inquiry, interpretation, analysis and presentation of data; (c) the ability to engage independently in the research process and present the findings in an academic research report; (d) the ability to think critically and holistically when dealing real-life challenges when conducting research and presenting research reports.

#### Social Impact of Information and Communication Technology – HIN4802 (HINKISS)

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</table>

**Purpose:** To equip students with: (a) a sound understanding of the concepts related to the application of the information and communication technologies (ICTs) in a variety of environments (e.g. workplace, home, school, etc) and sectors (e.g. education, health, government, trade, banking, delivery of social services, research, etc); (b) the ability to appropriately apply different types of ICTs within the environments and sectors mentioned in (a) above; and (c) the capacity to adapt to the technological changes brought about by the ever changing ICT environment.
Theory of Information Science – HIN4803

Year module   NQF Level: 8   Credits: 24
Prerequisite: Co-Requisite:

Purpose: To equip students with: (a) a sound understanding of the various concepts and theoretical assumptions and paradigms in the discipline of information science that will enable them to analyse, interpret, and evaluate it critically; (b) the ability to substantiate their viewpoints regarding the theory of information science; and (c) the capacity to apply their theoretical knowledge critically within the context of the information profession.

Research Report in Information Science – HRINS81

Year module   NQF Level: 8   Credits: 36
Prerequisite: Co-Requisite:

Purpose: A research report on a topic selected by the student in cooperation with the lecturer. The purpose of this module is to equip students with: (a) a sound understanding of the key issues regarding the conduct of research and professional presentation of research findings in a variety of contexts; (b) the capacity to interpret, evaluate, judge and apply principles and techniques of the scientific methods of inquiry and presentation of data; (c) the ability to engage independently in the research process and present the findings in an academic research report; (d) the ability to think critically and holistically when dealing real-life challenges when conducting research and presenting research reports.

Information Systems

General information: The following configuration can be used as a guideline for the minimum required for most modules. Some modules have higher requirements and in those cases the requirements will be made available in the first tutorial letter or under module information on MyUnisa. Configuration: PC with a Pentium 233(500) MHz or higher processor, Windows XP (with SP2) or a later version, 512 MB of RAM or higher, 80 GB hard-disk space, A CD-ROM, Flash drive or memory stick for your own data. If you intend to buy a computer, we recommend that you obtain a computer with the highest processor speed and RAM you can afford, AND which upgradable (to allow you to improve its configuration at a later stage). The different software packages required by the modules are as follows: MODULES NQF LEVEL 5: EUP1501 (CEM101A); Microsoft Office 7 (student version or higher), INF1511: Delphi version 7 or higher; MODULES NQF LEVEL 6: ICT2621 and ICT2622: Microsoft Windows XP (provided) and Microsoft Visio Professional (provided), MODULES NQF LEVEL 7: INF3705 (INF305F): Microsoft Windows XP (provided) and Microsoft Visio Professional (provided), INF3707 (INF307H): Oracle 10g or higher, INF3720 (INF320E): Java (provided) or Delphi Version 5 or higher.

Students who register for any Computer Science or Information Systems modules should: (a) have access to an Internet Cafe or a Unisa Regional Learning Centre or other Internet facilities. After registration, access to MyUnisa on a regular basis is compulsory; (b) have passed Computer Application Technology or Information Technology with a rating of 4 (new NSC) or passed Computer Studies (NSC) or hold an Industry Standard qualification such as the ICDL in Computer Literacy. Students who do not satisfy this requirement are advised to register for EUP1501 before they register for INF1511.

Major combinations:

NQF Level: 5: INF1505, INF1520, INF1511
NQF Level: 6: ICT2621, ICT2622, INF2611, INF2603
NQF Level: 7: INF3703, INF3705, INF3707, INF3708, INF3720

Introduction to Business Information Systems – INF1505(INF1059)

Semester module   NQF Level: 5   Credits: 12
Prerequisite: Co-Requisite:

Purpose: To introduce students to the foundations of information systems in organizations. This module also covers information technology components such as hardware and software components, databases, data communication and Computer Networks. Students can obtain an overview of business information systems, including major categories of e-commerce and mobile and voice-based e-commerce, enterprise systems, management support systems and intelligent information systems. The system development life cycle (SDLC), a model for developing a system or project is also analysed. This module concludes by examining emerging trends, privacy, legal, security, health and ethical issues in information systems.

Visual Programming 1 – INF1511

Semester module   NQF Level: 5   Credits: 12
Prerequisite: Co-Requisite:

Purpose: To introduce students to the concepts of components, conditional execution, iterative execution, event handling, and data structures in the visual programming paradigm. NOTE: Computer literacy is needed for INF1511.

Human-Computer Interaction I – INF1520 (INF1208)

Semester module   NQF Level: 5   Credits: 12
Prerequisite: Co-Requisite:

Purpose: To introduce the students to the subject of human-computer interaction and the importance of user-centred design. It covers the social, security, and safety aspects of computing and of using computers as a tool, various interaction devices and interface styles, and various aspects relating to the design and evaluation of interactive systems.

Visual Programming II – INF2611(INF205C)

Semester module   NQF Level: 6   Credits: 12
Prerequisite: INF1511 Co-Requisite:

Purpose: Students will acquire, apply and implement knowledge and skills of advanced visual programming required to develop menu-driven, multi-form, database and reporting applications. It includes object-oriented concepts in the visual programming paradigm.

Databases I – INF2603

Semester module   NQF Level: 6   Credits: 12
Prerequisite: INF1505 Co-Requisite:

Purpose: This module serves as a fundamental building block in equipping students with the knowledge and competencies to understand and use databases. This module provides fundamental and required knowledge, skills and values which will support further studies in the field of Database Management design and implementation systems as required for studies in Information Systems and Computer Science.
Databases II – INF3703 (INF303D)
Semester module  
Prerequisite: INF2603 or ICT2621 or ICT2622 or INF206D or INF207E  
Co-Requisite:  
Purpose: To introduce students to the fundamentals of databases and database management systems covering both single and distributed database systems, relational and object-oriented databases, and dealing with aspects such as normalisation, entity-relationship modelling, transaction management and concurrency control, data warehousing, and database administration.

Advanced Systems Development – INF3705 (INF305F)
Semester module  
Prerequisite: ICT2621, ICT2622 or ICT2621, INF207E or ICT2622, INF206D or INF206D, INF207E  
Co-Requisite:  
Purpose: To introduce students to advanced topics in the analysis of information systems. This includes topics related to the software process, software engineering practice and the application of web engineering.

Database Design and Implementation – INF3707 (INF307H)
Semester module  
Prerequisite: INF2603 or ICT2621 or ICT2622 or INF206D or INF207E  
Co-Requisite:  
Purpose: To enable students to demonstrate their understanding of all the stages of developing a database application, using a Structured Query Language (SQL) and a commercial relational database management system.

Software Project Management – INF3708 (INF308J)
Semester module  
Prerequisite:  
Co-Requisite:  
Purpose: To enable students to demonstrate their understanding of managing all phases of a software development project, which includes project initiation and process analysis, resource planning and allocation, project design, risk management, monitoring and control of a project, managing people and teams, implementation and coordination of projects.

Human-Computer Interaction II – INF3720 (INF320E)
Semester module  
Prerequisite:  
Purpose: To provide students with a basic practical and theoretical introduction to human-computer interaction (HCI) and to HCI as a design discipline, extend their technical knowledge of dialogue styles, equip them with a basic set of analysis and evaluation techniques, familiarise them with current software tools for interactive system development, give students experience in the iterative nature of user interface development.

Postgraduate Modules
Software Engineering – INF4817 (INF417N)
Year module  
Prerequisite:  
Purpose: To develop an understanding of the problems associated with the development of significant computing systems; and to critically assess the technical aspects of engineering software relative to the management of the process towards the realization of high quality products that are on time and within budget.

Human-Computer Interaction – INF4820 (INF420H)
Year module  
Purpose: To introduce the subject of human-computer interaction from the point of view of the computer specialist, stressing a principled approach to interactive design which will fit into a software engineering environment.

Software Project Management – INF4825 (INF425N)
Year module  
Purpose: To equip the student to manage an information management related project as part of the integrated information management “system” and not as a stand alone project.

Information Security – INF4831 (INF431L)
Year module  
Purpose: To explain the underlying principles of information security; To study and explore the security pitfalls inherent in many important computing applications, such as general programs, operating systems, database management systems and networks; To provide the student with the necessary skills and knowledge concerning security controls that can be implemented in different computing applications to step up the security of such applications; To introduce and explain the process of managing and administering security.

E-Learning: Concepts and Principles – INF4860 (INF460R)
Year module  
Purpose: To provide a basic knowledge of effective interactive e learning, and to support students in determining appropriate, contextualised principles for the design or evaluation of usable e-learning applications in specified content domains. The module forms a good background for a subsequent honours project and ultimately for positions as e-learning or e-training practitioners.
### Enterprise Architecture – INF4883

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**Purpose:** The purpose of this module is to address the question of 'What is Enterprise Architecture?' by way of an introduction to the broad field of study. This introduction is approached from a high level view so that the student can be exposed to the business view of enterprise architecture. This is important since enterprise architecture has as one of its task the bridging of the separation (or divide) between business and IT. What the student will learn is that EA is neither an IT nor a business thing but rather something that is used by the enterprise to aid with its efficient handling of complexity. The student will also be introduced to EA’s main activity which is the modelling of the enterprise as a first step towards the “doing” of EA.

### Information Technology

**General Information:** Students who register for any Information Technology modules should have access to an Internet Cafe or a Unisa Regional Learning Centre or other Internet facilities. After registration, access to myUnisa on a regular basis is compulsory.

### Ethical Information and Communication Technologies for Development Solutions – EUP1501

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<td>Prerequisite:</td>
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**Purpose:** Students who successfully complete this module will be able to present critical arguments around ICTs for development, while appreciating ethical dimensions within an information society in relation to copyright and intellectual property rights, privacy, conduct and expectations. In addition, successful students will be able to demonstrate their ability to maintain efficient, organised and secure electronic working environments by managing digital files, systems and application software, as well as capabilities related to engaging with textual and numerical data to present information in various formats.

### End-User Computing (Theory) – EUC1501

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<tr>
<td>Prerequisite:</td>
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**Purpose:** Qualifying students can apply information technology (IT) concepts in their lives, have an understanding of the basic hardware and software components used in an information system, how data is stored and organized in a computer. The students can make an informed decision as to the use of telecommunications, networks, intranets, extranets and the Internet in his/her study field. The student realises the challenges as far as security, privacy and ethical issues posed when using IT. This module provides fundamental introductory knowledge, skills and values which will support studies and applications in sectors other than the Information Technology and Computer Sciences sectors.

### Introduction to Programming – ICT1511

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**Purpose:** Qualified students can design simple programs, according to specific standards of data integrity, robustness, accuracy, efficiency and best practice. As novice program designers they should have a sound, solid logic knowledge, skills and values, to be able to understand problems and plan suitable solutions using algorithms. Novice programmers contribute as computer specialists to business and development of science in Southern Africa, Africa and globally.

### Introduction to Interactive Programming – ICT1512

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<tr>
<td>Prerequisite:</td>
<td>Co-requisite:</td>
<td>ICT1513 or ICT113A</td>
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</table>

**Purpose:** Qualified students will be able to develop a working computer based program, with the knowledge, skills and values needed to add interactive functionality to the program through structured object-oriented programming, use logical programming skills to develop an introductory program, extend their knowledge by adding interactivity to websites through object-oriented programming, to design and develop programs using industry process systems and organizational information systems that conforms to specific standards that are user-friendly and robust, solution specific and to the satisfaction of the client and think conceptually to recognize the design rules and techniques and components in order to develop a solution. Students are required to connect to the Internet on a weekly basis, use self-study methods, and participate in the online study and discussion groups.

### Introduction to Web Design – ICT1513

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</tbody>
</table>

**Purpose:** Qualified students will be able to design, develop and maintain graphical user interfaces, critically evaluate a graphical user interface based on values that conform to internationally accepted, ethical and esthetical stands and design values, increase the quality standards of a graphical user interface, analyze the client’s needs and design and develop a graphical user interface to specific standards of being well-designed, portable, accessible, clearly-presented, cost-effective, re-useable, reliable, timely, and robust, and analyze a given situation or scenario, which is the client’s needs, provide design solutions, develop, evaluate and improve web-sites. Students are required to connect to the Internet on a weekly basis, use self-study methods, and participate in the online study and discussion groups.

### Introduction to Databases – ICT1521

<table>
<thead>
<tr>
<th>Semester module</th>
<th>NQF Level: 5</th>
<th>Credits: 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>Co-requisite:</td>
<td>EUP1501 or CEM101A</td>
</tr>
</tbody>
</table>

**Purpose:** To enable a novice database designer to design and implement simple database applications.

### Workstation Technical Skills – ICT1531

<table>
<thead>
<tr>
<th>Semester module</th>
<th>NQF Level: 5</th>
<th>Credits: 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>Co-requisite:</td>
<td></td>
</tr>
</tbody>
</table>

**Purpose:** To provide students with the basic knowledge, skills and values needed to install, support and maintain software products and systems.

### Network Technical Skills – ICT1532

<table>
<thead>
<tr>
<th>Semester module</th>
<th>NQF Level: 5</th>
<th>Credits: 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>Co-requisite:</td>
<td>ICT1531</td>
</tr>
</tbody>
</table>

**Purpose:** To provide students with the basic knowledge, skills and values needed to install, support and maintain network products and systems.
Business Informatics I – ICT1541

<table>
<thead>
<tr>
<th>Semester module</th>
<th>NQF Level: 5</th>
<th>Credits: 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>Co-requisite:</td>
<td></td>
</tr>
<tr>
<td>Purpose:</td>
<td>To provide a novice business analyst with an introduction to basic information communication technology systems concepts. The student will be able to analyse the components of an ICT system, and describe the flow of information in an organization.</td>
<td></td>
</tr>
</tbody>
</table>

Graphical User Interface Programming – ICT2611

<table>
<thead>
<tr>
<th>Semester module</th>
<th>NQF Level: 6</th>
<th>Credits: 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>Co-requisite:</td>
<td></td>
</tr>
<tr>
<td>Purpose:</td>
<td>To enable an intermediate level programmer to design and implement graphical user interfaces for business software systems.</td>
<td></td>
</tr>
</tbody>
</table>

Interactive Programming – ICT2612

<table>
<thead>
<tr>
<th>Semester module</th>
<th>NQF Level: 6</th>
<th>Credits: 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>Co-requisite:</td>
<td></td>
</tr>
<tr>
<td>Purpose:</td>
<td>To enable an intermediate level programmer to design, develop and maintain appropriate multimedia solutions that meet the needs of clients in a changing environment.</td>
<td></td>
</tr>
</tbody>
</table>

Internet Programming – ICT2613

<table>
<thead>
<tr>
<th>Semester module</th>
<th>NQF Level: 6</th>
<th>Credits: 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>Co-requisite:</td>
<td></td>
</tr>
<tr>
<td>Purpose:</td>
<td>To enable an intermediate level web developer to design, develop and maintain appropriate web-based solutions that meet the needs of clients in a changing environment.</td>
<td></td>
</tr>
</tbody>
</table>

Structured Systems Analysis and Design – ICT2621

<table>
<thead>
<tr>
<th>Semester module</th>
<th>NQF Level: 6</th>
<th>Credits: 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>Co-requisite:</td>
<td></td>
</tr>
<tr>
<td>Purpose:</td>
<td>To enable an intermediate level systems analyst to analyse information systems, and design computerized solutions using structured analysis and design techniques.</td>
<td></td>
</tr>
</tbody>
</table>

Object-Oriented Analysis – ICT2622

<table>
<thead>
<tr>
<th>Semester module</th>
<th>NQF Level: 6</th>
<th>Credits: 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>Co-requisite:</td>
<td></td>
</tr>
<tr>
<td>Purpose:</td>
<td>To enable an intermediate level systems analyst to analyse information systems according to the object oriented approach using the tools, techniques and methodologies of systems development.</td>
<td></td>
</tr>
</tbody>
</table>

Operating Systems Practice – ICT2631

<table>
<thead>
<tr>
<th>Semester module</th>
<th>NQF Level: 6</th>
<th>Credits: 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>Co-requisite:</td>
<td></td>
</tr>
<tr>
<td>Purpose:</td>
<td>To enable an intermediate level operating systems administrator to select an appropriate operating system, and to install, customize and maintain systems software to meet specifications.</td>
<td></td>
</tr>
</tbody>
</table>

Digital Logic – ICT2632

<table>
<thead>
<tr>
<th>Semester module</th>
<th>NQF Level: 6</th>
<th>Credits: 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>Co-requisite:</td>
<td></td>
</tr>
<tr>
<td>Purpose:</td>
<td>To provide students with mathematical knowledge of the principles of electronic logic required for the development of specialized technical solutions to scientific and business problems.</td>
<td></td>
</tr>
</tbody>
</table>

Business Informatics 2A – ICT2641

<table>
<thead>
<tr>
<th>Semester module</th>
<th>NQF Level: 6</th>
<th>Credits: 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>Co-requisite:</td>
<td></td>
</tr>
<tr>
<td>Purpose:</td>
<td>To enable an intermediate level business analyst to understand business processes from the client’s perspective, analyse a business from a financial and business process perspective, and propose a business solution.</td>
<td></td>
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</table>

Business Informatics 2B – ICT2642

<table>
<thead>
<tr>
<th>Semester module</th>
<th>NQF Level: 6</th>
<th>Credits: 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>Co-requisite:</td>
<td></td>
</tr>
<tr>
<td>Purpose:</td>
<td>To enable an intermediate level business analyst to understand information systems and management strategies, explain how to manage data resources and identify the role of appropriate technologies in a business environment, describe the enterprise applications and integrations of business processes, and enhance decision making in the organization. Students will be equipped to interpret information into appropriate business information systems.</td>
<td></td>
</tr>
</tbody>
</table>

Advanced Graphical User Interface Programming – ICT3611

<table>
<thead>
<tr>
<th>Semester module</th>
<th>NQF Level: 6</th>
<th>Credits: 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>Co-requisite:</td>
<td></td>
</tr>
<tr>
<td>Purpose:</td>
<td>To enable a programmer to analyse, design, implement and maintain advanced graphical user interfaces for business software systems.</td>
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</tr>
<tr>
<td>Course Name</td>
<td>Code</td>
<td>Semester</td>
</tr>
<tr>
<td>-------------------------------------------------</td>
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</tr>
<tr>
<td>Advanced Internet Programming – ICT3612</td>
<td></td>
<td>Semester</td>
</tr>
<tr>
<td>Database Design – ICT3621</td>
<td></td>
<td>Semester</td>
</tr>
<tr>
<td>Advanced Operating System Practice – ICT3631</td>
<td></td>
<td>Semester</td>
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<tr>
<td>Business Informatics 3A – ICT3641</td>
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<td>Year module</td>
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<tr>
<td>Business Informatics 3B – ICT3642</td>
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<td>Semester</td>
</tr>
<tr>
<td>Information and Communication Technology Project Proposal – ICT3713</td>
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<td>Semester</td>
</tr>
<tr>
<td>Information and Communication Technology Project Implementation – ICT3714</td>
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<td>Semester</td>
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<tr>
<td>Database Practice – ICT3722</td>
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<td>Semester</td>
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<tr>
<td>Management Information Systems II – MNI231R</td>
<td></td>
<td>Semester</td>
</tr>
<tr>
<td>Information Administration II (Practical) – IAD2M2X</td>
<td></td>
<td>Semester</td>
</tr>
</tbody>
</table>
Business Information Systems I: Module 1 – BSS2M1F

Year module  NQF Level: 6  Credits: 30

Prerequisite:  AN1501 or DPA101P  Co-requisite:  

Purpose: To equip students with knowledge and skills in the following principles: Understand and apply fundamental information system principles in the context of business information systems and business organisations, so that they can function efficiently and effectively as accountants, internal auditors, business employees, and managers in a business environment. Module 1 focuses on the different types of information systems used in business organizations.

Business Information Systems II: Module 2 – BSS2M2G

Year module  NQF Level: 6  Credits: 30

Prerequisite:  AN1501 or DPA101P  Co-requisite:  

Purpose: The purpose of this module is to present the strategic, tactical, and operational principles of Information Systems (IS) and Information Technology (IT). Qualifying students will have a management-oriented understanding of how Information Systems (IS) and Information Technology (IT) facilitate problem solving, increase productivity and quality, increase speed, improve customer service, enhance communication and collaboration, facilitate business process re-engineering, and enable competitive and strategic advantage. Qualifying students will be able to analyse, apply, synthesise, and evaluate information systems (IS) and Information Technology (IT) in terms of organisational strategies, tactics, goals, and objectives.

Information Administration III (Theory) – IAD3M1Y

Semester module  NQF Level: 7  Credits: 12

Prerequisite:  IAD2M1X & IAD2M2X  Co-requisite:  

Purpose: Operational systems, management information and decision support systems, knowledge management and specialized information systems. Pervasive computing, systems analysis, systems design, security, privacy and ethical issues in Information Systems.

Information Administration III (Practical) – IAD3M2Y

Semester module  NQF Level: 7  Credits: 12

Prerequisite:  IAD2M1X & IAD2M2X  Co-requisite:  


Postgraduate Modules

Computer Security IV – CPS401I

Year module  NQF Level: 7  Credits: 13

Prerequisite:  Co-requisite:  

Purpose: Security is a major issue in the computing environment – even more so with the expansion of the Internet and multi-computer networked environments in the commercial scenario. Therefore, the aim of this course is to sensitize students to issues regarding security in different areas of computing (operating systems, databases, networks, etc). Broadly stated, students should be able to recognize threats as posed from a security point of view, as well as counter-measures to be applied in order to eliminate/manage these threats.

Database Systems IV – DBS401I

Year module  NQF Level: 7  Credits: 13

Prerequisite:  Co-requisite:  

Purpose: The purpose of this module is to enable internet programmers to analyse internet solutions for information systems in environments such as industrial process systems, commerce and organisational information systems, taking into account appropriate techniques and the latest trends in software development.

Advanced Development Software IV – DEV401I

Semester module  NQF Level: 7  Credits: 12

Prerequisite:  DSO401I  Co-requisite:  

Purpose: The purpose of this module is to provide an all-encompassing view of how distributed applications are built. Students will learn device interoperability and how to make transitions between software programming languages, such as Python, Java or C++. Students will learn how to use standard tools, object oriented programming (OOP) and the software development life cycle (SDLC) to analyze, design and create distributed applications.

Development Software IV – DSO401I

Year module  NQF Level: 7  Credits: 12

Prerequisite:  Co-requisite:  

Purpose: The purpose of this module is to enable internet programmers to analyse internet solutions for information systems in environments such as industrial process systems, commerce and organisational information systems, taking into account appropriate techniques and the latest trends in software development.

Information and Technology Management IV – INT401I

Year module  NQF Level: 7  Credits: 13

Prerequisite:  Co-requisite:  

Purpose: The purpose of this module is to present the strategic, tactical, and operational principles of Information Systems (IS) and Information Technology (IT). Qualifying students will have a management-oriented understanding of how Information Systems (IS) and Information Technology (IT) facilitate problem solving, increase productivity and quality, increase speed, improve customer service, enhance communication and collaboration, facilitate business process re-engineering, and enable competitive and strategic advantage. Qualifying students will be able to analyse, apply, synthesise, and evaluate Information Systems (IS) and Information Technology (IT) in terms of organisational strategies, tactics, goals, and objectives.

Networks IV – NTW401I

Year module  NQF Level: 7  Credits: 13

Prerequisite:  Co-requisite:  

Purpose: Apart from the technical aspects such as topologies, network switching, etc. that will be covered, network management and recent network environment developments will also be addressed.
Operating Systems IV – OPS401I

Year module  NQF Level: 7  Credits: 13

Prerequisite:  Co-requisite:

Purpose: The purpose of this module is to provide an overview of computer system and the operating system looking at following concepts; process management, memory management, storage management, protection and security issues and distributed systems. It also addresses how the operating system is capable of running multiple processes through topics such as: process synchronization, message passing and deadlocks.

Project IV: Practical Project – PRJ4M1I

Year module  NQF Level: 7  Credits: 8

Prerequisite: RT4801 or RME101Q  Co-requisite:

Purpose: An advanced system is to be designed and implemented.

Project IV: Research Script – PRJ4M2 I

Year module  NQF Level: 7  Credits: 8

Prerequisite: RT4801 or RME101Q  Co-requisite:

Purpose: The research script and the practical project need not be related in any way, although it is allowed. The research script comprises the collection, analysis, organisation, critical evaluation and presentation of information in the form of a research script, using an appropriate research methodology.

Research in Information Technology – RIT4801

Year module  NQF Level: 7  Credits: 12

Prerequisite:  Co-requisite:

Purpose: This module serves as a fundamental building block in equipping students with the knowledge and competencies to conduct research in the IT field. Qualifying students can follow sound qualitative-focused research processes, to translate work-related problems in the form of research questions. Students use appropriate sources to conduct a literature review. Students understand appropriate research strategies, data gathering and analysis techniques to obtain answers to the stated research questions. Students use an academic writing style and recognized referencing techniques to communicate on their research findings to the client.

NOTE: This module is replacing the module REME 101Q offered by the Department of Business Management. Students who have passed RME101Q may not enroll for RIT4801.

Software Engineering and Design IV – SED401I

Year module  NQF Level: 7  Credits: 13

Prerequisite:  Co-requisite:

Purpose: To introduce students to advanced topics in the analysis of information systems. This includes topics related to the software process, software engineering practice and the application of web engineering.

Internal Auditing

Internal Auditing: Theory and Principles – AUI2601 (AUI2016)

Semester module  NQF Level: 6  Credits: 12

Prerequisite: FAC1502 or FAC1M2X  Co-requisite:

Purpose: To introduce students to internal auditing and the theory and principles of internal auditing up to the level of knowledge and comprehension.

Practice of Internal Auditing – AUI302B

Semester module  NQF Level: 6  Credits: 12

Prerequisite: AUI2601 and AUI2016 and AUI202M  Co-requisite:

Purpose: To enable students to gain insight into the establishment of the internal audit function: foundation for the establishment of an internal audit function, professional guidelines for the practice of internal auditing; management of the internal audit function; administration and management of the internal audit department, control over the internal audit assignment, personnel component; legal aspects and the practice of internal auditing; nature and role of legislation on internal auditing, important legislation of interest to the internal auditor.

Advanced Applications in the Internal Audit Process – AUI303C

Semester module  NQF Level: 6  Credits: 12

Prerequisite: AUI2601, AUI202M OR AUI2602 & FAC1601, FAC2602  Co-requisite:

Purpose: To enable students to gain insight into the business management approach towards the performance of an internal audit: the principles and role of the business management approach in the internal audit process; advanced considerations and applications in the internal audit process: considerations and aids in the internal audit process, the audit of systems and records, reporting audit findings.

Operational Auditing – AUI305E (IAU3015)

Semester module  NQF Level: 6  Credits: 12

Prerequisite: AUI2601 & FAC1601  Co-requisite:

Purpose: To enable students to gain insight into operational auditing: theory of operational auditing, the operational audit process; fraud investigations: applications.

Postgraduate Modules

Internal Audit Applications – HIAU02M

Year module  NQF Level: 7  Credits: 34

Prerequisite:  Co-requisite:

Purpose: To enable students to obtain a comprehensive and deep level of theoretical and practical knowledge, up to a level of professional competence, in internal audit applications.
Advanced Internal Audit Practice – AUI4861 (HIAU01L)

Year module: NQF Level: 8  Credits: 24

Prerequisite:  Co-requisite:

Purpose: To provide aspirant internal audit executives with an integrated in-depth knowledge and understanding of the frameworks, tools and techniques necessary for the professional practice of internal auditing. Students successfully completing this module are able to interpret and apply relevant components of the professional practices framework for internal audit within situational contexts.

Advanced Internal Audit Responsibilities in Risk, Control and Governance – AUI4862 (HIAU02M)

Year module: NQF Level: 8  Credits: 24

Prerequisite:  Co-requisite:

Purpose: This module is intended for potential chief audit executives or possible risk specialists. The purpose of this module is to provide students at postgraduate level with integrated knowledge and skills and an in-depth understanding of corporate governance, risk management and control so as to assist all levels of management in an organisation to achieve their objectives and to contribute, from an internal auditing perspective, to optimising the functioning of the organisation. Students credited with this module are equipped with theoretical and practical knowledge regarding corporate governance, risk management and control in various organisational environments and the ability to apply the knowledge in practice in different internal audit situations.

Advanced Internal Audit Applications – AUI4863 (HIAU4863)

Year module: NQF Level: 8  Credits: 24

Prerequisite:  Co-requisite:

Purpose: This module is intended for aspiring internal audit executives. The purpose of this module is to provide learners with comprehensive and integrated knowledge and skills in conducting different audit applications. Students credited with this unit standard are able to prepare for and undertake different types of audit applications with due regard for theoretical and practical aspects of the task, including its scope and objectives, pre-engagement and planning, execution and reporting, and with full understanding of the audit process.

International Politics

Major Combinations:
Any SEVN (7) of the following modules:
NQF level 5: IPC1501, IPC1502
NQF level 6: IPC2601, IPC2602
NQF level 7: IPC3701, IPC3702, IPC3703, PSC3702, PSC3703
PLUS and TWO (2) modules selected from the remainder above, PSC2601, PSC3701 or any second or third level module in African Politics and Politics. At least FIVE (5) modules should be taken at third level (NQF level 7). Students are advised to give preference to IPC modules.

Fundamentals of International Politics – IPC1501

Semester module: NQF Level: 5  Credits: 12

Prerequisite:  Co-requisite:

Purpose: To enable students to demonstrate an understanding of and to describe the fundamental participants in international politics; power and international politics; how international politics is conducted, and the theories pertaining thereto.

South Africa in International Politics – IPC1502

Semester module: NQF Level: 5  Credits: 12

Prerequisite:  Co-requisite:

Purpose: To enable students to demonstrate an understanding of and to describe: the fundamental concepts of foreign policy and (foreign) policy analysis; the position of South Africa as participant in international politics and the formulation of South Africa’s foreign policy.

South African Politics – PSC2601

Semester module: NQF Level: 6  Credits: 12

Prerequisite:  Co-requisite:

Purpose: To enable students to demonstrate an understanding of South African politics, the theories and ideas; to analyse and describe the background and the characteristics of the most important aspects thereof.

International Organisations – IPC2601

Semester module: NQF Level: 6  Credits: 12

Prerequisite:  Co-requisite:

Purpose: To enable students to understand, analyse and describe the nature, functions and working of regional and global organisations.

International Political Dynamics – IPC2602

Semester module: NQF Level: 6  Credits: 12

Prerequisite:  Co-requisite:

Purpose: To enable students to understand, analyse and describe the macro international political dynamics; intermediate international political dynamics and micro international political dynamics.

International Political Theory – IPC3701

Semester module: NQF Level: 7  Credits: 12

Prerequisite:  Co-requisite:

Purpose: To enable students to understand, analyse and describe the nature, functions and working of regional and global organisations.
<table>
<thead>
<tr>
<th>Module Name</th>
<th>Type</th>
<th>NQF Level</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>International Political Economy – IPC3702</td>
<td>Semester module</td>
<td>7</td>
<td>12</td>
</tr>
<tr>
<td>Diplomacy – IPC3703</td>
<td>Semester module</td>
<td>7</td>
<td>12</td>
</tr>
<tr>
<td>Contemporary Issues in Politics: Capita Selecta – PSC3701</td>
<td>Semester module</td>
<td>7</td>
<td>12</td>
</tr>
<tr>
<td>Political Conflict and Conflict Resolution – PSC3702</td>
<td>Semester module</td>
<td>7</td>
<td>12</td>
</tr>
<tr>
<td>Political Knowledge – PSC3703</td>
<td>Semester module</td>
<td>7</td>
<td>12</td>
</tr>
<tr>
<td>Postgraduate Modules</td>
<td></td>
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<td></td>
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<tr>
<td>Political Sciences and Research-HPPSC81</td>
<td>Year module</td>
<td>8</td>
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<tr>
<td>Research Report: Political Science -HRPSC82</td>
<td>Year module</td>
<td>8</td>
<td>36</td>
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<tr>
<td>Integration and Disintegration: African and International Institutions – AIP4801</td>
<td>Year module</td>
<td>8</td>
<td>24</td>
</tr>
<tr>
<td>Politics in the Twenty-first Century: National, African and International Perspectives – PSC4802</td>
<td>Year module</td>
<td>8</td>
<td>24</td>
</tr>
<tr>
<td>Conflict, Peace and Security Studies – PSC4803</td>
<td>Year module</td>
<td>8</td>
<td>24</td>
</tr>
<tr>
<td>South Africa in the International Political Economy – IPC4801</td>
<td>Year module</td>
<td>8</td>
<td>24</td>
</tr>
</tbody>
</table>

**Semester module**

- **Prerequisite:**
- **Co-require:**

**Purpose:**

- To enable students to understand, analyse, describe and explain the nature, scope and structure of international political economy; and the position of South Africa in the international political economy.

- To enable students to understand, analyse, describe and apply the history and theories pertaining to diplomacy; the nature and functions of diplomacy and the institutions and structures of diplomacy.

- To enable students to demonstrate an understanding of the background, characteristics and implications of selected issues (e.g. sport and politics) on national, regional and international level; and to analyse and describe these issues.

- To enable students to analyse and describe the background and characteristics of politics and conflict and the resolution of political conflict; and to apply the theories pertaining thereto.

- To enable students to analyse, describe and apply the criteria for the acquisition of political knowledge; and to apply the approaches and theories pertaining thereto.

**Year module**

- **Prerequisite:**
- **Co-require:**

**Purpose:**

- The purpose of this module is to equip students with the knowledge of the philosophy of science, that is, metatheory and the ontological, epistemological and methodological issues informing research in the Political Sciences, and to enable them to reflect and think critically about them. These issues will assist students to make informed choices about research problems and research in general.

- The aim of this module is to equip students with research skills relevant to the Political Sciences in order to enable them to produce a research report based on their independent critical exploration of phenomena relevant to the Political Sciences.

- An advanced comparative study of African and international institutions and the prospects for integration and disintegration.

- An advanced study of the main characteristics and tendencies in politics in the 21st century as influenced by the fall of the Berlin Wall, 11 September and globalisation.

- An advanced study of the origins of conflict and the attaining of peace.

- An advanced study of South Africa's position in the international political economy. It is based on the theoretical and analytical framework of Susan Strange.
International Political Theory – IPC4802

Year module  NQF Level: 8  Credits: 24
Prerequisite:  Co-requisite: 
Purpose: An advanced theoretical study of state sovereignty and how it is affected by different developments on the global level.

An Advanced Study of Problems Relating to Foreign Policy and Foreign Policy Analysis – IPC4803

Year module  NQF Level: 8  Credits: 24
Prerequisite:  Co-requisite: 
Purpose: An advanced study of the main theoretical issues, as well as the sources, determinants, instruments, the decision making process and the outcomes of foreign policy. The paper focuses mainly on US foreign policy.

Introduction to the Economic and Management Environment

Introduction to the Economic and Management Environment 1A – INM1013

Semester module  NQF Level: 5  Credits: 0
Prerequisite:  Co-requisite: 
Purpose: Study management; career planning; the economic problem; the economic system of South Africa; the role of business management; accounting and accounting aids.

Introduction to the Economic and Management Environment 1B – INM1024

Semester module  NQF Level: 5  Credits: 0
Prerequisite:  Co-requisite: 
Purpose: Quantitative decision making; industrial and organisational psychology; communications; organisational culture.

Investments

Investments: An Introduction – INV2601 (MNF2034)

Semester module  NQF Level: 6  Credits: 12
Prerequisite: MNB1601 & (FIN2601 or FIN2603)  Co-requisite: 
Purpose: To enable students to gain insight into investment in financial assets; the investment environment; the risk-return framework; fundamental and technical analysis; portfolio management.

Investments: Real Estate – INV2602

Semester module  NQF Level: 6  Credits: 12
Prerequisite: FIN2601 or FIN2603 or MNF2023  Co-requisite: 
Purpose: To enable students to undertake property finance and investments.

Investments: Equity Asset Valuation – INV3701

Semester module  NQF Level: 7  Credits: 12
Prerequisite: INV2601  Co-requisite: 
Purpose: To enable students to determine the fair value of a firm’s equity based on economic prospects, current and forecast financial performance as well as risk assessment.

Investments: Fixed Income Analysis – INV3702

Semester module  NQF Level: 7  Credits: 12
Prerequisite: INV2601  Co-requisite: 
Purpose: To enable students to determine the fair value of fixed income securities based on interest rate forecasts, investment horizons and risk assessment.

Investments: Derivatives – INV3703 (MNK301S)

Semester module  NQF Level: 7  Credits: 12
Prerequisite: INV2601  Co-requisite: 
Purpose: To enable students to gain insight into risk management with derivatives: options contracts; futures, and forward contracts; interest rate swaps agreements; future rate agreement; managing the risk of a portfolio.

Postgraduate Modules

Investments: Portfolio Management – INV4801 (REPMANW)

Year module  NQF Level: 8  Credits: 24
Prerequisite: INV3701 and INV3702 and INV3703  Co-requisite: 
Purpose: To enhance students’ knowledge of portfolio management. To provide an advanced understanding and analysis of an Investment Policy Statement (IPS); capital market expectations, asset allocation, fixed income portfolio management, equity portfolio management, alternative investments portfolio management, and portfolio performance evaluation.
Investments: Derivatives – RSK4805 (INV4802)

Year module

NQF Level: 8
Credits: 24

Prerequisite: 
Co-requisite: 

Purpose: People credited with this module are able to analyse, construct, price and apply derivative instruments, construct applicable hedging strategies and calculate market risk exposure by using historical simulations and other methods.

Islamic Studies

(Major combinations for Islamic Studies)

Major combinations:
NQF Level: 5: ICS1501
NQF Level: 6: ICS1602, ICS2603, ICS2604
NQF Level: 7: ICS2705, ICS3706, ICS3707 and any TWO of the following: RST3706, RST3707, RST3709

An Introduction to Islam – ICS1501 (ICS101X)

Semester module

NQF Level: 5
Credits: 12

Prerequisite: 
Co-requisite: 

Purpose: To provide a grounded overview of Islam’s sacred sources, faith and practices, and to enable students to be culturally sensitive to Islamic societies.

Early History of Islam: 6th to 9th Centuries – ICS1602 (ICS102Y)

Semester module

NQF Level: 6
Credits: 12

Prerequisite: ICS1501 or ICS101X
Co-requisite: 

Purpose: To present a descriptive background to pre-Islamic Arabia and early Islamic history, as well as a biography of the Prophet of Islam.

Foundation Sources of Islam – ICS2603 (ICS2014)

Semester module

NQF Level: 6
Credits: 12

Prerequisite: ICS1501 or ICS101X
Co-requisite: 

Purpose: To acquire a deeper understanding of Islam’s sacred sources (Qur’an, Hadith) and related sources (Tafsir and Shariah).

Sociocultural Life, Ethics and Education in Islam – ICS2604 (ICS2025)

Semester module

NQF Level: 6
Credits: 12

Prerequisite: ICS1501 or ICS101X
Co-requisite: 

Purpose: To attain an introductory knowledge of sociocultural life, Islamic ethics and education in Islamic societies.

Islamic Politics and Economics – ICS2705 (ICS2036)

Semester module

NQF Level: 7
Credits: 12

Prerequisite: ICS1501 or ICS101X
Co-requisite: 

Purpose: To make it possible for students to grasp the basic principles of Islamic politics and contemporary strategies of Islamic economics, and their application in society.

Islamic Philosophy, Theology and Mysticism – ICS3706 (ICS3018)

Semester module

NQF Level: 7
Credits: 12

Prerequisites: ICS1501 or ICS101X
Co-requisite: 

Purpose: To enable students to reflect and explore key concepts in Islamic philosophy and mysticism in order to develop the self and societies.

Islamic Law and Jurisprudence – ICS3707 (ICS303A)

Semester module

NQF Level: 7
Credits: 12

Prerequisites: ICS1501 or ICS101X
Co-requisite: 

Purpose: To gain insight into the sources of Islamic law, its development and current status.

World Religions – RST3706 (RST3701)

Semester module

NQF Level: 7
Credits: 12

Prerequisites: 
Co-requisite: 

Purpose: Students are given a choice between two clusters: Semitic or Asian. In the Semitic cluster (Judaism, Christianity and Islam; a comparative study) the purpose is to gain insight into three Abrahamic faiths, with emphasis on their unique and related elements, and with reference to Scripture and tradition, monotheism, authority, worship and ritual, ethics, the material culture, political order, and dialogue. In the Asian option (Asian faiths: culture, religion and philosophy) the purpose is to gain understanding of the classical teachings and philosophies in various historical schools and contemporary societies of Hinduism and Buddhism.

World Religions – RST3707 (RST222Y)

Semester module

NQF Level: 7
Credits: 12

Prerequisites: 
Co-requisite: 

Purpose: To enable students to demonstrate insight into African religion, giving attention to Christianity and Islam on the African continent, including the contemporary dynamics of African religion, African Christianity, African Islam and the coexistence of these religions in Africa.
### World Religions – RST3709 (RST328C)

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**Semester module**

**Postgraduate Modules**

#### Qu’ranic Sciences – ICS4801 (ICSQTCH)

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**Year module**

#### Hadith Literature and Criticism – ICS4802 (ICSHCTX)

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**Year module**

#### Contemporary Islam – ICS4803 (ICSCSPF)

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**Year module**

#### Research Methodology and Religious Hermeneutics – HRS4803 (HRS415U)

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**Year module**

#### Research Report – HRS4805

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**Year module**

### Italian

#### Italian: Beginners – ITN1501 (ITN1019)

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**Semester module**

#### Italian Language: Lower Intermediate – ITN1502 (ITN102A)

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**Semester module**

### Judaica

#### Laws and Customs: The Festivals of Judaism, Their Origin, Development and the Inherent Notion of Time – JCA1501

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**Semester module**
### The Emergence of the Halacha – JCA1502

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**Purpose:** To enable students to gain an understanding of the development of Jewish legal system (Halacha) and its origins in the Torah and the Mishnah until the codification of the Shulchan Aruch.

### Postgraduate Modules

#### Research Proposal in Judaic Studies – HPJEW81

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**Purpose:** To study all the major components of research such as the formation of hypotheses, different methodologies and approaches and sources in the field of Judaic studies.

#### Research article/essay: applied to Judaic Studies –HRJEW85

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**Purpose:** A student is required to submit a research article or a written essay before 30 November of not more than 20 pages the bibliography included. A student may choose any relevant theme or topic in the field of the Judaic Studies. A student is advised to consult the lecturer well in advance in order to discuss the scope and the sources available for the article.

### The World of the Jewish People – JEW4802

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**Purpose:** To study the shifting centres of Jewish life from Babylonia, Spain, Western Europe, Eastern Europe and Africa.

### Ancient Israel and Jewish Communities – JEW4803

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**Purpose:** To study the formative stages of Jewish communities in the context of the Biblical and the Graeco-Roman empires and later movements.

### Cultural Background of the Jewish Communities – JEW4804

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**Purpose:** To study selected literature from the ancient and modern archives and libraries such as the Cairo Geniza, Elephantine papyri, the Dead Sea scrolls as well as the Mishnah, Talmud and Midrash.

### Latin

#### Basic Concepts in Language Analysis: Introduction to Latin Morphology – LAN1501 (LAN101K)

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**Purpose:** Basic language analysis skills; introduction to basic concepts in language and language analysis with application to Latin and English examples; introduction to Latin morphology.

#### Introduction to Latin Grammar and Syntax – LAN1502 (LAN102L)

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<td>LAN1501 / LAN101K</td>
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**Purpose:** Introduction to Latin grammar and syntax; a study of morphology; and formulation of simple sentences in Latin applying the skills learnt in module 1501.

### Law

**General information:** FOR THE COLLEGE OF HUMAN SCIENCES: Where Private Law is included as a major in the BA (General) degree, three other modules from the School of Law must be included in the degree. SCL1501 (SCL1014), ILW1501 (ILW1036) and FLS1501 (FLS101V) are recommended.

#### Business Practice and Workplace Ethics-BWE1501

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**Purpose:** This module will be useful to students who will be employed as paralegals at community based organizations to give legal advice on an informal basis or law firms to assist attorneys with legal work. A student credited with this module will be able to: Demonstrate an understanding of the legal profession and distinguish the role of paralegals from other legal professionals; Analyze the structure of a law firm and the role of a paralegal within the law firm; Demonstrate an understanding of ethics and critique the role of legal ethics and the relevance of ethical behavior in a legal context.
Law of Persons – PVL1501

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<tr>
<td>Prerequisites:</td>
<td>Co-requisite:</td>
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</tr>
<tr>
<td>Purpose: To equip students with knowledge, skills and attitudes to analyse and solve well-defined problems relating to the law of persons (including the beginning and end of legal personality, and factors that affect a person's status) in South Africa.</td>
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Commercial Law 1A – CLA1501 (CLA101S)

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<tr>
<td>Prerequisites:</td>
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<tr>
<td>Purpose: Section A: (a) The South African legal system; (b) Introduction to the theory of law. Section B: The law of obligations; introduction to the law of contract; the formation of a contract; principles and rules concerning valid and binding contracts; breach of contract; remedies on the ground of breach of contract; the transfer and termination of obligations.</td>
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Commercial Law 1B – CLA1502

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<th>Semester module</th>
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<tr>
<td>Prerequisites:</td>
<td>CLA1501</td>
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<tr>
<td>Purpose: The purpose of this module is to equip students with knowledge, skills, attitudes and competencies to analyse and solve basic legal problems relating to specific contracts and other aspects of commercial law in South Africa.</td>
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Commercial Law 1C – CLA1503

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<tr>
<td>Prerequisites:</td>
<td>Co-requisite:</td>
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<tr>
<td>Purpose: The aim of this module is to provide students with a general understanding of the South African legal system and to equip them with knowledge, skills and competencies to analyse and solve well-defined problems relating to the general principles of the law of contract and to specific contracts and other aspects of commercial law in South Africa.</td>
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Communication Law – CML1501

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<td>Prerequisites:</td>
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<tr>
<td>Purpose: To equip students with knowledge of and insight into communication law.</td>
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Citizenship Law, public participation and democracy – CPD1501

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<td>Prerequisites:</td>
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<tr>
<td>Purpose: The purpose of this module is to enable students to understand and identify the concepts, theories and processes regarding citizenship, democracy and public participation, and also to evaluate what their roles are in society. This module will equip students with competencies to analyze and evaluate situations or scenarios pertaining to citizenship and democracy in South Africa, analyze clients' needs and provide solutions to specific problems. Students who complete this module will be able to operate effectively within the working environment of Paralegals. This module can also be appropriate for those students who are working or intending to work in the public sector; community based advice offices and private practice. Thus, students who have passed this module will be able to advise, counsel and represents clients in law pertaining to citizens and non-citizens.</td>
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Introduction to the General Principles of Criminal Law – CRW1501

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<td>Prerequisites:</td>
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<tr>
<td>Purpose: To gain knowledge, skills and competencies to analyze and solve problems relating to criminal law, specifically with respect to the general principles of criminal law.</td>
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The Origins of South African Law – FLS1501 (FLS101V)

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<td>Prerequisites:</td>
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<tr>
<td>Purpose: To provide an overview of the external history of South African law by tracing the sources and factors which have contributed directly or indirectly to the development of the legal system.</td>
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Foundations of South African Law – FLS1502 (FLS102W)

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<tr>
<td>Purpose: To provide students with an overview of the Roman foundations of the law of property, obligations and delict, with reference to the interaction of the various legal traditions studied in FLS1501 (Origins of South African Law) and comparable institutions in modern South African law, in order to solve well-defined problems relating to law of property and obligations.</td>
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Introduction to Law – ILW1501

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<tr>
<td>Purpose: To gain basic knowledge, insight and skills for the analysis and solution of elementary problems relating to some of the underlying principles of South African law in general.</td>
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### Introduction to Paralegal Studies – PAR1501

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<tr>
<td>Purpose: This module will be useful to students with an interest in law but who do not want to become either attorneys or advocates in private practice. The legal knowledge can be used to uplift communities or assist ordinary citizens with basic legal advice on an informal basis. A person credited with this module will be able to define and differentiate a paralegal from other legal professionals and their role in the legal sphere; explain the role of paralegals in terms of the Constitution and within different institutions and their training in the legal sphere; apply the practical skills a paralegal must have in given case scenarios.</td>
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### Social Dimensions of Justice – SJD1501

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<tr>
<td>Purpose: In this module, students will be introduced to the South African context in which they will have to perform as future legal and criminal justice functionaries. They will develop a basic understanding of what shapes our legal system, the nature of the South African law and criminal justice system and how it is applied and administered. They will also develop an awareness of how they can, as legal and criminal justice functionaries, contribute towards building a safer and more just society in conformity with the South African Constitution.</td>
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### Skills Course for Law Students – SCL1501

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<td>Purpose: To gain basic knowledge, study skills and practical application skills so that they will be better equipped to deal with the practical demands required in daily legal practice.</td>
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### Research Literacy for Law – SCL1502

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<tr>
<td>Purpose: The purpose of this module is for students to gain the fundamental knowledge and skills necessary to conduct research in the various fields of law.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Occupational Health and Safety Law – OHS101S

<table>
<thead>
<tr>
<th>Semester module</th>
<th>NQF Level: 5</th>
<th>Credits: 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisites:</td>
<td>Co-requisite:</td>
<td></td>
</tr>
<tr>
<td>Purpose: The purpose of this module is for students to gain introductory knowledge, research skills, and applied competence in occupational health and safety law and selected aspects of legislation relating to occupational health and safety, compensation for occupational injuries and diseases, health and safety on the mines, and unemployment insurance.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Administrative Law – ADL2601

<table>
<thead>
<tr>
<th>Semester module</th>
<th>NQF Level: 6</th>
<th>Credits: 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisites:</td>
<td>Co-requisite:</td>
<td></td>
</tr>
<tr>
<td>Purpose: To gain knowledge, skills, attitudes and competencies to analyse and critically evaluate legal material (in the light of the right to just administrative action) to formulate legal arguments and to apply their knowledge to practical problems that may arise due to requirements for valid and fair administrative action.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Commercial Law 2A – CLA2601

<table>
<thead>
<tr>
<th>Semester module</th>
<th>NQF Level: 6</th>
<th>Credits: 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisites:</td>
<td>Co-requisite:</td>
<td></td>
</tr>
<tr>
<td>Purpose: This module is aimed at students who are for the first time introduced to the different forms of South African enterprises, and will be useful to students who wish to acquire general background knowledge of the main characteristics and basic operations within partnerships, companies, close corporations and business trusts within South Africa. It also introduces the regulatory framework around which these forms of enterprises are set. In addition, it exposes students to the case law and the practical application of the law within such enterprises. Students credited with this module will be able to advise others wishing to start their own business which form of enterprise would be most suitable for the specific business, indicating some of the pertinent advantages and disadvantages associated with such forms of enterprise. The module is also aimed at providing students with the knowledge, skills and attitudes to analyze and solve well defined practical problems relating to the SA law.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Commercial Law 2B – CLA2602

<table>
<thead>
<tr>
<th>Semester module</th>
<th>NQF Level: 6</th>
<th>Credits: 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisites:</td>
<td>Co-requisite:</td>
<td></td>
</tr>
<tr>
<td>Purpose: The purpose of this module is for students to gain basic knowledge of negotiable instruments and other methods of payment; administration of estates; law of trusts; law of insolvency.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Constitutional Law – CSL2601

<table>
<thead>
<tr>
<th>Semester module</th>
<th>NQF Level: 6</th>
<th>Credits: 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisites:</td>
<td>Co-requisite:</td>
<td></td>
</tr>
<tr>
<td>Purpose: To gain sufficient knowledge, skills, attitudes and competencies to analyse and critically evaluate legal matter (the Constitution; legislation, case law and academic opinion) directly pertaining to Constitutional Law (in particular the institutional framework within which state power is exercised), to formulate legal arguments and to apply their knowledge to practical problems that may arise in a Constitutional state and the government structures created by the Constitution.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Corporate Procedures II – CPR2601

<table>
<thead>
<tr>
<th>Semester module</th>
<th>NQF Level: 6</th>
<th>Credits: 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisites:</td>
<td>Co-requisite:</td>
<td></td>
</tr>
<tr>
<td>Purpose: General principles of law regarding company meetings; types of meetings; essentials of a valid meeting; order at meetings; admission of the press to meetings; procedural laws governing meetings; rules of debate at meetings, the chairman, the law of defamation, members' and directors' meetings, general meetings properly convened, constituted and conducted, general office practice and systems of control and administration. Management of companies and the JSE; types of companies, directors, share capital, raising new capital, application and allotment of new shares, rights, offers, transfer of shares, borrowing and debenture issues, capitalisation issues, options, calls, forfeiture and lien, dividends and interest, nature and purpose of the stock exchange, the JSE, advantages of listing on the JSE, application for normal, additional and transmuted listing on the JSE and the costs of obtaining and maintaining a listing.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### General Principles of Civil Procedure – CIP2601

<table>
<thead>
<tr>
<th>Semester module</th>
<th>NQF Level: 6</th>
<th>Credits: 12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prerequisites:</strong></td>
<td>Co-requisite:</td>
<td></td>
</tr>
<tr>
<td><strong>Purpose:</strong></td>
<td>To equip students with insight into the law of civil procedure and the sources of South African civil procedure; models for resolving civil disputes; jurisdiction of the High Courts and the magistrates’ courts and jurisdiction in the Constitutional Court.</td>
<td></td>
</tr>
</tbody>
</table>

### Law of Criminal Procedure: Pre-Trial – CMP2601

<table>
<thead>
<tr>
<th>Semester module</th>
<th>NQF Level: 6</th>
<th>Credits: 12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prerequisites:</strong></td>
<td>Co-requisite:</td>
<td></td>
</tr>
<tr>
<td><strong>Purpose:</strong></td>
<td>To gain knowledge, skills, attitudes and competencies to analyse and solve problems relating to the general and statutory principles of the law of criminal procedure.</td>
<td></td>
</tr>
</tbody>
</table>

### General Principles of Criminal Law – CRW2601

<table>
<thead>
<tr>
<th>Semester module</th>
<th>NQF Level: 6</th>
<th>Credits: 12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prerequisites:</strong></td>
<td>Co-requisite:</td>
<td></td>
</tr>
<tr>
<td><strong>Purpose:</strong></td>
<td>To gain knowledge, skills and competencies to analyse and solve problems relating to criminal law, specifically with respect to the general principles of criminal law.</td>
<td></td>
</tr>
</tbody>
</table>

### Criminal Law: Specific Crimes – CRW2602

<table>
<thead>
<tr>
<th>Semester module</th>
<th>NQF Level: 6</th>
<th>Credits: 12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prerequisites:</strong></td>
<td>Co-requisite:</td>
<td></td>
</tr>
<tr>
<td><strong>Purpose:</strong></td>
<td>For students to gain knowledge, skills, attitudes and competencies to analyse and solve problems relating to criminal law, specifically with respect to selected specific crimes.</td>
<td></td>
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</tbody>
</table>

### Law of Criminal Procedure: Trial and Post-Trial – CMP3701

<table>
<thead>
<tr>
<th>Semester module</th>
<th>NQF Level: 7</th>
<th>Credits: 12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prerequisites:</strong></td>
<td>Co-requisite:</td>
<td></td>
</tr>
<tr>
<td><strong>Purpose:</strong></td>
<td>To gain knowledge, skills, attitudes and competencies to analyse and solve problems relating to criminal procedure in practice and to acquire basic research skills with regard to the application of constitutional, just and lawful criminal procedure in theory and practice.</td>
<td></td>
</tr>
</tbody>
</table>

### Civil Procedure: Court Proceedings – CIP3701

<table>
<thead>
<tr>
<th>Semester module</th>
<th>NQF Level: 7</th>
<th>Credits: 12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prerequisites:</strong></td>
<td>Co-requisite:</td>
<td></td>
</tr>
<tr>
<td><strong>Purpose:</strong></td>
<td>To gain knowledge, skills, attitudes and competencies to analyse and solve problems relating to the general principles of the law of civil procedure, with specific reference to the procedure in all High Courts and the magistrates’ courts, including the procedure relating to appeal, review and variation of judgments.</td>
<td></td>
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</table>

### Evidence: Admissibility of Evidence – EVI3701

<table>
<thead>
<tr>
<th>Semester module</th>
<th>NQF Level: 7</th>
<th>Credits: 12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prerequisites:</strong></td>
<td>Co-requisite:</td>
<td></td>
</tr>
<tr>
<td><strong>Purpose:</strong></td>
<td>To equip students with knowledge of and insight into the concepts and sources of the law of evidence, and the principles governing the admissibility of evidence.</td>
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</tbody>
</table>

### Evidence: The Presentation and Assessment of Evidence – EVI3702

<table>
<thead>
<tr>
<th>Semester module</th>
<th>NQF Level: 7</th>
<th>Credits: 12</th>
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</thead>
<tbody>
<tr>
<td><strong>Prerequisites:</strong></td>
<td>Co-requisite:</td>
<td></td>
</tr>
<tr>
<td><strong>Purpose:</strong></td>
<td>To equip students with knowledge of and insight into the rules and principles of the presentation and the evaluation of evidence.</td>
<td></td>
</tr>
</tbody>
</table>

### Forms of Business Enterprises – FBE2604

<table>
<thead>
<tr>
<th>Semester module</th>
<th>NQF Level: 6</th>
<th>Credits: 12</th>
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</thead>
<tbody>
<tr>
<td><strong>Prerequisites:</strong></td>
<td>Co-requisite:</td>
<td></td>
</tr>
<tr>
<td><strong>Purpose:</strong></td>
<td>This module introduces students to the different forms of South African enterprises for the first time. The principal aim of this module is to convey a basic understanding of South African Entrepreneurial Law. The module imparts general background knowledge of the main characteristics and basic operations within partnership, companies, close corporations, business trusts and co-operatives within South Africa. Furthermore, it introduces the regulatory framework around which these forms of enterprises are set. This module will be useful to students who will be employed as paralegals at community based organisations to give legal advice on an informal basis or to assist attorneys with legal work. Students credited with this module should be able to advise others wishing to start their own business which form of enterprise would best suit the needs of the specific business, indicating some of the pertinent advantages and disadvantages associated with such forms of enterprise.</td>
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</tbody>
</table>

### Fundamental Rights – FUR2601

<table>
<thead>
<tr>
<th>Semester module</th>
<th>NQF Level: 6</th>
<th>Credits: 12</th>
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</thead>
<tbody>
<tr>
<td><strong>Prerequisites:</strong></td>
<td>Co-requisite:</td>
<td></td>
</tr>
<tr>
<td><strong>Purpose:</strong></td>
<td>To gain sufficient knowledge, skills, attitudes and competencies to analyse and critically evaluate legal material (Bill of Rights) directly pertaining to Fundamental Rights, to formulate legal arguments and to apply their knowledge to practical problems that may arise due to the application of the Bill of Rights and limitations of fundamental rights.</td>
<td></td>
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</tbody>
</table>

### African Customary Law – IND2601

<table>
<thead>
<tr>
<th>Semester module</th>
<th>NQF Level: 6</th>
<th>Credits: 12</th>
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</thead>
<tbody>
<tr>
<td><strong>Prerequisites:</strong></td>
<td>Co-requisite:</td>
<td></td>
</tr>
<tr>
<td><strong>Purpose:</strong></td>
<td>To gain sufficient knowledge, skills, attitudes and competencies to analyse and critically evaluate legal material (the Constitution, legislation, case law and academic opinion) directly pertaining to African customary law (in particular, the law regulating family relationships and the institutional framework within which state power is exercised), to formulate legal arguments and to apply their knowledge to practical problems that may arise.</td>
<td></td>
</tr>
</tbody>
</table>
Interpretation of Statutes – IOS2601

Semester module  NQF Level: 6  Credits: 12
Prerequisites:  Co-requisite:  
Purpose: To gain knowledge, skills, attitudes and competencies to analyse and critically evaluate legal material (the Constitution, legislation, case law and academic opinions) which relates to the interpretation of legislation; to formulate legal arguments; and to apply their knowledge to practical problems that may arise where legislation has to be interpreted and applied.

Introduction to Law for Social Work IIA – SCW2601 (SCW101L)

Semester module  NQF Level: 6  Credits: 12
Prerequisites:  Co-requisite:  
Purpose: This module is aimed at students studying towards a social work degree. The purpose of this module is to expose social work students to laws that govern rights and obligations in the following areas of law: law of persons; law of marriage and civil unions; and child law. In this module students will be given guidance on how to apply the selected areas of law in their field of work. Students who successfully complete this module will have a clear understanding of the laws that apply in areas stated above and their relevance in the field of social work. In addition, upon completion of this module social work students will have the ability to skillfully interact with stakeholders within the legal field, e.g. family advocates; give advice to clients, for example on matters relating to children in need of care and protection; and compile reports as required by the law e.g. social worker’s report to the children’s court.

Introduction to Law for Social Work IIB – SCW2602 (SCW102M)

Semester module  NQF Level: 6  Credits: 12
Prerequisites:  Co-requisite:  
Purpose: This module is aimed at students studying towards a social work degree. The purpose of this module is to expose social work students to laws that govern rights and obligations in the following areas of law: law of persons; law of marriage and civil unions; and child law. In this module students will be given guidance on how to apply the selected areas of law in their field of work. Students who successfully complete this module will have a clear understanding of the laws that apply in areas stated above and their relevance in the field of social work. In addition, upon completion of this module social work students will have the ability to skillfully interact with stakeholders within the legal field, e.g. family advocates; give advice to clients, for example on matters relating to children in need of care and protection; and compile reports as required by the law e.g. social worker’s report to the children’s court.

Social Security Law – SSL2601

Semester module  NQF Level: 6  Credits: 12
Prerequisites:  Co-requisite:  
Purpose: The purpose of this module is that students gain a solid knowledge base and applied competence in relevant social security legislation to acquire essential skills to promote intellectual growth, gainful economic activity and valuable contribution to society.

Legal Aspects of Environmental Management – LEG2601

Semester module  NQF Level: 6  Credits: 12
Prerequisites:  Co-requisite:  

Legal aspects of small businesses – LSB2605

Semester module  NQF Level: 6  Credits: 12
Prerequisites:  Co-requisite:  
Purpose: The purpose of this module is for students to gain a sound knowledge, skills and applied competence in principles relating to legal aspects of running a small business but who do not want to study law for the purposes of becoming legal practitioners such as attorneys and advocates. In addition, the module will also cover the legal principles relating to employment relationship, matters relating to income tax and types of businesses that need to be licenced in order to operate. This module will be useful to persons who are currently (or who wish to be) employed either as paralegals at community based organisations or who are employed to assist attorneys with legal work.

Individual Labour Law – LLW2601 (LLW201S)

Semester module  NQF Level: 6  Credits: 12
Prerequisites:  Co-requisite:  
Purpose: Introduction to individual labour law: the contract of employment, including minimum standards legislation; background to the law of unfair dismissal; the meaning of "employee"; the meaning of "dismissal"; automatically unfair dismissals; other unfair dismissals, dismissal for misconduct, dismissal for incapacity, dismissal for operational requirements; residual unfair labour practices (other than dismissal); discrimination in the workplace (including employment equity legislation); resolution of disputes and remedies; the Basic Conditions of Employment Act, 1997.

Collective Labour Law – LLW2602 (LLW202T)

Semester module  NQF Level: 6  Credits: 12
Prerequisites:  Co-requisite:  
Purpose: The purpose of this module is to equip learners with a solid knowledge base, skills and competencies relating to collective labour law. The module will concern a sound understanding of collective labour law in South Africa by imparting general knowledge of legal principles relating to collective labour law. Students credited with this module should have a solid knowledge base of collective labour law principles and be able to solve well-defined but unfamiliar collective labour law legal problems.

Entrepreneurial Law – MRL2601

Semester module  NQF Level: 6  Credits: 12
Prerequisites:  Co-requisite:  
Purpose: This module is aimed at students in the study of law who are for the first time introduced to the different forms of South African enterprises. This module will be useful to students who wish to acquire general background knowledge of the main characteristics and basic operations within partnerships, companies, close corporations and business trusts within South Africa. Furthermore, it introduces the regulatory framework around which these forms of enterprises are set (both current and after the pending incorporation of the Companies Act 71 of 2008). In addition, it exposes students to the case law and the practical application of the law within such enterprises.
Occupational Health and Safety Law IIA – OHS2601
Semester module
Prerequisites: Co-requisite:
Purpose: To enable student to gain valuable skill and knowledge of the Occupational Health and Safety in South Africa. In particular the module is intended to equip student with the general principles of safety and health related issues at the workplace. The module will also equip students with the very basics in safety management. This will be achieved by introducing the students to the legislation regulating occupational health and safety in South Africa. The module focus on meeting the needs of students, which is to enhance their skill and knowledge in order to become aspirant managers, shop stewards, supervisors, inspectors, safety representatives/practitioners/managers, training officials and occupational hygienists. On the other hand, the module prepares both managers and safety practitioners for performing their roles and functions on a professional and legal basis.

Occupational Health and Safety Law IIB – OHS2602
Semester module
Prerequisites: Co-requisite:
Purpose: To enable student to gain valuable skill and knowledge of the general principles of labour laws applicable in South African workplace. In particular the module is intended to equip student with the general principles of both individual and collective labour law at the workplace. The module will also equip students with the very basics in labour law. This will be achieved by introducing the students to the Labour law fundamental principles and the legislation regulating contract of employment in South Africa. The module aims to equip student with the well rounded knowledge and skill of labour law blended with occupational health and safety for the advancement of their careers.

Paralegal Advice Centre: PAC2602
Semester module
Prerequisites: Co-requisite:
Purpose: The module will be useful to students with an interest in establishing and running a Paralegal Advice Centres. The aim of this module is to provide students with a sound understanding and knowledge of a Paralegal Advice Centre and equip them with applied knowledge, skills and competence on how to establish a Paralegal Advice Centre, prepare its constitution, register it as an Non Profit Organisation and prepare its budgets. Students credited with this module will be able to establish, register and run Paralegal Advice Centres in their communities.

Family Law – PVL2601
Semester module
Prerequisites: Co-requisite:
Purpose: To equip students with knowledge, skills, attitudes and competencies to analyse and critically evaluate legal material (the Constitution, legislation, case law and academic opinion) relating to family law in order to formulate legal arguments and to apply their knowledge to practical problems.

Law of Succession – PVL2602
Semester module
Prerequisites: Co-requisite:
Purpose: To equip students with knowledge, skills, attitudes and competencies to analyse and critically evaluate legal material (the Constitution, legislation, case law and academic opinion) relating to law of succession in order to formulate legal arguments and to apply their knowledge to practical problems.

Law of Property – PVL3701
Semester module
Prerequisites: Co-requisite:
Purpose: To equip students with knowledge, skills, attitudes and competencies to analyse and solve problems relating to the law of property, as well as basic research skills in the practice of property law.

Law of Contract – PVL3702
Semester module
Prerequisites: Co-requisite:
Purpose: To equip students with knowledge, insight and competencies to analyse and solve problems relating to the general principles of the law of contract and selected aspects of the law of obligations, as well as basic research skills in the practice of law.

Law of Delict – PVL3703
Semester module
Prerequisites: Co-requisite:
Purpose: To equip students with knowledge, skills, attitudes and competencies to analyse and solve problems relating to the general principles of the law of delict and specific forms of delict, as well as basic research skills in the practice of law.

Enrichment Liability and Estoppel – PVL3704
Semester module
Prerequisites: Co-requisite:
Purpose: To equip students with knowledge of and insight into the law of unjustified enrichment and estoppel and basic research skills in the practice of law.

Insolvency Law – MRL3701
Semester module
Prerequisites: Co-requisite:
Purpose: To equip students with knowledge of and insight into insolvency law and basic research skills in the practice of law.
<table>
<thead>
<tr>
<th>Course Name</th>
<th>Qualification Level</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Labour Law – MRL3702</td>
<td>NQF Level: 7</td>
<td>12</td>
</tr>
<tr>
<td>Purpose: To equip students with knowledge of and insight into labour law and basic research skills in the practice of law.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principles of International Law – PRI3701</td>
<td>NQF Level: 7</td>
<td>12</td>
</tr>
<tr>
<td>Purpose: To gain knowledge and insight into the principles of international law and its application in international relations on diplomacy.</td>
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</tr>
<tr>
<td>Advanced Corporate Procedures IV – ACP3701 (ACP412A)</td>
<td>NQF Level: 7</td>
<td>12</td>
</tr>
<tr>
<td>Purpose: Section A: The study of corporate administration and the law and the conduct of meetings. Section B: Close corporations law, its theory and practice.</td>
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</tr>
<tr>
<td>Law for Bankers IIIA – LFB3701</td>
<td>NQF Level: 7</td>
<td>12</td>
</tr>
<tr>
<td>Purpose: To gain knowledge of the basic principles and applied competence in the contract of sale, contract of lease, contract of insurance, law of agency and security.</td>
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</tr>
<tr>
<td>Law for Bankers IIIB – LFB3702</td>
<td>NQF Level: 7</td>
<td>12</td>
</tr>
<tr>
<td>Purpose: To gain knowledge of the basic principles and applied competence in the labour law, intellectual property law and franchising, Alternative Dispute Resolution (ADR) and the law of competition.</td>
<td></td>
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</tr>
<tr>
<td>Law for Credit Managers IIIA – LFC3701</td>
<td>NQF Level: 7</td>
<td>12</td>
</tr>
<tr>
<td>Purpose: To gain knowledge and understanding of the principles and be able to apply the principles of the Companies Act of 2008; to gain knowledge and understanding of the nature and principles of close corporations and understanding of the basic principles of the National Credit Act 34 of 2005.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Law for Credit Managers IIIB – LFC3702</td>
<td>NQF Level: 7</td>
<td>12</td>
</tr>
<tr>
<td>Purpose: To gain knowledge and understanding of the principles and be able to apply the principles of the law of insolvency and of the basic principles of the law of administration of Estates covering the Master, the Executor and Executor’s duties.</td>
<td></td>
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</tbody>
</table>

**Postgraduate Modules**

**Applied Labour Law – APL4801**

<table>
<thead>
<tr>
<th>Qualification Level</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NQF Level: 8</td>
<td>24</td>
</tr>
<tr>
<td>Purpose: The purpose of this module is for students to gain advanced knowledge, research skills, and applied competence in labour law for continued personal intellectual growth, gainful economic activity and valuable contributions to society.</td>
<td></td>
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</tbody>
</table>

**Law of Damages – LPL4802 (LPL409G)**

<table>
<thead>
<tr>
<th>Qualification Level</th>
<th>Credits</th>
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<tbody>
<tr>
<td>NQF Level: 8</td>
<td>12</td>
</tr>
<tr>
<td>Purpose: To equip students with knowledge of, and insight into the law of damages, as well as basic research skills in the practice of law.</td>
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</table>

**Third Party Compensation Law – LPL4803**

<table>
<thead>
<tr>
<th>Qualification Level</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>NQF Level: 8</td>
<td>12</td>
</tr>
<tr>
<td>Purpose: To equip students with knowledge of, and insight into the law of third party compensation and basic research skills in the practice of law.</td>
<td></td>
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</tbody>
</table>

**Conveyancing – LPL4804**

<table>
<thead>
<tr>
<th>Qualification Level</th>
<th>Credits</th>
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<tbody>
<tr>
<td>NQF Level: 8</td>
<td>12</td>
</tr>
<tr>
<td>Purpose: To equip students with professional competence and research skills in conveyancing law relating to the drafting, evaluation and registration of conventional deeds required for the lawful creation and transfer of ownership and other real rights in South Africa.</td>
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<tr>
<td>Course Title</td>
<td>Semester module</td>
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<tr>
<td>-------------------------------------------------</td>
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</tr>
<tr>
<td>Notarial Practice – LPL4805</td>
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<tr>
<td><strong>Prerequisite:</strong></td>
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<tr>
<td><strong>Co-requisite:</strong></td>
<td></td>
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<tr>
<td><strong>Purpose:</strong></td>
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<tr>
<td>To equip students with advanced knowledge and</td>
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<tr>
<td>basic research skills into selected aspects of</td>
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<td>notarial practice in South Africa.</td>
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<tr>
<td>LLB Research Methodology – HMLLB80</td>
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<td><strong>Prerequisite:</strong></td>
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<td><strong>Co-requisite:</strong></td>
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<td><strong>Purpose:</strong></td>
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<tr>
<td>To gain knowledge and skills in research</td>
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<td>methodology typically used in the various</td>
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<td>fields of law in order to compile a research</td>
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<td>paper.</td>
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<tr>
<td>Forensic Medicine – LCR4801</td>
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<td><strong>Prerequisite:</strong></td>
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<td><strong>Co-requisite:</strong></td>
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<td><strong>Purpose:</strong></td>
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<tr>
<td>To equip students with a sound knowledge of</td>
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<tr>
<td>and insight into the most important aspects of</td>
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<td>forensic medicine.</td>
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<td>Medical Law – LCR4802</td>
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<td><strong>Prerequisite:</strong></td>
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<td><strong>Co-requisite:</strong></td>
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<td><strong>Purpose:</strong></td>
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<tr>
<td>To equip students with knowledge of and insight</td>
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<td>into the law pertaining to the medical and</td>
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<td>health-care professions (including hospital</td>
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<td>practice), and basic research skills in the</td>
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<td>practice of law.</td>
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<tr>
<td>Media Law – LCR4803</td>
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<td><strong>Prerequisite:</strong></td>
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<td><strong>Co-requisite:</strong></td>
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<td><strong>Purpose:</strong></td>
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<tr>
<td>To equip students with knowledge of and insight</td>
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<td>into selected aspects of Media Law.</td>
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<td>Selected Private and Criminal Law Principles of</td>
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<tr>
<td>the Internet – LCR4805</td>
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<td><strong>Prerequisite:</strong></td>
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<td><strong>Co-requisite:</strong></td>
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<td><strong>Purpose:</strong></td>
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<tr>
<td>To equip students with a sound knowledge of</td>
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<td>and insight into certain private and criminal</td>
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<td>law aspects of Internet Law.</td>
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<tr>
<td>International Law – LCP4801</td>
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<td><strong>Prerequisite:</strong></td>
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<td><strong>Co-requisite:</strong></td>
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<td><strong>Purpose:</strong></td>
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<tr>
<td>To gain a knowledge and understanding of the</td>
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<td>nature, meaning and basic principles of</td>
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<td>international law; its relationship with national</td>
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<td>law; and its practical application within both</td>
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<tr>
<td>the international and the South African contexts,</td>
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<td>through a study of its legal nature; sources,</td>
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<td>including treaties and customary relation</td>
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<td>between international law and national law;</td>
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<td>international legal personality; the individual</td>
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<td>in international law (international human rights);</td>
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<td>acquisition of territory; recognition; state</td>
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<td>liability and state succession; enforcement of</td>
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<tr>
<td>international law.</td>
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<tr>
<td>Legal Transactions in International Law – LCP4802</td>
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<td><strong>Prerequisite:</strong></td>
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<td><strong>Purpose:</strong></td>
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<tr>
<td>To gain a knowledge and understanding of the</td>
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<td>nature and meaning of the subject, its</td>
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<td>relationship with national law, international</td>
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<td>law, private international law, and the role of</td>
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<td>the individual; history and sources; international</td>
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<tr>
<td>institutional framework for international trade,</td>
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<td>viz the General Agreement on Tariffs and Trade,</td>
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<td>the General Agreement on Trade in Services, the</td>
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<td>International Monetary Fund Agreement,</td>
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<td>international competition principles and</td>
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<td>extra-territorial trade legislation; the role of</td>
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<td>pacta sunt servanda in its public and private</td>
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<td>law aspects especially as it appears from</td>
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<td>international arbitration; the state as</td>
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<td>participant in international trade including</td>
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<td>contracts with individuals and immunity; and the</td>
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<td>general principles of the Convention on the</td>
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<tr>
<td>International Transport Law – LCP4803</td>
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<td><strong>Prerequisite:</strong></td>
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<td><strong>Co-requisite:</strong></td>
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<td><strong>Purpose:</strong></td>
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<tr>
<td>To gain a knowledge and understanding of the</td>
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<td>nature, basic principles and practical</td>
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<td>application both nationally and internationally</td>
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<td>of the international principles governing</td>
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<td>transport by air and sea; through a study of:</td>
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<td>(a) General legal principles of international</td>
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<tr>
<td>shipping history and sources; jurisdictional</td>
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<td>aspects; bills of lading; charter parties;</td>
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<td>collisions and accidents; salvage (b) General</td>
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<tr>
<td>legal principles of aviation; History and</td>
<td></td>
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<td>sources; jurisdictional aspects; right of</td>
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<td>overflight and landing; inter-governmental civil</td>
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<td>aviation organisations; international carriage.</td>
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<td>Advanced Indigenous Law – LCP4804</td>
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<td><strong>Prerequisite:</strong></td>
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<td><strong>Purpose:</strong></td>
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<tr>
<td>To gain knowledge and insight into selected</td>
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<td>advanced aspects of African customary law.</td>
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<td>Environmental Law – LCP4805</td>
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<td><strong>Prerequisite:</strong></td>
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<td><strong>Co-requisite:</strong></td>
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<td><strong>Purpose:</strong></td>
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<td>To equip students with knowledge and insight</td>
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<td>into the law relating to the environment.</td>
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<td>Course Title</td>
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<tr>
<td>Advanced Constitutional Law and Fundamental Rights – LCP4806</td>
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<td>Purpose</td>
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<td>International Human Rights Law – LCP4807</td>
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<td>Purpose</td>
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<td>World Trade Law – LCP4808</td>
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<td>Education Law – LCP4809</td>
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<td>Purpose</td>
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<tr>
<td>Legal Philosophy – LJU4801</td>
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<td>Purpose</td>
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<td>Professional Ethics – LJU4802</td>
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<td>Comparative Law – LJU4803</td>
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<td>Purpose</td>
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<td>Private International Law – LJU4804</td>
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<td>Purpose</td>
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<td>Patent and Copyright Law – LML4801 (LML401N)</td>
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<td>Purpose</td>
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<td>The Law of Competition and Trademarks – LML4802</td>
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<td>Purpose</td>
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<tr>
<td>Tax Law – LML4804</td>
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<td>Purpose</td>
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<tr>
<td>Insurance Law – LML4805</td>
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<tr>
<td>Purpose</td>
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</tbody>
</table>
### Company Law – LML4806

**Semester module**  
**Prerequisite:**  
**Co-requisite:**  
**Purpose:** To equip students with knowledge of and insight into company law and basic research skills in the practice of law.

<table>
<thead>
<tr>
<th>Semester module</th>
<th>NQF Level: 8</th>
<th>Credits: 12</th>
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</table>

### Banking Law and Usage – LML4807

**Semester module**  
**Prerequisite:**  
**Co-requisite:**  
**Purpose:** To equip students with knowledge of and insight into banking law and usage and basic research skills in the practice of law.

### South African Law of International Trade – LML4808

**Semester module**  
**Prerequisite:**  
**Co-requisite:**  
**Purpose:** To equip students with knowledge of and insight into the South African law of international trade and basic research skills in the practice of law.

### Advanced Bills of Exchange and Cheque Law – LML4809

**Semester module**  
**Prerequisite:**  
**Co-requisite:**  
**Purpose:** To equip students with knowledge of and insight into advanced bills of exchange and cheque law and basic research skills in the practice of law.

### Legal Aspects of Electronic Commerce – LML4810 (LML411Q)

**Semester module**  
**Prerequisite:**  
**Co-requisite:**  
**Purpose:** To equip students with knowledge of and insight into the legal aspects of electronic commerce and basic research skills in the practice of law.

### Law of Negotiable Instruments, Intellectual Property and Competition – MRL4801

**Semester module**  
**Prerequisite:**  
**Co-requisite:**  
**Purpose:** To equip students with knowledge of and insight into law of negotiable instruments, intellectual property and competition and basic research skills in the practice of law.

### The Law of Sale and Lease – LPL4801

**Semester module**  
**Prerequisite:**  
**Co-requisite:**  
**Purpose:** To equip students with knowledge of and insight into the law of sale and lease.

### Legal Aspects of HIV and AIDS: HIV and AIDS in the Healthcare Context – PLH4801

**Semester module**  
**Prerequisite:**  
**Co-requisite:**  
**Purpose:** To equip students with knowledge of and insight into the law as it relates to HIV and AIDS in the healthcare context for continued personal intellectual growth, gainful economic activity and valuable contributions to society.

### Legal Aspects of HIV and AIDS: Medical Law – PLH4802

**Year module**  
**Prerequisite:**  
**Co-requisite:**  
**Purpose:** To equip students with knowledge of and insight into the Medical Law context for continued personal intellectual growth, gainful economic activity and valuable contributions to society.

### Legal Aspects of HIV and AIDS: The Rights and Duties of Persons Living with HIV and AIDS – PLH4803

**Year module**  
**Prerequisite:**  
**Co-requisite:**  
**Purpose:** To equip students with knowledge of and insight into the rights and duties of persons living with HIV/AIDS, for continued personal intellectual growth, gainful economic activity and valuable contributions to society.

### Legal Aspects of HIV and AIDS: HIV and AIDS in the Workplace – PLH4804

**Year module**  
**Prerequisite:**  
**Co-requisite:**  
**Purpose:** To equip students with knowledge of and insight into HIV and AIDS in relation to the workplace for continued personal intellectual growth, gainful economic activity and valuable contributions to society.

### Legal Aspects of HIV and AIDS: The Impact of HIV and AIDS On Women and Children – PLH4805

**Year module**  
**Prerequisite:**  
**Co-requisite:**  
**Purpose:** To equip students with knowledge of and insight into HIV and AIDS in relation to women and children, for continued personal intellectual growth, gainful economic activity and valuable contributions to society.
Library Science
Information Literacy Education – SLS201P

<table>
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<tr>
<th>Year module</th>
<th>NQF Level: 6</th>
<th>Credits: 12</th>
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<tbody>
<tr>
<td><strong>Prerequisite:</strong></td>
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<td>Co-requisite:</td>
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<tr>
<td><strong>Purpose:</strong> To equip students with the knowledge and skills required to develop and implement media user education and information skills instruction programmes for children and youth in different types of library and information services.</td>
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Linguistics

Major Combinations
NQF Level 5: LIN1501, LIN1502
NQF Level 6: LIN2601, LIN2602, LIN2603
NQF Level 7: LIN3701, LIN3702, LIN3703, LIN3704, LIN3705

Grammatical Patterns and Concepts – LIN1501

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<thead>
<tr>
<th>Semester module</th>
<th>NQF Level: 5</th>
<th>Credits: 12</th>
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<tbody>
<tr>
<td><strong>Prerequisite:</strong></td>
<td></td>
<td>Co-requisite:</td>
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<tr>
<td><strong>Purpose:</strong> To enable students to define, identify and illustrate a set of basic grammatical (i.e. morphological and syntactic) concepts used in the description of language in general. The module is very practical in that it will help students to describe the basic structure of any language they choose to study.</td>
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Multilingualism: The Role of Language in The South African Context – LIN1502 (LIN103Y)

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<tr>
<th>Semester module</th>
<th>NQF Level: 5</th>
<th>Credits: 12</th>
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<tr>
<td><strong>Prerequisite:</strong></td>
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<td>Co-requisite:</td>
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<tr>
<td><strong>Purpose:</strong> To introduce students to language use in multilingual societies, equipping them to deal with language issues they may come across in the South African context, providing insight into the way in which language functions both to separate and unite communities, and covering topics such as children’s acquisition of first and additional languages, bilingual schooling, language variation, language planning and cross-cultural interaction.</td>
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Language Acquisition in a Natural Environment – LIN2601 (LIN2035)

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<th>Semester module</th>
<th>NQF Level: 6</th>
<th>Credits: 12</th>
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<tbody>
<tr>
<td><strong>Prerequisite:</strong></td>
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<td>Co-requisite:</td>
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<tr>
<td><strong>Purpose:</strong> To provide insight into the human ability to acquire and use language, the complex relationship between language and the brain. The evolution of language in the human species, children’s acquisition of language during their first six years (from the babbling stage to complex sentences). To introduce students to various theories on how children acquire language, and to some unusual cases of language acquisition.</td>
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Language in a Changing World – LIN2602 (LIN2046)

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<th>Semester module</th>
<th>NQF Level: 6</th>
<th>Credits: 12</th>
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<tr>
<td><strong>Prerequisite:</strong></td>
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<td>Co-requisite:</td>
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<tr>
<td><strong>Purpose:</strong> To introduce students to factors in society that cause languages to change, to explore attitudes to language change and their implications for language planning and language practitioners, and to gain an understanding of the reasons why certain languages are abandoned by their speakers whereas others are maintained.</td>
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Sound and Sound Structure – LIN2603 (LIN2058)

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<th>Semester module</th>
<th>NQF Level: 6</th>
<th>Credits: 12</th>
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<tr>
<td><strong>Prerequisite:</strong></td>
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<td>Co-requisite:</td>
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<tr>
<td><strong>Purpose:</strong> To enable students to define, identify and illustrate a set of basic concepts used in the description of the sound structure of languages in general, and to relate the meaningful properties of sound structure to sound production. The module is very practical in that it will help students to describe the basic phonetics and phonology of any language they choose to study.</td>
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Approaches in Linguistics – LIN3701 (LIN3028)

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<th>Semester module</th>
<th>NQF Level: 7</th>
<th>Credits: 12</th>
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<tr>
<td><strong>Prerequisite:</strong></td>
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<td>Co-requisite:</td>
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<tr>
<td><strong>Purpose:</strong> To enable students to analyse various aspects of language (e.g. word meaning, words and their respective word classes, grammatical constructions and morphological types) using the methods and approaches developed in cognitive and corpus linguistics.</td>
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Translation and Editing Techniques – LIN3702 (LIN304A)

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<th>Semester module</th>
<th>NQF Level: 7</th>
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<tr>
<td><strong>Prerequisite:</strong></td>
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<td>Co-requisite:</td>
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<tr>
<td><strong>Purpose:</strong> To introduce students to the professions of translation and editing, to help them identify and solve translation problems at word, sentence and text level, to gain insight into professional ethics, translating culture, and basic terminology theory, and to identify and analyse various text types for editing and translation purposes.</td>
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Learning and Teaching an Additional Language – LIN3703 (LIN306C)

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<th>Semester module</th>
<th>NQF Level: 7</th>
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<tr>
<td><strong>Prerequisite:</strong></td>
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<td>Co-requisite:</td>
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<tr>
<td><strong>Purpose:</strong> To develop a better understanding of the issues involved in learning and teaching an additional language (a language other than a first language), to study both the theories of language learning and important variables in the teaching of language, and to explore the practical applications and implications of such knowledge for language learning and language teaching.</td>
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Language Planning and Linguistic Description – LIN3704

Semester module
Prerequisite: 
Co-requisite: 
Purpose: This module starts by introducing the discipline of applied linguistics and then looking in some detail at one key issue: the similarities and differences between the processes of first language and additional language acquisition. One of the most important questions the module addresses is how research has helped us to gain a better understanding of these similarities and differences and what relevance this research has for the language classroom.

Much of the attention and energy in applied linguistics has gone into exploring what learning an additional language involves and what the best teaching methods are for promoting successful additional language learning. Yet despite our best theories, methods and intentions, we are still faced with individual differences between language learners. Some students are very successful in learning an additional language, some achieve only moderate success, while others do badly. Why? The focus in the second part of this module is on individual factors (i.e. factors internal to the students) that affect language learning ability. These include maturational, cognitive and affective factors.

Text Structure and Function – LIN3705

Semester module
Prerequisite: 
Co-requisite: 
Purpose: To introduce students to text linguistic skills that will enable them to identify what makes texts coherent, to recognise differences between spoken and written texts, to identify the sort of coherence and cohesion problems that may develop in the writing of texts, to explain why we understand some texts more easily than others, and to compare various types of written texts (e.g. narrative versus academic writing).

Postgraduate Modules

Issues and Factors in Applied Linguistics – MAPP01S

Year module
Prerequisite: 
Co-requisite: 
Purpose: This module starts by introducing the discipline of applied linguistics and then looking in some detail at one key issue: the similarities and differences between the processes of first language and additional language acquisition. One of the most important questions the module addresses is how research has helped us to gain a better understanding of these similarities and differences and what relevance this research has for the language classroom.

Much of the attention and energy in applied linguistics has gone into exploring what learning an additional language involves and what the best teaching methods are for promoting successful additional language learning. Yet despite our best theories, methods and intentions, we are still faced with individual differences between language learners. Some students are very successful in learning an additional language, some achieve only moderate success, while others do badly. Why? The focus in the second part of this module is on individual factors (i.e. factors internal to the students) that affect language learning ability. These include maturational, cognitive and affective factors.

Individual Factors in Language Learning – MAPP02T

Year module
Prerequisite: 
Co-requisite: 
Purpose: This module starts by introducing the discipline of applied linguistics and then looking in some detail at one key issue: the similarities and differences between the processes of first language and additional language acquisition. One of the most important questions the module addresses is how research has helped us to gain a better understanding of these similarities and differences and what relevance this research has for the language classroom.

Much of the attention and energy in applied linguistics has gone into exploring what learning an additional language involves and what the best teaching methods are for promoting successful additional language learning. Yet despite our best theories, methods and intentions, we are still faced with individual differences between language learners. Some students are very successful in learning an additional language, some achieve only moderate success, while others do badly. Why? The focus in the second part of this module is on individual factors (i.e. factors internal to the students) that affect language learning ability. These include maturational, cognitive and affective factors.

Language learning and Teaching – MAPP04V

Year module
Prerequisite: 
Co-requisite: 
Purpose: In this module attention will first focus on a number of different language teaching methods. However, before a detailed study of any particular method, students will have the opportunity to examine some of the principles and theories that have informed both the study of language acquisition and learning and the development of different language teaching methods. Students will then critically compare and examine aspects of a number of different methods with a view to evaluating their relative weaknesses and strengths for particular situations with which they are familiar. The main objective here is to make students aware of the importance of following a principled approach in deciding on the method and procedures to be used in the classroom. The second main area of focus in this module is language assessment. Many changes have been proposed for education in South Africa and we draw attention to some of these changes, especially those that will play a role in language teaching and assessment. The major change is to outcomes based education (OBE), which represents a shift of emphasis from teacher input to learner achievement. To a great extent the aim of this module is to prepare students for the challenges envisaged by this change. For this module, students have to think about language testing against the background of the new language policy and assessment framework.

Language Assessment – MAPP05W

Year module
Prerequisite: 
Co-requisite: 
Purpose: In this module attention will first focus on a number of different language teaching methods. However, before a detailed study of any particular method, students will have the opportunity to examine some of the principles and theories that have informed both the study of language acquisition and learning and the development of different language teaching methods. Students will then critically compare and examine aspects of a number of different methods with a view to evaluating their relative weaknesses and strengths for particular situations with which they are familiar. The main objective here is to make students aware of the importance of following a principled approach in deciding on the method and procedures to be used in the classroom. The second main area of focus in this module is language assessment. Many changes have been proposed for education in South Africa and we draw attention to some of these changes, especially those that will play a role in language teaching and assessment. The major change is to outcomes based education (OBE), which represents a shift of emphasis from teacher input to learner achievement. To a great extent the aim of this module is to prepare students for the challenges envisaged by this change. For this module, students have to think about language testing against the background of the new language policy and assessment framework.

Text and Discourse Analysis – MAPP06X

Year module
Prerequisite: 
Co-requisite: 
Purpose: This module explores what it means to acquire discourse competence in a language. Attention is focussed on the structure and function of language beyond the sentence, that is, the way in which spoken language (typically referred to as discourse) and written language (typically referred to as text) is used in coherent and meaningful ways.
Reading in Additional Language – MAPPO93

Year module  NQF Level: 7  Credits: 12

Prerequisite:  Co-requisite:  

Purpose: Most of the world’s information and knowledge is stored in the written word, either as printed texts or as electronic texts. The ability to read gives one access to this information and knowledge, and in today’s world, information is power. During the first two or so years of schooling, children learn to read and write, i.e. they are taught what the written symbols of language stand for and how to convey meaning via written symbols. Once children have learned to read, they are expected to read in further language contexts. Thus the second main focus in this module is the ability to read with understanding. This is especially for learners who study through the medium of a language other than their first language (English is often the relevant medium). The first main focus in this module is on reading ability, especially reading in an additional language, at primary, secondary and tertiary level. Many of the tasks we have to perform in the learning or the work context involve written texts, but not everyone writes equally well and coherently. What does it mean to produce a coherent piece of writing, be it a letter of complaint, a history essay, a memo at work, a research article or a summary of decisions taken at a meeting – or a master’s dissertation? The quality of written language being meaningful and unified is referred to as text coherence. Thus the second main focus in this module is on the ability to write coherently, also with regard to research that investigates the kinds of problems that students have to deal with when their academic writing needs to be done in what is for them an additional language.

Reading in Additional Language – MAPPO94

Year module  NQF Level: 7  Credits: 12

Prerequisite:  Co-requisite:  

Purpose: Most of the world’s information and knowledge is stored in the written word, either as printed texts or as electronic texts. The ability to read gives one access to this information and knowledge, and in today’s world, information is power. During the first two or so years of schooling, children learn to read and write, i.e. they are taught what the written symbols of language stand for and how to convey meaning via written symbols. Once children have learned to read, they are expected to read in further language contexts. Thus the second main focus in this module is the ability to read with understanding. This is especially for learners who study through the medium of a language other than their first language (English is often the relevant medium). The first main focus in this module is on reading ability, especially reading in an additional language, at primary, secondary and tertiary level. Many of the tasks we have to perform in the learning or the work context involve written texts, but not everyone writes equally well and coherently. What does it mean to produce a coherent piece of writing, be it a letter of complaint, a history essay, a memo at work, a research article or a summary of decisions taken at a meeting – or a master’s dissertation? The quality of written language being meaningful and unified is referred to as text coherence. Thus the second main focus in this module is on the ability to write coherently, also with regard to research that investigates the kinds of problems that students have to deal with when their academic writing needs to be done in what is for them an additional language.

Language Planning in Education – MAPPO12V

Year module  NQF Level: 7  Credits: 12

Prerequisite:  Co-requisite:  

Purpose: The module will address the field of so-called ‘sociolinguistics proper’ as well as ‘the sociology of language’. Ethnography of communication and the correlation between language and culture will also be considered. The module will be structured into (a) An introduction to sociolinguistics and an investigation into the opportunities of interdisci- plinary research (b) an examination of the language planning process in order for them to define a language strategy for their respective work environments and engage themselves in the production of a bilingual or multilingual citizenry; (c) the ability to connect their understanding with their performance, so that they learn from their actions and are able to adapt to changes and unforeseen circumstances; and (d) the capacity to promote and implement a culture of language tolerance in a plurilingual or multilingual context. The module would also be useful for language teachers, other language professionals and all who use language because they need to be aware of language policy issues in a multilingual society.

Foundations of Sociolinguistics – MSLFNLD

Year module  NQF Level: 7  Credits: 12

Prerequisite:  Co-requisite:  

Purpose: The module will address the field of so-called ‘sociolinguistics proper’ as well as ‘the sociology of language’. Ethnography of communication and the correlation between language and culture will also be considered. The module will be structured into (a) An introduction to sociolinguistics and an investigation into the opportunities of interdisci- plinary research (b) an examination of the language planning process in order for them to define a language strategy for their respective work environments and engage themselves in the production of a bilingual or multilingual citizenry; (c) the ability to connect their understanding with their performance, so that they learn from their actions and are able to adapt to changes and unforeseen circumstances; and (d) the capacity to promote and implement a culture of language tolerance in a plurilingual or multilingual context. The module would also be useful for language teachers, other language professionals and all who use language because they need to be aware of language policy issues in a multilingual society.

Translation Method and Function – LINPERT

Year module  NQF Level: 7  Credits: 30

Prerequisite:  Co-requisite:  


Translation for Specific Purposes – LEKPERQ

Year module  NQF Level: 7  Credits: 30

Prerequisite:  Co-requisite:  


Perspectives on Translation and Interpreting Studies – VERPERR

Year module  NQF Level: 7  Credits: 30

Prerequisite:  Co-requisite:  

Purpose: Modern theoretical models of translation are covered, including: 1. Prescriptive translation theory to descriptive translation studies and corpus-based translation studies; 2. Func- tionalism in translation; 3. The cultural studies paradigm in translation studies; 4. Interpreting studies. Practical translation of a variety of financial texts and technical texts. Practical interpret- ing of technical texts and conference oral texts is also an option. Students specifically interested in Bible translation can contact the Department for Bible texts or other related texts.

Translation Research and Professional Practice – METECNR

Year module  NQF Level: 7  Credits: 30

Prerequisite:  Co-requisite:  

Purpose: This paper covers the following: Professional translation management; Language editing; Professional translation/interpreting practice. The last assignment in this paper is a non-venue-linked examination. This means that students do not have to write a formal exam in an exam venue, but may complete the assignment at home using dictionaries and other sources and then submit the assignment in the normal way.
**Issues and Factors in Applied Linguistics – HAPL481 (MAPP015)**

**Year module**

**Prerequisite:** Co-requisite:  
Purpose: This module starts by introducing the discipline of applied linguistics and then looking in some detail at one key issue: the similarities and differences between the processes of first language and conditional language acquisition. One of the most important questions the module addresses is how research has helped us to gain a better understanding of these similarities and differences and what relevance this research has for the language classroom.

Much of the attention and energy in applied linguistics has gone into exploring what learning an additional language involves and what the best teaching methods are for promoting successful additional language learning. Yet despite our best theories, methods and intentions, we are still faced with individual differences between language learners. Some students are very successful in learning an additional language, some achieve only moderate success, while others do badly. Why? The focus in the second part of this module is an individual factors (i.e. factors internal to the students) that affect language learning ability. These include maturational, cognitive and affective factors.

**Methods and Testing in Applied Linguistics – HAPL482**

**Year module**

**Prerequisite:** Co-requisite:  
Purpose: In this module attention will first focus on a number of different language teaching methods. However, before a detailed study of any particular method, students will have the opportunity to examine some of the principles and theories that have informed both the study of language acquisition and learning and the development of different language teaching methods. Students will then critically compare and examine aspects of a number of different methods with a view to evaluating their relative weaknesses and strengths for particular situations with which they are familiar. The main objective here is to make students aware of the importance of following a principled approach in deciding on the method and procedures to be used in the classroom.

The second main area of focus in this module is language assessment. Many changes have been proposed for education in South Africa and we draw attention to some of these changes, especially those that will play a role in language teaching and assessment. The major change is to outcomes based education (OBE), which represents a shift of emphasis from teacher input to learner achievement. To a great extent the aim of this module is to prepare students for the challenges envisaged by this change. For this module, students have to think about language testing against the background of the new language policy and assessment framework.

**Reading and Writing in Applied Linguistics – HAPL483**

**Year module**

**Prerequisite:** Co-requisite:  
Purpose: Most of the world’s information and knowledge is stored in the written word, either as printed texts or as electronic texts. The ability to read gives one access to this information and knowledge, and in today’s world, information is power. During the first two or so years of schooling, children learn to read and write, i.e. they are taught what the written symbols of language stand for and how to convey meaning via written symbols. Once children have learned to read, they are expected to read to learn. In other words, texts – the written word – become an important source for the acquisition of new knowledge and for learning. If students understand what they read, they can become independent learners. Yet there are many students who have problems really understanding what they read, and hence they also have problems reading to learn. Research has established that the most important skill needed in the learning context is the ability to read with understanding. This is especially true for learners who study through the medium of a language other than their first language (English is often the relevant medium). The first main focus in this module is on reading ability, especially reading in an additional language, at primary, secondary and tertiary level.

Many of the tasks we have to perform in the learning or the work context involve writing, yet not everyone writes equally well and coherently. What does it mean to produce a coherent piece of writing, be it a letter of complaint, a history essay, a memo at work, a research article or a summary of decisions taken at a meeting – or a master’s dissertation? The quality of written language being meaningful and unified is referred to as text coherence. Thus the second main focus in this module is on the ability to write coherently, also with regard to research that investigates the kinds of problems that students have to deal with when their academic writing needs to be done in what is for them an additional language.

**Language Planning in Education – HAPL484**

**Year module**

**Prerequisite:** Co-requisite:  
Purpose: To equip students with: (a) an informed and critical understanding of the key issues in language planning-in-education including the issue of choice of medium of instruction in multilingual societies, models of bilingual education for linguistic minorities and the educational implications of classroom code-switching; (b) an understanding of the educational language policies, paradigms and discourses with which they are familiar. The main objective here is to make students aware of the importance of following a principled approach in deciding on the method and procedures to be used in the classroom.

**Language Contact and Variation – HLIN481**

**Year module**

**Prerequisite:** Co-requisite:  
Purpose: To enable students to gain insights into the relationships between language and society, and to apply current sociolinguistic theories to research. This module should be useful for language teachers and all who use language because they need to be aware of sociolinguistic variables in a multilingual society.

**Cognitive Linguistics – HLIN482**

**Year module**

**Prerequisite:** Co-requisite:  
Purpose: To enable students to gain insights into the relationship between language and cognition, and to apply current cognitive linguistic theories on grammar and semantics to discourse-related research. This module would also be useful for anyone interested in the symbolic and interactive functions of language or related research pertaining to the meaning-making process as it is done in other cognitive fields such as philosophy of mind and cognitive psychology.

**Research Report in Linguistics – HRLN81**

**Year module**

**Prerequisite:** Co-requisite:  
Purpose: A functional approach to translation: 1. Professional translation: an act of communication; 2. Translation analysis and method. Equivalence at word level. 1. Meaning and translation/interpreting. 2. Problems of non-equivalence at word level. 3. Strategies to deal with non-equivalence at word level. Equivalence above word level. 1. Collocations, fixed expressions; idioms, metaphors. 2. Problems of non-equivalence above word level. 3. Strategies to deal with non-equivalence above word level. Equivalence at text level. 1. Principles of text linguistics (cohesion and coherence); 2. Text typology and text comparison; 3. Problems in obtaining equivalence at text level. Translation as intercultural activity: Practical translation of a variety of text types, e.g. journalistic texts; tourist brochures; biblical texts; public information brochures; editorials; Internet web pages. Practical interpreting of general oral texts will be an option from 2010.
Translation for Specific Purposes – HTR4802

Year module  NQF Level: 8  Credits: 24
Prerequisite:  
Co-requisite:  

Perspectives on Translation and Interpreting Studies – HTR4803 (VERPERR)

Year module  NQF Level: 8  Credits: 24
Prerequisite:  
Co-requisite:  
Purpose: Modern theoretical models of translation are covered, including: 1. Prescriptive translation theory to descriptive translation studies and corpus-based translation studies; 2. Functionalism in translation; 3. The cultural studies paradigm in translation studies; 4. Interpreting studies. Practical translation of a variety of financial texts and technical texts. Practical interpreting of technical texts and conference-level oral texts is also an option. Students specifically interested in Bible translation can contact the Department for Bible texts or other related texts.

Professional Practice – HTR4804

Year module  NQF Level: 8  Credits: 12
Prerequisite:  
Co-requisite:  
Purpose: This paper covers the following: Professional translation management; Language editing; Professional translation/interpreting practice. The last assignment in this paper is a non-venue-linked examination. This means that students do not have to write a formal exam in an exam venue, but may complete the assignment at home using dictionaries and other sources and then submit the assignment in the normal way.

Management

Management IA – MNG1502

Semester module  NQF Level: 5  Credits: 12
Prerequisite:  
Co-requisite:  
Purpose: A general outline of management, management functions, leadership and teamwork, interpersonal skills.

Management IB – MNG1602

Semester module  NQF Level: 6  Credits: 12
Prerequisite: MNG1502 or MNG1M14  
Co-requisite:  
Purpose: Managing within the new economy to obtain a competitive advantage, the changing role of the operational manager, operational planning, organize operational resources, monitor and control operation resources, operational decision-making and problem-solving, teams and performance, self management and industrial relations.

General Management – MNG2601 (MNG2016)

Semester module  NQF Level: 6  Credits: 12
Prerequisite: MNB1601 or MNB102E  
Co-requisite:  
Purpose: To enable students to apply management skills, roles and functions in the wider context of the organisation as an open system, interacting with its market and macro environment.

Contemporary Management Issues – MNG2602

Semester module  NQF Level: 6  Credits: 12
Prerequisite: MNG2601 or MNG2016  
Co-requisite:  
Purpose: The purpose of the module is to enable students to identify and describe the challenges facing contemporary managers and their responses to these challenges to meet organisational goals. The module provides students with opportunities to discover a range of new organisational responses to a changing environment.

Strategic Planning 3A – MNG301A

Semester module  NQF Level: 6  Credits: 12
Prerequisite: MNG2601 or MNG2016  
Co-requisite:  
Purpose: The purpose of this unit standard is to equip learners with the competencies necessary to interpret, formulate and implement strategic plans for the business units. In particular, it will enable learners to understand the importance of creating and maintaining competitive advantage in an organisation. Students will be introduced to the challenges managers face in strategically aligning their chosen strategies and implementing them effectively.

Strategic Implementation 3B – MNG302B

Semester module  NQF Level: 6  Credits: 12
Prerequisite: MNG2601 or MNG2016  
Co-requisite: MNG301A  
Purpose: The purpose of the unit standard is to empower learners with the necessary competencies (knowledge, values and skills) to interpret and implement strategic plans of their respective business units. Strategy implementation is foundational to successful business enterprises. With these competencies, learners will assist businesses to reach their goals. Successful businesses contribute to the well-being of communities and society in general. In this unit learners will deal with the implementation of strategic plans.
Management Accounting

General Information: Students who register for AIN2601 students must:
- have at least 20 hours access to the internet
- be allowed to install Pastel Partner educational software on the abovementioned computer and the computer must adhere to the Pastel Partner hardware requirements for the operating system loaded on the computer.
- have access to either a virtual or a physical printer (Cutepdf – free virtual printer software is recommended)
- have access to Microsoft Excel 2003 or Microsoft Excel 2010 (not Microsoft Excel starter) or Open Office Calc
- have access to either WinZip or 7-Zip (7-Zip – free compression software is recommended)
- have at least 20 hours access to the internet

Accounting Information Systems in a Computer Environment – AIN1501
Semester module
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<tr>
<th>Prerequisite:</th>
<th>Co-requisite:</th>
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<tr>
<td>Purpose: The purpose of this module is to equip students with theoretical knowledge of the fundamental aspects of computerised information systems in a business environment which will enable students to function as users, designers, or evaluators of accounting information systems in the work place.</td>
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Introduction to Management Accounting – MAC1501
Semester module
<table>
<thead>
<tr>
<th>Prerequisite: FAC1502 &amp; AIN1501 or FAC1502 &amp; INF1505</th>
<th>Co-requisite:</th>
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<tbody>
<tr>
<td>Purpose: The purpose of this module is to equip students with knowledge and skills in the following principles of management accounting: Explain and apply basic cost and management accounting principles relating to cost classification and terminology, material and inventory holding, labour costs and remuneration systems, manufacturing overheads, cost flows in manufacturing enterprises, cost-volume-profit analysis and budgeting.</td>
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Sustainability & Greed – SUS1501
Semester module
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<tr>
<th>Prerequisite: FAC1502</th>
<th>Co-requisite:</th>
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<tr>
<td>Purpose: The overarching purpose of this signature module will be to remind commerce students of their personhood, and to present students with a primer to a lifetime of critical thinking. This will be pursued by: (a) introducing students to selected ethical traditions; and (b) providing them with opportunities in the form of case studies to apply these to contemporary social themes including (but not necessarily limited to) sustainability and greed.</td>
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Practical Accounting Data Processing – AIN2601
Semester module
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<tr>
<th>Prerequisite: FAC1502 &amp; AIN1501 or FAC1502 &amp; INF1505</th>
<th>Co-requisite:</th>
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<tbody>
<tr>
<td>Purpose: The purpose of this module is to equip students with knowledge and skills in the following principles of management accounting: Basic knowledge of cost classification, cost behaviour, cost analysis, cost estimation, cost objects, and cost management accounting systems. To apply planning, budgeting and control techniques and measure performance of an entity. Analyzing financial and other data to provide information for decision-making.</td>
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Principles of financial management accounting-MAC2601 (ACN203S)
Semester module
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<tr>
<th>Prerequisite: FAC1502</th>
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<tbody>
<tr>
<td>Purpose: The purpose of this module is to equip students with knowledge and skills in the following principles of management accounting: Basic knowledge of cost classification, cost behaviour, cost analysis, cost estimation, cost objects, and cost management accounting systems. Apply planning, budgeting and control techniques and measure performance of an entity. Analyzing financial and other data to provide information for decision-making.</td>
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Principles of Strategy, Risk & Financial Management Techniques -MAC2602
Semester module
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<tr>
<th>Prerequisite: FAC1502</th>
<th>Co-requisite:</th>
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<tr>
<td>Purpose: The purpose of this module is to equip students with knowledge and skills in the following principles of management accounting: Enterprise strategy and strategic financial management. Create an understanding of and develop skills with regard to risk management. Sources and forms of finance. The cost of capital. Techniques applied with regard to managing and investing of funds in a financial environment.</td>
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Principles of taxation-TAX2601
Semester module
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<tr>
<th>Prerequisite: FAC1502</th>
<th>Co-requisite:</th>
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<tr>
<td>Purpose: The aim of this module is to provide students with sound knowledge of the Income Tax Act, applicable to individuals (natural persons) as well as the application of the principles governing individuals in order to determine the income tax liability. The module encompasses the calculation of income tax liability including the calculation of fringe benefits, retirement benefits, investment income, farming income and capital gains tax. Students will also learn to calculate pre-paid taxes both employees’ tax and provisional tax. The taxation of non-residents also forms part of the content of the module.</td>
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Cost Accounting II: Module 1 – CTA2M1A
Year module
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<tr>
<th>Prerequisite: CTA101A or MAC1501</th>
<th>Co-requisite:</th>
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<tr>
<td>Purpose: To equip students with knowledge and skills in the following principles of management accounting: Job costing, Integrated and interlocking accounting systems, Contract costing, Budgeting.</td>
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Cost Accounting II: Module 2 – CTA2M2A
Year module
<table>
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<tr>
<th>Prerequisite: CTA101A or MAC1501</th>
<th>Co-requisite:</th>
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<tr>
<td>Purpose: To equip students with knowledge and skills in the following principles of management accounting: Direct and absorption costing, Pricing decisions, Standard costing, Process costing, Joint and by-products.</td>
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</table>
Financial Planning and Control – ACN3073

Semester module  
NQF Level: 7  
Credits: 12

Prerequisite:  ACN203S  
Co-requisite:  

Purpose: The purpose of this module is to equip students with knowledge and skills in the following principles of management accounting: Gain knowledge and insight into selected accounting and financial management techniques as well as the ability to apply this knowledge by virtue of calculations. Interpret and integrate time value of money, cost of capital, capital investment decisions, financing decisions, standard costing and budgets.

Financial Analysis, Valuations and Restructuring – ACN3084

Semester module  
NQF Level: 7  
Credits: 12

Prerequisite:  FAC2602  
Co-requisite:  

Purpose: The purpose of this module is to equip students with knowledge and skills in the following principles of management accounting: Financial analysis, risk, valuation of business interests. Changes in shareholder’s equity – reorganisations, arrangements and compromises, liquidations, changes in shareholding, absorptions, amalgamations. Conversions – partnerships to companies, close corporations to companies, companies to partnerships, and companies to close corporations.

Management Accounting Techniques as an Aid in Decision-making – ACN306Y

Semester module  
NQF Level: 6  
Credits: 12

Prerequisite:  ACN203S  
Co-requisite:  

Purpose: The purpose of this module is to equip students with knowledge and skills in the following principles of management accounting: Costing systems; Planning and Control techniques and Managerial tools to aid in decision-making.

Management Accounting III (Module 1) – MNA3M1G

Year module  
NQF Level: 7  
Credits: 30

Prerequisite:  CTA2M1A and CTA2M2A  
Co-requisite:  

Purpose: To equip students with knowledge and skills in the following principles of management accounting: Short-term and long-term decision-making techniques and investment appraisal methods.

Postgraduate Modules

Honours Proposal in Management Accounting – HPMAC81

Semester module  
NQF Level: 8  
Credits: 12

Prerequisite:  
Co-requisite:  HMEMS80 or TAX4801

Purpose: The purpose of this module is to enable students to plan and compile a scientific research proposal for a research report at Honours level in management accounting.

Honours Report in Management Accounting – HRMAC82

Year module  
NQF Level: 8  
Credits: 24

Prerequisite:  
Co-requisite:  HPMAC81 and TAX4801

Purpose: The purpose of this module is to enable students to plan and conduct scientific research for a research report at Honours level. Graduates should be able to display their abilities to do limited research in Management Accounting.

Advanced Management Accounting – MAC4861 (DIPAC26)

Year module  
NQF Level: 8  
Credits: 24

Prerequisite:  
Co-requisite:  

Purpose: The purpose of the module is to equip students with the ability to apply financial management and cost accounting principles and techniques in various enterprises. Furthermore, the module will deepen the understanding of students of the financial environment within which enterprises function, to understand the broader functioning of finance within enterprises in a global economy, to develop a sound costing basis for an enterprise and advise management accordingly on various pricing and decision-making strategies and their respective outcomes, to analyse and interpret financial information to support the management activities of planning and decision making within an enterprise, to advise management on the setting of critical performance objectives, and evaluate the attainment of such objectives, to actively participate in developing a sound financial strategy for an enterprise and advise management accordingly on various possible strategies and their respective outcomes, to advise management.

Applied Management Accounting – MAC4862 (TOE408W)

Year module  
NQF Level: 8  
Credits: 24

Prerequisite:  
Co-requisite:  

Purpose: To equip students with the ability to apply financial management and cost accounting techniques to foster sustainability in various enterprises (Note: Above codes are for the same subject presented in different countries).

Enterprise Strategy – MAC4863

Year module  
NQF Level: 8  
Credits: 24

Prerequisite:  
Co-requisite:  

Purpose: To strengthen and deepen managers’ and aspiring managers’ knowledge of enterprise strategies in organisations. It will also serve as preparation for writing various papers of the Chartered Institute of Management Accountants (CIMA). The purpose of this module is to equip students with integration of skills across functions, but concentrates on developing the knowledge and skills used in designing and implementing strategy. Develop strategy in a context by understanding in depth how the organisation’s external environment and stakeholders affect strategy development is important. Implement strategy by making sound theoretical judgements in choosing the right tools and techniques associated with change management. Apply tools to assist in the evaluation of the performance implications of a given strategy.

Management Accounting Strategy – MAC4864

Year module  
NQF Level: 8  
Credits: 24

Prerequisite:  
Co-requisite:  

Purpose: To equip students with the ability to apply relevant management accounting principles and techniques in various enterprises. Students learn how information is obtained, evaluated and used to control and improve business performance. The module will also serve as preparation towards the writing of various papers at the Chartered Institute of Management Accountants (CIMA).
Financial Strategy – MAC4865

Year module

Prerequisite:  Co-requisite:  

Purpose: The purpose of the module is to equip students with the ability to apply financial management principles and techniques in various enterprises. Furthermore, the module will deepen the understanding of learners of the economic environment within which enterprises function. The module will also serve as preparation towards the writing of various papers at the Chartered Institute of Management Accountants (CIMA).

Information Strategy – MAC4866

Year module

Prerequisite:  Co-requisite:  

Purpose: This module will be useful to strengthen and deepen managers’ and aspiring managers’ knowledge of information systems in organizations. Define, develop and implement financial information systems, Manage information resources, including data and technology, in compliance with technical and operational requirements, to meet user needs. Advise management on the development of financial information strategies. Utilise financial information to support the management activities of planning and decision making. Monitor and control financial information systems and services. It will also serve as preparation towards the writing of various papers at the Chartered Institute of Management Accountants (CIMA).

Performance Strategy – MAC4867

Year module

Prerequisite:  Co-requisite:  

Purpose: The module covers risks, and how organisations respond to risks through controls. The purpose is to equip students with the ability to apply performance management principles and techniques in various enterprises. The module will also serve as preparation towards the writing of various papers at the Chartered Institute of Management Accountants (CIMA).

Advanced Management Accounting – NMA4861 (for Namibian students only)

Year module

Prerequisite:  Co-requisite:  

Purpose: The purpose of the module is to equip students with the ability to apply financial management and cost accounting principles and techniques in various enterprises. Furthermore, the module will deepen the understanding of students of the financial environment within which enterprises function, to understand the broader functioning of finance within enterprises in a global economy, to develop a sound costing basis for an enterprise and advise management accordingly on various pricing and decision-making strategies and their respective outcomes, to analyse and interpret financial information to support the management activities of planning and decision making within an enterprise, to advise management on the setting of critical performance objectives, and evaluate the attainment of such objectives, to actively participate in developing a sound financial strategy for an enterprise and advise management accordingly on various possible strategies and their respective outcomes, to advise management.

Applied Management Accounting – NMA4862 (for Namibian students only)

Year module

Prerequisite:  Co-requisite:  

Purpose: To equip students with the ability to apply financial management and cost accounting techniques to foster sustainability in various enterprises (Note: Above codes are for the same subject presented in different countries).

Advanced Management Accounting – ZMA4861 (for Zimbabwe students)

Year module

Prerequisite:  Co-requisite:  

Purpose: The purpose of the module is to equip students with the ability to apply financial management and cost accounting principles and techniques in various enterprises. Furthermore, the module will deepen the understanding of students of the financial environment within which enterprises function, to understand the broader functioning of finance within enterprises in a global economy, to develop a sound costing basis for an enterprise and advise management accordingly on various pricing and decision-making strategies and their respective outcomes, to analyse and interpret financial information to support the management activities of planning and decision making within an enterprise, to advise management on the setting of critical performance objectives, and evaluate the attainment of such objectives, to actively participate in developing a sound financial strategy for an enterprise and advise management accordingly on various possible strategies and their respective outcomes, to advise management.

Applied Management Accounting – ZMA4862 (for Zimbabwe students only)

Year module

Prerequisite:  Co-requisite:  

Purpose: To equip students with the ability to apply financial management and cost accounting techniques to foster sustainability in various enterprises. (Note: The same subject as MAC4862 but presented in different countries)

Mandarin Chinese

Mandarin (Major Combinations for Mandarin Chinese)

Major combinations:
- NQF Level: 5: MAN1501, MAN1502
- NQF Level: 6: MAN2501, MAN2502
- NQF Level: 7: MAN3701, MAN3702, MAN3703, MAN3704, MAN3705

Rumen Hanyu: Introduction to Mandarin Chinese – MAN1501

Semester module

Prerequisite:  Co-requisite:  

Purpose: To enable students to develop aptitudes in the four language skills (listening, speaking, reading and writing) of Mandarin from novice-low to novice-mid level (emphasis on first three skills) and to gain some aspects of Chinese culture.

Shiyong Hanyu: Practical Mandarin Chinese – MAN1502

Semester module

Prerequisite:  Co-requisite:  

Purpose: To enable students to develop aptitudes in the four language skills (listening, speaking, reading and writing) of Mandarin from novice-mid to novice-high level (emphasis on first three skills).
### Shenghuo Hanyo: Living Mandarin Chinese – MAN2601

<table>
<thead>
<tr>
<th>Semester module</th>
<th>NQF Level: 6</th>
<th>Credits: 12</th>
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</thead>
<tbody>
<tr>
<td><strong>Prerequisite:</strong> MAN102S or MAN102S</td>
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<td><strong>Co-requisite:</strong></td>
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<tr>
<td><strong>Purpose:</strong> To enable students to hold a social conversation on familiar and predictable topics with an acquaintance or business person.</td>
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### Huoyong Hanyo: Applied Mandarin Chinese – MAN2602

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<tr>
<th>Semester module</th>
<th>NQF Level: 6</th>
<th>Credits: 12</th>
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<tbody>
<tr>
<td><strong>Prerequisite:</strong> MAN1502 or MAN102S</td>
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<tr>
<td><strong>Co-requisite:</strong> MAN2601</td>
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<tr>
<td><strong>Purpose:</strong> To teach more advanced grammar and vocabulary necessary for giving effective instruction and obtaining clear information, both in social and work-related contexts.</td>
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### Introduction to Chinese Culture, Customs and Traditions – MAN3701

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<tr>
<th>Semester module</th>
<th>NQF Level: 7</th>
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<tbody>
<tr>
<td><strong>Prerequisite:</strong></td>
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<td><strong>Co-requisite:</strong></td>
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<tr>
<td><strong>Purpose:</strong> To introduce students to the main aspects of Chinese Culture and the general Chinese history which, in particular, provides the historical context within which the main cultural trends emerged or developed. It is taught through the medium of English. Students will read the main political, social and cultural history of the Chinese people, including the more tangible aspects such as Chinese customs, etiquette and festivals, and thereby get a firm grip on the basic knowledge of Chinese history and culture.</td>
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### Zhongguo Chengyu: Chinese Wisdom Tales, Idioms and Proverbs – MAN3702

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<tr>
<th>Semester module</th>
<th>NQF Level: 7</th>
<th>Credits: 12</th>
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<tbody>
<tr>
<td><strong>Prerequisite:</strong> MAN2602 or MAN202Y</td>
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<td><strong>Co-requisite:</strong></td>
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<tr>
<td><strong>Purpose:</strong> To prepare students for further literary studies through the study of Chinese wisdom tales, cliches and proverbs in daily newspapers and literary sources.</td>
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### Gaoji Hanyu: Advanced Mandarin Chinese – MAN3703

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<th>Semester module</th>
<th>NQF Level: 7</th>
<th>Credits: 12</th>
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<tbody>
<tr>
<td><strong>Prerequisite:</strong> MAN3702 or MAN205Y</td>
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<td><strong>Co-requisite:</strong></td>
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<tr>
<td><strong>Purpose:</strong> To consolidate the skills and knowledge that students have learnt and to enable them to take part in conversations on a wide range of topics.</td>
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### Zongguo Wenxuan: Selected Readings of Modern Chinese Literature – MAN3704

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<th>Semester module</th>
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<th>Credits: 12</th>
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<td><strong>Prerequisite:</strong></td>
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<tr>
<td><strong>Co-requisite:</strong> MAN3703 or MAN301X</td>
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<tr>
<td><strong>Purpose:</strong> To develop students’ ability to read and appreciate modern Chinese literary works which represent different major literary styles.</td>
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### Shangyong Zhongwen: Business Chinese (Mandarin Chinese) – MAN3705

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<th>Semester module</th>
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<td><strong>Prerequisite:</strong></td>
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<tr>
<td><strong>Co-requisite:</strong> MAN3703 or MAN301X</td>
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<tr>
<td><strong>Purpose:</strong> To develop students’ understanding and acquisition of business Chinese through the provision of various models of business conversation in various business situations.</td>
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### Marketing

#### Advertising and Sales Promotion I – ASP141Y

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<tr>
<th>Year module</th>
<th>NQF Level: 5</th>
<th>Credits: 20</th>
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<tbody>
<tr>
<td><strong>Prerequisite:</strong></td>
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<td><strong>Co-requisite:</strong></td>
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<tr>
<td><strong>Purpose:</strong> The definition of advertising, its place in the marketing process and the concept of mass communication, the organisation and functions of the advertiser’s advertising department and the advertising agency, overview of an advertising campaign, situation analysis, objectives and creative strategy, copywriting, art and layout, mechanical production of advertisements, economic, social and ethical issues, legal and voluntary controls, media planning, budgeting, coordinating advertising with other elements of the marketing mix, advertising and media re-search, definition, role and techniques of sales promotion, controlling sales promotion expenditure and measuring results, an introduction to public relations.</td>
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#### Marketing I – MAR111Y

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<tr>
<th>Year module</th>
<th>NQF Level: 5</th>
<th>Credits: 30</th>
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<td><strong>Prerequisite:</strong></td>
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<td><strong>Co-requisite:</strong></td>
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<tr>
<td><strong>Purpose:</strong> Introduction to marketing, product, pricing, distribution, wholesaling, basic principles of retailing, marketing communication.</td>
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#### Personal Selling I – PSS161Z

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<tr>
<th>Year module</th>
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<tbody>
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<td><strong>Prerequisite:</strong></td>
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<tr>
<td><strong>Co-requisite:</strong></td>
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<tr>
<td><strong>Purpose:</strong> This subject deals with the role of sales in the marketing mix, the task of the salesperson, the purchasing process, methods to increase professionalism in sales, particular problems in the selling of consumer and industrial goods and services, sales office administration and negotiation skills.</td>
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#### Personal Selling – MNM1501 (PSS161Z)

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<tr>
<th>Semester module</th>
<th>NQF Level: 5</th>
<th>Credits: 12</th>
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<tr>
<td><strong>Prerequisite:</strong></td>
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<td><strong>Co-requisite:</strong></td>
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<tr>
<td><strong>Purpose:</strong> This subject deals with the role of sales in the marketing mix, the task of the salesperson, the purchasing process, methods to increase professionalism in sales, particular problems in the selling of consumer and industrial goods and services, sales office administration and negotiation skills.</td>
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#### Customer Service – MNM1502 (PSS161Z)

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<tr>
<th>Semester module</th>
<th>NQF Level: 5</th>
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<tr>
<td><strong>Prerequisite:</strong></td>
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<tr>
<td><strong>Co-requisite:</strong></td>
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<tr>
<td><strong>Purpose:</strong> This module is to enable learners to gain a better understanding of the basic principals of customer service. This module intends to explain customer service concepts and terms involved in marketing to learners who are or will be involved in customer service in their daily activities, and to people aspiring to a career in any form in marketing or service related fields. Specific areas addressed included verbal and non-verbal communication, this servicescape, the use of technology in customer service, service recovery, the design of service delivery systems, and measuring customer satisfaction.</td>
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<tr>
<td>Course Title</td>
<td>Semester Module</td>
<td>NQF Level</td>
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<tr>
<td>Introduction to Marketing – MNM1503</td>
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<tr>
<td>Prerequisite: Co-requisite:</td>
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<tr>
<td>Purpose: Introduction to marketing, product, pricing, distribution, wholesaling, basic principles of retailing, marketing communication.</td>
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| Introduction to Retailing – MNM1504 (MND202R)     |                 | 5         | 12      |
| Prerequisite: Co-requisite:                      |                 |           |         |
| Purpose: To enable students to gain insight into an overview of the world of retailing and issues which every retailer should be aware of. |                 |           |         |

| Introduction to Consumer Behaviour – MNM1505 (CBH171Z) |                 | 5         | 12      |
| Prerequisite: Co-requisite:                           |                 |           |         |
| Purpose: Introduction to consumer behaviour, individual, social and cultural influences on consumer behaviour, the diffusion and adoption process, application of consumer behaviour in marketing decision-making, the consumer decision-making process, certain issues in consumer behaviour. |                 |           |         |

| Merchandising – MNM1506 (MNM171Z)                   |                 | 5         | 12      |
| Prerequisite: Co-requisite:                         |                 |           |         |
| Purpose: To enable/equip students to gain insight into retail merchandising, i.e. product management, product range planning and selection, managing supply base, product quality decisions and stock management, sales response, retail design and visual merchandising, product offer communication and retail product performance evaluation. |                 |           |         |

| Introduction to Marketing Communication – MNM1507   |                 | 5         | 12      |
| Prerequisite: Co-requisite:                         |                 |           |         |
| Purpose: To provide students with an overview of marketing communications management by focussing on the solving of well defined problems within marketing communications management. |                 |           |         |

| Fundamentals Of Public Relations – MNM1520         |                 | 5         | 12      |
| Prerequisite: Co-requisite:                         |                 |           |         |
| Purpose: To enable students to gain insight and acquire knowledge of foundational concepts in public relations and develop their understanding of public relations principles; integrated communication; the essential skills of a public relations practitioner; writing of text for different types of media; public relations communication and public relations campaigns. |                 |           |         |

| Fundamentals Of E-Marketing – MNM1521              |                 | 5         | 12      |
| Prerequisite: Co-requisite:                         |                 |           |         |
| Purpose: To equip learners with the fundamental knowledge and skills to be able to plan and participate in the implementation of an electronic marketing campaign. |                 |           |         |

| Fundamentals Of E-Marketing – MNM1522              |                 | 5         | 12      |
| Prerequisite: Co-requisite:                         |                 |           |         |
| Purpose: To enable students to gain insight into the management of the brand as a valuable asset of the business; advantages of branding; the different types of brands; brand equity; brand name; brand identity; image and personality; brand positioning; brand research; brand differentiation; brand loyalty; online branding. |                 |           |         |

| Sustainability & Greed – SUS1501                   |                 | 5         | 12      |
| Prerequisite: Co-requisite:                         |                 |           |         |
| Purpose: The overarching purpose of this signature module will be to remind commerce students of their personhood, and to present students with a primer to a lifetime of critical thinking. This will be pursued by: (a) introducing students to selected ethical traditions; and (b) providing them with opportunities in the form of case studies to apply these to contemporary social themes including (but not necessarily limited to) sustainability and greed. |                 |           |         |

| Industrial Marketing Management – MNM2044          |                 | 6         | 12      |
| Prerequisite: MNB1501 and MNB1601 or MNB101D and MNB102E |                 |           |         |
| Purpose: To enable students to gain insight into the management of the marketing function of organisations selling to other organisations, including analysis of the industrial market environment; industrial marketing strategies. |                 |           |         |

| Marketing Management – MNM2601 (MNM2044)           |                 | 6         | 12      |
| Prerequisite: MNM1503 or MAR111Y                   |                 |           |         |
| Purpose: To enable students to develop an understanding of the nature of marketing; with a focus on the marketing mix elements namely product, price, promotion and distribution. The module concludes with a discussion of the tasks of marketing management. |                 |           |         |

| Marketing Management – MNM202Y                     |                 | 6         | 12      |
| Prerequisite: MNB1501 and MNB1601 or MNB101D and MNB102E |                 |           |         |
| Purpose: To enable students to gain insight into a market-driven approach to marketing management; the marketing environment; consumer behaviour and consumerism; marketing research; marketing segmentation, targeting and positioning; information for marketing management; overview of marketing strategy development. |                 |           |         |
### Marketing Management – MNM2602 (MNM202Y)

<table>
<thead>
<tr>
<th>Semester module</th>
<th>NQF Level: 6</th>
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<tbody>
<tr>
<td><strong>Purpose</strong></td>
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<tr>
<td>To enable students to gain insight into a market-driven approach to marketing management; the marketing environment; consumer behaviour and consumerism; marketing research; marketing segmentation, targeting and positioning; information for marketing management; overview of marketing strategy development.</td>
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### Salesmanship – MNM2603

<table>
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<tr>
<th>Semester module</th>
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<tbody>
<tr>
<td><strong>Prerequisite:</strong></td>
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<tr>
<td>MNM1501 or MNM1503 or MAR111Y</td>
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<td><strong>Co-requisite:</strong></td>
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<tr>
<td><strong>Purpose</strong></td>
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<tr>
<td>To provide students with knowledge and understanding of the role of sales in the business environment, and the principles of selling to achieve specific organisational and customer goals.</td>
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### Business-To-Business Marketing – MNM2604

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<tbody>
<tr>
<td><strong>Prerequisite:</strong></td>
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<tr>
<td>MNM1501 or MNM1503 or MAR111Y</td>
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<td><strong>Co-requisite:</strong></td>
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<tr>
<td><strong>Purpose</strong></td>
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<tr>
<td>Focusses on the unique characteristics of business markets and of the marketing activities aimed at customer organisations operating in this market. Primary differences to consumer product marketing are the structure of the business market consisting of fewer customers and exhibiting different buying procedures, the segmentation exercise followed when choosing target markets consisting of only a few customers organisations, and the marketing mix which places more emphasis on relationship management.</td>
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### Tourism Marketing – MNM2033

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<tr>
<td><strong>Prerequisite:</strong></td>
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<tr>
<td>MNB1501 and MNB1601 or MNB101D and MNB102E</td>
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<td><strong>Co-requisite:</strong></td>
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<tr>
<td><strong>Purpose</strong></td>
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<tr>
<td>To enable students to gain insight into a tourism approach to marketing management, the tourism environment, consumer behaviour and consumerism, market segmentation, targeting and positioning, information for tourism management, overview of tourism strategy development.</td>
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### Customer Behaviour – MND204T

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<tr>
<td><strong>Prerequisite:</strong></td>
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<tr>
<td><strong>Purpose</strong></td>
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<tr>
<td>To enable students to gain insight into the customer as key to success in the market, market values which customers seek, determinants of customer behaviour (market characteristics, macro aspects, personal aspects, customer decision making, customer-focused marketing.</td>
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### Consumer Behaviour – MNM2605 (MND204T)

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<th>Semester module</th>
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<tr>
<td><strong>Prerequisite:</strong></td>
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<tr>
<td>MNM1503 or MNM1507 or MNB1501</td>
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<td><strong>Co-requisite:</strong></td>
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<tr>
<td><strong>Purpose</strong></td>
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<tr>
<td>To enable students to gain insight into the nature of customer behaviour and how to create market value for customers: market characteristics; personal characteristics; individual, family and organisational buying behaviour; segmentation; loyalty and the value of e-commerce in customer behaviour.</td>
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### Advertising and Sales Promotion – MNM2606

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<th>Semester module</th>
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<td><strong>Prerequisite:</strong></td>
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<tr>
<td>MNM1501 or MNM1503 or MNM1507</td>
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<tr>
<td><strong>Purpose</strong></td>
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<tr>
<td>To enable students to gain insight into the principles of marketing communication and the communication process in the business environment; the role of advertising and advertising strategy in the marketing environment; major advertising media methods available to marketers; media planning; the principles of sales promotion in the business environment, public relations in the marketing environment, principles of publicity in the marketing environment; the role of sponsorship in the advertising environment.</td>
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</table>

### Public Relations – MNX202J

<table>
<thead>
<tr>
<th>Semester module</th>
<th>NQF Level: 6</th>
<th>Credits: 12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prerequisite:</strong></td>
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<tr>
<td>MNM1503</td>
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<tr>
<td><strong>Co-requisite:</strong></td>
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<tr>
<td><strong>Purpose</strong></td>
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<tr>
<td>To enable students to gain insight into the development of public relations; the public relations process, running a PR campaign, PR research; and other relevant issues.</td>
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</table>

### Public Relations – MNM2607 (MNX202J)

<table>
<thead>
<tr>
<th>Semester module</th>
<th>NQF Level: 6</th>
<th>Credits: 12</th>
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</thead>
<tbody>
<tr>
<td><strong>Prerequisite:</strong></td>
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<tr>
<td>MNM1503 or MARD11Y or MNM1507</td>
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<tr>
<td><strong>Co-requisite:</strong></td>
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<tr>
<td><strong>Purpose</strong></td>
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<tr>
<td>To enable students to gain insight and acquire knowledge of foundational concepts in the development of public relations; the public relations process, public relations campaigns; public relations research; ethics in public relations and other relevant issues.</td>
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</table>

### Product Management – MNM2608

<table>
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<tr>
<th>Semester module</th>
<th>NQF Level: 6</th>
<th>Credits: 12</th>
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<tbody>
<tr>
<td><strong>Prerequisite:</strong></td>
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<tr>
<td>MNM1503 or MAR111Y</td>
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<tr>
<td><strong>Co-requisite:</strong></td>
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<tr>
<td><strong>Purpose</strong></td>
<td></td>
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<tr>
<td>To enable students to gain insight into the product concept; product classification; product decisions; branding; product differentiation and positioning; new product development; the product life cycle; ethical and legal issues relating to products; product management and the product manager.</td>
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</table>

### Product Management – MNM2609

<table>
<thead>
<tr>
<th>Semester module</th>
<th>NQF Level: 6</th>
<th>Credits: 12</th>
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</thead>
<tbody>
<tr>
<td><strong>Prerequisite:</strong></td>
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<td></td>
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<tr>
<td>MNM1503 or MAR111Y</td>
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<tr>
<td><strong>Co-requisite:</strong></td>
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<tr>
<td><strong>Purpose</strong></td>
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<tr>
<td>To enable students to gain insight into the nature and role of price in the organisation; value and price; the role of price in the marketing mix; the pricing model and identifying pricing constraints; estimating demand and value relationships; price objectives; selecting an approximate price level; setting the list or quoted price and managing price changes and adjustments.</td>
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</table>

### Price Management – MNM2610

<table>
<thead>
<tr>
<th>Semester module</th>
<th>NQF Level: 6</th>
<th>Credits: 12</th>
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</thead>
<tbody>
<tr>
<td><strong>Prerequisite:</strong></td>
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</tr>
<tr>
<td>MNM1503 or MAR111Y</td>
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<tr>
<td><strong>Co-requisite:</strong></td>
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<td></td>
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<tr>
<td><strong>Purpose</strong></td>
<td></td>
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</tr>
<tr>
<td>To enable students to gain insight into marketing logistics and distribution; channel management; physical distribution (logistics and warehousing); wholesaling; retailing and ethical issues in distribution.</td>
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</table>
### Promotion Management – MNM2611 (MNC202M)

<table>
<thead>
<tr>
<th>Semester module</th>
<th>NQF Level: 6</th>
<th>Credits: 12</th>
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</thead>
<tbody>
<tr>
<td><strong>Prerequisite:</strong> MMN1503 or MAR111Y</td>
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</tr>
<tr>
<td><strong>Purpose:</strong> To enable students to gain insight into the communication task of marketing management. Eight marketing promotion elements are covered, namely advertising, sales promotion, personal selling, direct marketing, e-commerce, publicity, public relations and social communication. Each of these communications instruments are analysed in terms of their main features, advantages and disadvantages, specific applications and how campaigns for each are developed and implemented.</td>
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</table>

### Promotion Management – MNM2612 (MNC202M)

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<tr>
<th>Semester module</th>
<th>NQF Level: 6</th>
<th>Credits: 12</th>
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<tbody>
<tr>
<td><strong>Prerequisite:</strong> MMN1503 or MMN1501</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Purpose:</strong> To enable students to gain insight into fundamental aspects characterising e-commerce: structuring e-commerce; security; payment issues; online marketing issues; electronic payment systems; e-commerce strategy and implementation; application areas of e-commerce.</td>
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</table>

### Relationship Marketing – MNM3014

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<tr>
<th>Semester module</th>
<th>NQF Level: 6</th>
<th>Credits: 12</th>
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</thead>
<tbody>
<tr>
<td><strong>Prerequisite:</strong> MMN202Y</td>
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<tr>
<td><strong>Purpose:</strong> To enable students to gain insight into the essence of relationship marketing; developing a relationship strategy; quality as a competitive strategy; monitoring service quality performance; the transition to quality leadership; managing relationship marketing.</td>
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</tbody>
</table>

### Marketing Research – MNM3025

<table>
<thead>
<tr>
<th>Semester module</th>
<th>NQF Level: 6</th>
<th>Credits: 12</th>
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</thead>
<tbody>
<tr>
<td><strong>Prerequisite:</strong> MMN202Y</td>
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</tr>
<tr>
<td><strong>Purpose:</strong> To enable students to gain insight into the role of marketing research in marketing management; the marketing research process; research design, sampling and data collection; data analysis and reporting; selected application areas of marketing research.</td>
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</table>

### Product Management – MNM3036

<table>
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<tr>
<th>Semester module</th>
<th>NQF Level: 6</th>
<th>Credits: 12</th>
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</thead>
<tbody>
<tr>
<td><strong>Prerequisite:</strong> MMN202Y</td>
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</tr>
<tr>
<td><strong>Purpose:</strong> To enable students to gain insight into the role of new products and their environment; management of the product mix; organising for new products; product positioning and product innovation; new product ideas: obtaining and evaluation; branding and packaging decisions; product management and control over the product life cycle; the environment and future issues in product development; price decision-making in product management.</td>
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### Promotion Management – MNM3048

<table>
<thead>
<tr>
<th>Semester module</th>
<th>NQF Level: 6</th>
<th>Credits: 12</th>
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</thead>
<tbody>
<tr>
<td><strong>Prerequisite:</strong> MMN202Y</td>
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<tr>
<td><strong>Purpose:</strong> To enable students to gain insight into the environment of integrated marketing communications; targeting integrated marketing communications; personal selling; advertising; sales promotion; supportive marketing communications; the role of distribution decision making in promotion management.</td>
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</table>

### Marketing II – MAR221U

<table>
<thead>
<tr>
<th>Year module</th>
<th>NQF Level: 6</th>
<th>Credits: 30</th>
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</thead>
<tbody>
<tr>
<td><strong>Prerequisite:</strong> MAR111Y</td>
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</tr>
<tr>
<td><strong>Purpose:</strong> Revision of product, pricing, distribution and marketing communication and an overview of marketing audit, marketing planning, marketing strategies, marketing coordination, marketing control and guidance.</td>
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</tbody>
</table>

### Introduction to Retailing – MND202R

<table>
<thead>
<tr>
<th>Semester module</th>
<th>NQF Level: 6</th>
<th>Credits: 12</th>
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</thead>
<tbody>
<tr>
<td><strong>Prerequisite:</strong> MNB1501 and MNB1601 or MNB101D and MNB102E</td>
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<tr>
<td><strong>Purpose:</strong> To enable students to gain insight into an overview of the world of retailing and issues which every retailer should be aware of.</td>
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</table>

### Retail Merchandising Management – MND301T

<table>
<thead>
<tr>
<th>Semester module</th>
<th>NQF Level: 6</th>
<th>Credits: 12</th>
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</thead>
<tbody>
<tr>
<td><strong>Prerequisite:</strong> MMN202Y or MMN2033</td>
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<tr>
<td><strong>Purpose:</strong> To enable students to gain insight into the store environment, store layout and design, visual merchandising, sourcing, merchandising ordering process.</td>
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</table>

### Strategic Retail Marketing – MND3073

<table>
<thead>
<tr>
<th>Semester module</th>
<th>NQF Level: 6</th>
<th>Credits: 12</th>
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</thead>
<tbody>
<tr>
<td><strong>Prerequisite:</strong> MMN202Y or MMN2033</td>
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<tr>
<td><strong>Purpose:</strong> To enable students to gain insight into the nature of strategic retail marketing, market strategies, global marketing.</td>
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</table>

### Retail Project – MND3084

<table>
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<tr>
<th>Semester module</th>
<th>NQF Level: 6</th>
<th>Credits: 12</th>
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</thead>
<tbody>
<tr>
<td><strong>Prerequisite:</strong> MND2033 or MND202Y</td>
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<tr>
<td><strong>Purpose:</strong> To enable students to gain insight into a practical project based on a retail-related problem. Interaction with retail companies is compulsory.</td>
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</table>

### Marketing Management III – MMG362T

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<tr>
<th>Year module</th>
<th>NQF Level: 6</th>
<th>Credits: 12</th>
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</thead>
<tbody>
<tr>
<td><strong>Prerequisite:</strong></td>
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<tr>
<td><strong>Purpose:</strong> Marketing’s role in the enterprise, the marketing environment, marketing mix, drafting of a marketing plan and case studies.</td>
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</table>
### Marketing III – MAR332S

<table>
<thead>
<tr>
<th>Year module</th>
<th>NQF Level</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MAR221U</td>
<td>6</td>
<td>30</td>
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</tbody>
</table>

**Prerequisite:** MAR221U  
**Co-requisite:**  

**Purpose:** Strategic marketing planning and services marketing.

### Retail Planning – MND303V

<table>
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<tr>
<th>Semester module</th>
<th>NQF Level</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MNM202Y or MAR332S</td>
<td>6</td>
<td>12</td>
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</tbody>
</table>

**Prerequisite:** MNM202Y or MAR332S  
**Co-requisite:**  

**Purpose:** To enable students to gain insight into the retail planning process, customer and marketing audit, setting objectives and strategies, implementing the retail plan.

### Retail Buying – MNM3602

<table>
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<tr>
<th>Semester module</th>
<th>NQF Level</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MNM1503 or MAR11Y or MNM1504</td>
<td>6</td>
<td>12</td>
</tr>
</tbody>
</table>

**Prerequisite:** MNM1503 or MAR11Y or MNM1504  
**Co-requisite:**  

**Purpose:** To enable students to gain insight into the scope, role, authority and responsibilities of buyers in various retail organisations; explain the buying practises performed in different types of retail organisations and discuss the planning and implementation of a buying strategy for retail organisations.

### Retail Planning and Operations – MNM3603

<table>
<thead>
<tr>
<th>Semester module</th>
<th>NQF Level</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MNM2044 or MND202R</td>
<td>7</td>
<td>12</td>
</tr>
</tbody>
</table>

**Prerequisite:** MNM2044 or MND202R  
**Co-requisite:**  

**Purpose:** To equip students with well-rounded and systematic knowledge about retail management. Students credited with this module are able to demonstrate a coherent and critical understanding of retail management concepts.

### Retail Planning and Operations – MNM3708

<table>
<thead>
<tr>
<th>Semester module</th>
<th>NQF Level</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MNM2601 or MNM2044</td>
<td>7</td>
<td>12</td>
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</tbody>
</table>

**Prerequisite:** MNM2601 or MNM2044  
**Co-requisite:**  

**Purpose:** To equip students with well-rounded and systematic knowledge about retail management. Students credited with this module are able to demonstrate a coherent and critical understanding of retail management concepts.

### Applied Promotion IV (Theory) – APR4M1Y (APR431Y)

<table>
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<tr>
<th>Year module</th>
<th>NQF Level</th>
<th>Credits</th>
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<tbody>
<tr>
<td>APR431Y</td>
<td>7</td>
<td>12</td>
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</table>

**Prerequisite:** APR4M2Y  
**Co-requisite:**  

**Purpose:** The objective of this module is to provide the learner with a thorough understanding of direct marketing and, ultimately, to enable him/ her to compile a direct-marketing plan for a direct-marketing campaign. Having worked through the module, the learner should have the competence to work effectively in a direct-marketing environment, applying a range of skills and adhering to the direct-marketing industry's code of practice.

### Applied Promotion IV (Project) – APR4M2Y (APR431Y)

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<tr>
<th>Year module</th>
<th>NQF Level</th>
<th>Credits</th>
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<tbody>
<tr>
<td>APR431Y</td>
<td>7</td>
<td>12</td>
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</tbody>
</table>

**Prerequisite:** APR4M1Y  
**Co-requisite:**  

**Purpose:** In this module the learner will be evaluated on the practical application of knowledge within the Direct Marketing environment by means of a project/research report or a combination of the two. In this module the learner will be evaluated on the practical application of knowledge within the Direct Marketing environment by means of a project/research report or a combination of the two.

### Marketing Research – BEM400C (BMN400T)

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<tr>
<th>Year module</th>
<th>NQF Level</th>
<th>Credits</th>
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<tr>
<td>BMN400T</td>
<td>7</td>
<td>24</td>
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</table>

**Prerequisite:**  
**Co-requisite:**  

**Purpose:** To enable students to gain insight into: (a) the South African market; the marketing research process (b) data processing; statistical testing; presentation of the research report; specialised areas of marketing research.

### Consumer Orientated Marketing Communication – CON400E

<table>
<thead>
<tr>
<th>Year module</th>
<th>NQF Level</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BEC201R or BEC208Y</td>
<td>7</td>
<td>24</td>
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</tbody>
</table>

**Prerequisite:** MNG2016 and MNM202Y or BEC201R or BEC208Y  
**Co-requisite:**  

**Purpose:** To enable students to gain insight into: (a) the South African market; the marketing research process (b) data processing; statistical testing; presentation of the research report; specialised areas of marketing research.

### Strategic Marketing Management – STB400V (STR4005)

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<tr>
<th>Year module</th>
<th>NQF Level</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BEC201R or BEC208Y</td>
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<td>24</td>
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</tbody>
</table>

**Prerequisite:** MNG2016 and MNM202Y or BEC201R and BEC208Y  
**Co-requisite:**  

**Purpose:** To enable students to gain insight into: (a) the nature of strategic marketing; (b) strategic marketing environment analysis; (c) realising a sustainable competitive advantage; (d) market investment decisions; (e) international market strategies.

### Postgraduate Modules

### Applied Promotion IV (Theory) – APR4M1Y

<table>
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<tr>
<th>Year module</th>
<th>NQF Level</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>APR4M1Y</td>
<td>7</td>
<td>12</td>
</tr>
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</table>

**Prerequisite:**  
**Co-requisite:**  

**Purpose:** The objective of this module is to provide the learner with a thorough understanding of direct marketing and, ultimately, to enable him/ her to compile a direct-marketing plan for a direct-marketing campaign. Having worked through the module, the learner should have the competence to work effectively in a direct-marketing environment, applying a range of skills and adhering to the direct-marketing industry's code of practice.
Year module  NQF Level:  Credits:  

Prerequisite:  Co-requisite:  

Purpose: This module focuses on the application of strategic management according to career direction.

Contemporary Issues in Marketing – MNM4801

Year module  NQF Level:  Credits:  

Prerequisite:  Co-requisite:  

Purpose: To provide the student with relevant competencies (knowledge, skills, norms and values) in order to understand, analyse and interpret the impact of contemporary marketing issues on the marketing activities of the firm and to prepare a considered strategic marketing response to these issues that can be documented and be used to guide the firm’s future marketing effort. The application of the skills and knowledge will provide the student with the ability to proactively respond to the changing advantage of the many opportunities in this rapidly developing sector.

Advanced Strategic Marketing – STRMAR6

Year module  NQF Level:  Credits:  

Prerequisite:  Co-requisite:  

Purpose: The purpose of this course is to introduce learners to the four main phases that form the thrust of a marketing strategy, namely strategic analysis, market strategy choice, marketing strategy implementation and marketing strategy evaluation and control. In particular, the sustainable competitive advantage and the choice of market strategy will be covered in detail. After completing the course the student will have a good understanding of the analysis and decisions required in designing a marketing strategy for an organization.

Applied Strategic Marketing – MNM4802 (STRMAR6)

Year module  NQF Level:  Credits:  

Prerequisite:  Co-requisite:  

Purpose: To enable students to gain insight into the nature of strategic marketing, strategic marketing environment analysis, realising a sustainable competitive advantage and market investment decisions. Students have to apply the knowledge gained in a practical manner.

Marketing Metrics – MNM4803

Year module  NQF Level:  Credits:  

Prerequisite:  Co-requisite:  

Purpose: To enable the student to understand the following basic concepts in linear algebra: non-homogeneous and homogeneous systems of linear equations, Gaussian and Jordan-Gauss elimination, matrices and matrix operations, elementary determinants by cofactor expansion, inverse of matrix using the adjoint, Cramer’s rule, evaluating determinants using row/column reduction, properties of the determinant function, vectors in \( \mathbb{R}^2 \), \( \mathbb{R}^3 \) and \( \mathbb{R}^n \), space, dot product, projections, cross product, areas of parallelograms and volumes of parallelepipeds determined by vectors, lines and planes in \( \mathbb{R}^3 \) space and complex numbers.

Precalculus Mathematics A – MAT1510

Year module  NQF Level:  Credits:  

Prerequisite:  Co-requisite:  

Purpose: To enable the student to understand the following basic concepts in linear algebra: non-homogeneous and homogeneous systems of linear equations, Gaussian and Jordan-Gauss elimination, matrices and matrix operations, elementary determinants by cofactor expansion, inverse of matrix using the adjoint, Cramer’s rule, evaluating determinants using row/column reduction, properties of the determinant function, vectors in \( \mathbb{R}^2 \), \( \mathbb{R}^3 \) and \( \mathbb{R}^n \), space, dot product, projections, cross product, areas of parallelograms and volumes of parallelepipeds determined by vectors, lines and planes in \( \mathbb{R}^3 \) space and complex numbers.

Precalculus Mathematics A – MAT1510

Year module  NQF Level:  Credits:  

Prerequisite:  Co-requisite:  

Purpose: To enable students to understand and apply the following basic concepts in linear algebra: non-homogeneous and homogeneous systems of linear equations, Gaussian and Jordan-Gauss elimination, matrices and matrix operations, elementary determinants by cofactor expansion, inverse of matrix using the adjoint, Cramer’s rule, evaluating determinants using row/column reduction, properties of the determinant function, vectors in \( \mathbb{R}^2 \), \( \mathbb{R}^3 \) and \( \mathbb{R}^n \), space, dot product, projections, cross product, areas of parallelograms and volumes of parallelepipeds determined by vectors, lines and planes in \( \mathbb{R}^3 \) space and complex numbers.

Linear Algebra – MAT1503

Year module  NQF Level:  Credits:  

Prerequisite:  Co-requisite:  

Purpose: To enable students to understand and apply the following basic concepts in linear algebra: non-homogeneous and homogeneous systems of linear equations, Gaussian and Jordan-Gauss elimination, matrices and matrix operations, elementary determinants by cofactor expansion, inverse of matrix using the adjoint, Cramer’s rule, evaluating determinants using row/column reduction, properties of the determinant function, vectors in \( \mathbb{R}^2 \), \( \mathbb{R}^3 \) and \( \mathbb{R}^n \), space, dot product, projections, cross product, areas of parallelograms and volumes of parallelepipeds determined by vectors, lines and planes in \( \mathbb{R}^3 \) space and complex numbers.
### Precalculus Mathematics B – MAT1511
**Semester module**
**Prerequisite:** MAT1512
**Purpose:** Students credited with this module will have understanding of basic ideas of algebra and to apply the basic techniques in handling problems related to the theory of polynomials, systems of linear equations, matrices, the complex number system, sequences, mathematical induction, and binomial theorem.
**NQF Level:** 5  
**Credits:** 12

### Calculus A – MAT1512
**Semester module**
**Prerequisite:** MAT1512
**Purpose:** To equip students with those basic skills in differential and integral calculus which are essential for the physical, life and economic sciences. Some simple applications are covered. More advanced techniques and further applications are dealt with in module MAT1613.
**NQF Level:** 5  
**Credits:** 12

### Mathematics I (Engineering) – MAT1581
**Semester module**
**Prerequisite:** MAT1512
**Purpose:** Algebra; trigonometry; calculus; complex numbers; co-ordinate geometry; analysis; geometry; matrices; determinants.
**NQF Level:** 5  
**Credits:** 12

### Calculus B – MAT1613
**Semester module**
**Prerequisite:** MAT1512
**Purpose:** To enable students to obtain basic skills in differentiation and integration, and build on the knowledge provided by module MAT1512. More advanced techniques and further basic applications are covered. Together, the modules MAT1512 and MAT1613 constitute a first course in Calculus which is essential for students taking Mathematics as a major subject.
**NQF Level:** 6  
**Credits:** 12

### Linear Algebra – MAT2611
**Semester module**
**Prerequisite:** MAT1503 (MAT103N)
**Purpose:** To understand and apply the following linear algebra concepts: vector spaces, rank of a matrix, eigenvalues and eigenvectors, diagonalisation of matrices, orthogonality in $\mathbb{R}^n$, Gram-Schmidt algorithm, orthogonal diagonalisation of symmetric matrices, least squares polynomial fitting, linear transformations, change of basis, invariant subspaces and direct sums, block triangular form.
**NQF Level:** 6  
**Credits:** 12

### Introduction to Discrete Mathematics – MAT2612
**Semester module**
**Prerequisite:** MAT1512 or MAT1503 or MAT1613  
**Purpose:** To acquaint students with the theory and applications of the following aspects of discrete mathematics: counting principles, relations and digraphs, (including equivalence relations), functions, the pigeonhole principle, order relations and structures (e.g. partially ordered sets, lattices, Boolean algebras), the principle of induction.
**NQF Level:** 6  
**Credits:** 12

### Real Analysis – MAT2613
**Semester module**
**Prerequisite:** MAT1512, MAT1613  
**Purpose:** To enable students to master and apply the fundamental concepts and techniques of real analysis as they occur in an elementary discussion of the real number system, sequences and series, limits, continuity and differentiability of functions; the Bolzano-Weierstrass property, continuous and uniformly continuous functions, the mean value theorem, Taylor's theorem; the Riemann integral, the fundamental theorem of calculus, improper integrals, and the power series.
**NQF Level:** 6  
**Credits:** 12

### Calculus in Higher Dimensions – MAT2615
**Semester module**
**Prerequisite:** MAT1503, MAT1512  
**Purpose:** To gain clear knowledge and an understanding of vectors in $n$-space, functions from $n$-space to $m$-space, various types of derivatives (grad, div, curl, directional derivatives), higher-order partial derivatives, inverse and implicit functions, double integrals, triple integrals, line integrals and surface integrals, theorems of Green, Gauss and Stokes.
**NQF Level:** 6  
**Credits:** 12

### Mathematics II (Engineering) – MAT2691
**Semester module**
**Prerequisite:** MAT1581  
**Purpose:** Differentiation; partial differentiation; series; integration solutions of first-order differential equations; numerical methods; statistics.
**NQF Level:** 6  
**Credits:** 12

### Mathematics III (Engineering) – MAT3700
**Semester module**
**Prerequisite:** MAT2691  
**Purpose:** Laplace transforms; Fourier Series and Fourier Analysis; linear algebra; first order differential equations; higher order linear differential equations; numerical solutions of differential equations.
**NQF Level:** 6  
**Credits:** 12

### Linear Algebra – MAT3701
**Semester module**
**Prerequisite:** MAT2611 or MAT211R  
**Purpose:** To acquire a basic knowledge concerning inner product spaces, invariant subspaces, cyclic subspaces, operators and their canonical forms.
**NQF Level:** 7  
**Credits:** 12

### Algebra – MAT3702
**Semester module**
**Prerequisite:** Any 2 MAT modules on second level  
**Purpose:** To enable students to master and practise the applications of the concepts, results and methods necessary to construct mathematical arguments and solve problems independently as they occur in an elementary treatment of algebraic structures, groups, homomorphism theorems, factor groups, permutation groups, the main theorem for Abelian groups, Euclidean rings, divisibility in Euclidean rings, fields, finite fields, and the characteristics of a field.
**NQF Level:** 7  
**Credits:** 12
Complex Analysis – MAT3705
Semester module
NQF Level: 7
Credits: 12
Prerequisite: MAT2613 or MAT2615
Co-requisite:
Purpose: To introduce students to the following topics in complex analysis: functions of a complex variable, continuity, uniform convergence, complex differentiation, power series and the exponential function, integration, Cauchy’s theorem, singularities and residues.

Ordinary Differential Equations – MAT3706
Semester module
NQF Level: 7
Credits: 12
Prerequisite: Any 2 MAT modules on second level
Co-requisite:
Purpose: To enable students to master the fundamental concepts and apply the methods for the solution of homogeneous and non-homogeneous systems of differential equations, as well as Gronwall’s inequality, qualitative theory, and the linearisation of nonlinear systems.

Discrete Mathematics: Combinatorics – MAT3707
Semester module
NQF Level: 7
Credits: 12
Prerequisite: Any 2 MAT modules on second level
Co-requisite:
Purpose: To enable students to understand and apply the following concepts: (a) In graph theory: isomorphism, planar graphs, Euler tours, Hamilton cycles, colouring problems, trees, networks; (b) In enumeration: basic counting principles, distributions, binomial identities, generating functions, recurrence relations, inclusion-exclusion.

Real Analysis – MAT3711
Semester module
NQF Level: 7
Credits: 12
Prerequisite: Any 2 APM or MAT modules on second level
Co-requisite:
Purpose: To enable students to understand metric spaces, continuity, convergence, completeness, compactness, connectedness, Banach’s fixed point theorem and its applications, the Riemann-Stieltjes integral, normed linear spaces, and the Stone-Weierstrass theorem.

Postgraduate Modules
Measure Theory and Integration I – MAT4831
Year module
NQF Level: 8
Credits: 12
Prerequisite: Co-requisite:
Purpose: To enable the learner to master the fundamental concepts of the following: measures on abstract sigma-algebras, outer measures, measurable functions, Lebesgue integral, convergence theorems, product measures and Fubini’s theorem.

Measure Theory and Integration II – MAT4832
Year module
NQF Level: 8
Credits: 12
Prerequisite: MAT4831
Co-requisite:
Purpose: To enable the learner to master the advanced concepts of Measure Theory. This module covers: signed measures, Radon-Nikodym theorem, LP spaces and differentiation of functions. This module comprises a second module in measure theory.

Group Theory – MAT4833
Year module
NQF Level: 8
Credits: 12
Prerequisite: Co-requisite:
Purpose: To give students a sound understanding of group theory and some basic understanding of representation theory of finite groups. The module starts off with basic concepts in set theory which lead to the well-ordering principle, Hausdorff maximality principle, Axiom of choice and Zorn’s lemma. It then goes on to focus on permutation groups, Cayley’s theorem and applications, group actions, Sylow’s theorem and applications. The latter part of the module is dedicated to the representations and characters of finite groups.

Rings and Fields – MAT4834
Year module
NQF Level: 8
Credits: 12
Prerequisite: Co-requisite: MAT4833
Purpose: To concentrate on ring theory, especially integral domains, their fields of quotients, rings of polynomials and ideal structure in general. Considerable emphasis is placed on problem solving.

Set Theory – MAT4835
Year module
NQF Level: 8
Credits: 12
Prerequisite: Co-requisite:
Purpose: To introduce the student to set-theoretic principles and fundamental constructions involving sets, from an intuitive but axiomatic point of view, and to provide a foundation which is essential for the understanding of Modern Mathematics.

Topology – MAT4836
Year module
NQF Level: 8
Credits: 12
Prerequisite: Co-requisite:
Purpose: To introduce the student to the general framework of Topology. The module provides a detailed discussion of convergence (in terms of nets and filters), continuity, compactness and compactifications, local compactness, regularity, and complete regularity. All these topics are fundamental to an understanding of Modern Abstract Analysis.

Introduction to Category Theory – MAT4837
Year module
NQF Level: 8
Credits: 12
Prerequisite: Co-requisite:
Purpose: To provide an introduction to an area of mathematics which attempts to study those parts that are concerned with objects and special functions between them. The module presents the notion of a category, examines special constructions in categories, and considers the concept of a functor between categories as well as natural transformations between them. Concrete instances of the general categorical concepts, as they appear in established areas of mathematics, will be given and discussed.
<table>
<thead>
<tr>
<th>Category Theory – MAT4838</th>
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<tr>
<td><strong>Year module</strong></td>
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<td><strong>Prerequisite:</strong></td>
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<th>Functional Analysis I – MAT4841</th>
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<td><strong>Year module</strong></td>
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<td><strong>Prerequisite:</strong></td>
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<tr>
<th>Functional Analysis II – MAT4842</th>
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<td><strong>Year module</strong></td>
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<td><strong>Prerequisite:</strong></td>
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<tr>
<th>Ordinary Differential Equations I – MAT4843</th>
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<tr>
<td><strong>Year module</strong></td>
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<td><strong>Prerequisite:</strong></td>
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<td><strong>Purpose:</strong></td>
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<tr>
<th>Ordinary Differential Equations II – MAT4844</th>
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<tr>
<td><strong>Year module</strong></td>
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<td><strong>Prerequisite:</strong></td>
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<th>Graph Theory I – MAT4845</th>
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<td><strong>Year module</strong></td>
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<td><strong>Prerequisite:</strong></td>
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<tr>
<th>Graph Theory II – MAT4846</th>
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<td><strong>Year module</strong></td>
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<td><strong>Prerequisite:</strong></td>
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<tr>
<th>Partial Differential Equations I – MAT4847</th>
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<td><strong>Year module</strong></td>
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<td><strong>Prerequisite:</strong></td>
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<tr>
<th>Partial Differential Equations II – MAT4848</th>
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<td><strong>Year module</strong></td>
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<td><strong>Prerequisite:</strong></td>
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<td><strong>Purpose:</strong></td>
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<tr>
<th>Number Theory I – MAT4853</th>
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<tr>
<td><strong>Year module</strong></td>
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<td><strong>Prerequisite:</strong></td>
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<td><strong>Purpose:</strong></td>
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### Number Theory II – MAT4854

<table>
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<tr>
<th>Year module</th>
<th>NQF Level: 8</th>
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<tbody>
<tr>
<td>Prerequisite:</td>
<td>Co-requisite: MAT4853</td>
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</table>

**Purpose:** This is a continuation of Number Theory I (MAT4853). We discuss two main themes: a deeper investigation into the structure of algebraic number fields and their differences and similarities with the more well-known number fields and a brief introduction to algebraic geometry. For the first part, we discuss field extensions in more detail than in the first module, focusing on quadratic and cyclotomic fields. We investigate the relation between these number fields and solutions of polynomial equations as well as phenomena that arise in these number systems that are absent or trivial in the integers and rationals. Our introduction to algebraic geometry also follows on from the work of the previous module in that we consider solutions of systems of polynomial equations over finite fields. We will see how to visualise this geometrically and algebraically. Indeed, the interaction between these two ways of thinking is at the heart of algebraic geometry.

### Matrix Theory I – MAT4857

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<th>Year module</th>
<th>NQF Level: 8</th>
<th>Credits: 12</th>
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<tr>
<td>Prerequisite:</td>
<td>Co-requisite:</td>
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</table>

**Purpose:** This module comprises an introduction to the theory of matrices designed to cover those topics most frequently encountered in physical applications. Topics include matrices and linear systems, equivalence (row and column) and its canonical forms, vector spaces, determinants, linear transformations, the Cayley-Hamilton theorem, the Gram-Schmidt orthogonalisation process, Schur’s triangularisation theorem, nilpotent operators, similarity and the Jordan canonical form.

### Matrix Theory II – MAT4858

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<th>Year module</th>
<th>NQF Level: 8</th>
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<tbody>
<tr>
<td>Prerequisite:</td>
<td>Co-requisite: MAT4857</td>
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</table>

**Purpose:** This module is a continuation of the introductory matrix theory module MAT4857. It presents an alternative matrix development of the Jordan canonical form as well as a treatment of the classical canonical form for similarity over an arbitrary field. Introductions to matrix analysis and numerical linear algebra, two interesting and important areas of further study, are also presented. Topics include further development of the Jordan form, solution of the matrix equation $AX = XB$, polynomial matrices, Lagrange interpolation, the classical canonical form, spectral and polar decompositions, matrix analysis, systems of linear differential equations, numerical methods, iterative methods for solving $AX = K$.

### Mathematics Research Methods – HMMAT80

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<th>Semester module</th>
<th>NQF Level: 8</th>
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<tbody>
<tr>
<td>Prerequisite:</td>
<td>Co-requisite:</td>
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</table>

**Purpose:** To consult Chairperson of the Department of Mathematical Sciences.

### Mathematics Research Project – HRMAT81

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<thead>
<tr>
<th>Semester module</th>
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<tbody>
<tr>
<td>Prerequisite:</td>
<td>Co-requisite:</td>
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</table>

**Purpose:** To consult Chairperson of the Department of Mathematical Sciences.

### Special Topics in Astrophysics – AST4870

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<th>Year module</th>
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<tr>
<td>Prerequisite:</td>
<td>Co-requisite:</td>
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**Purpose:** A special topic which is chosen by a student in consultation with the COD/Head of Department.

### Special Topics in Astrophysics – AST4871

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<th>Year module</th>
<th>NQF Level: 7</th>
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<tr>
<td>Prerequisite:</td>
<td>Co-requisite:</td>
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</table>

**Purpose:** A special topic which is chosen by a student in consultation with the COD/Head of Department.

### Special Topics in Astrophysics – AST4872

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<th>Year module</th>
<th>NQF Level: 8</th>
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<tr>
<td>Prerequisite:</td>
<td>Co-requisite:</td>
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</table>

**Purpose:** A special topic which is chosen by a student in consultation with the COD/Head of Department.

### Special Topics in Astrophysics – AST4873

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<th>Year module</th>
<th>NQF Level: 8</th>
<th>Credits: 12</th>
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<tr>
<td>Prerequisite:</td>
<td>Co-requisite:</td>
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**Purpose:** A special topic which is chosen by a student in consultation with the COD/Head of Department.

### Special Topics in Astrophysics – AST4874

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<th>Year module</th>
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<tr>
<td>Prerequisite:</td>
<td>Co-requisite:</td>
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</table>

**Purpose:** A special topic which is chosen by a student in consultation with the COD/Head of Department.

### Special Topics in Astrophysics – AST4875

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<th>Year module</th>
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<tr>
<td>Prerequisite:</td>
<td>Co-requisite:</td>
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</table>

**Purpose:** A special topic which is chosen by a student in consultation with the COD/Head of Department.

### Special Topics in Astrophysics – AST4876

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<th>Year module</th>
<th>NQF Level: 8</th>
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<tbody>
<tr>
<td>Prerequisite:</td>
<td>Co-requisite:</td>
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</table>

**Purpose:** A special topic which is chosen by a student in consultation with the COD/Head of Department.
**Mathematics for Education**

**Numbers and Operations in Intermediate and Senior Phase – MAE101J**

- **Semester module**
- **NQF Level:** 5
- **Credits:** 12
- **Prerequisite:**
- **Co-requisite:**

**Purpose:** To enable students to develop good insight into the nature of number and number systems in these two phases. They will know the history and historical development of numbers and number systems and how we arrived at what we have today. The learners will know how young children learn number and the accompanying operations; what the nature of problems is in the realgebra phase and how to fill the gap between arithmetic and algebra. The module will enable the students to understand and teach the problematic area of fractions to the young learners in a meaningful way. This will be done in a problem-centred way which will enhance the quality of mathematical thinking of the young learners.

**Spatial Development, Geometry and Trigonometry in Intermediate and Senior Mathematics – MAE102K**

- **Semester module**
- **NQF Level:** 5
- **Credits:** 12
- **Prerequisite:**
- **Co-requisite:**

**Purpose:** To enable teachers to master the basic aspects of spatial development, geometry and trigonometry education and to use them in real-life situations.

**Measurement in Intermediate and Senior Mathematics – MAE103L**

- **Semester module**
- **NQF Level:** 5
- **Credits:** 12
- **Prerequisite:**
- **Co-requisite:**

**Purpose:** To enable students to develop a good conceptual insight into the field of learning and teaching measurement. Students will be oriented to learn that Measurement has a close relationship with the real world outside the classroom. The translation of units and the ability to estimate accurately within every section are important skills to master. Students will be empowered to be skilful citizens in the public arena.

**Assessment in the Intermediate and Senior Mathematics – MAE104M**

- **Semester module**
- **NQF Level:** 5
- **Credits:** 12
- **Prerequisite:**
- **Co-requisite:**

**Purpose:** To enable students to support the learning of important mathematics through assessment and furnish useful information to both teachers and learners. This module will enable the student to address how assessment should reflect the mathematics that students should know and be able to do; enhance mathematics learning; promote equity; be an open process; promote valid inference; be a coherent process; reflect on his/her own teaching.

**Pre-Algebra and Algebra Education in Intermediate and Senior Mathematics – MAE201M**

- **Semester module**
- **NQF Level:** 6
- **Credits:** 12
- **Prerequisite:**
- **Co-requisite:**

**Purpose:** To enable students to understand the development of algebraic thinking processes in young children; develop algebraic reasoning as a way of understanding mathematics; understand and use patterns relations and functions; become proficient in algebraic language and symbolising; represent and analyse mathematical situations and structures using algebraic symbolic; use mathematical models to represent and understand quantitative relationships; analyse change in various contexts.

**Statistics Education in Intermediate and Senior Mathematics – MAE202N**

- **Semester module**
- **NQF Level:** 6
- **Credits:** 12
- **Prerequisite:**
- **Co-requisite:**

**Purpose:** To enable educators to apply basic knowledge of statistics and probability to influence the use of data and procedures in order to investigate life-related problems; apply various techniques to data to establish statistical models for specific purposes; and to investigate life-related problems; use experiments, simulations and equally likely events to explore probability models; make predictions and study problems; investigate probability distributions and critique and explore probability models and predictions.

**Basic Financial Mathematics in Intermediate and Senior Phase – MAE203P**

- **Semester module**
- **NQF Level:** 6
- **Credits:** 12
- **Prerequisite:**
- **Co-requisite:**

**Purpose:** To enable students to teach Financial Mathematics with confidence and competence; to make informative decisions regarding financial planning and hence become responsible citizens; to use technology such as calculators and spreadsheets to do calculations regarding budgets, loans, simple and compound interest, hire purchase, exchange rates, commissions, rentals and banking and to enable students to solve problems in economic issues and contexts.
<table>
<thead>
<tr>
<th>Course Title</th>
<th>Module Type</th>
<th>NQF Level</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td><strong>Technology and Media in Intermediate and Senior Phase – MAE204Q</strong></td>
<td>Semester</td>
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<tr>
<td><strong>Engineering Work Study I – EWS121Q</strong></td>
<td>Year</td>
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<td>12</td>
</tr>
<tr>
<td><strong>Computer Aided Draughting I – CAD161S</strong></td>
<td>Semester</td>
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<td>12</td>
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<tr>
<td><strong>Fluid Mechanics II (Theory) – FMC2601 (FMC201U)</strong></td>
<td>Semester</td>
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<tr>
<td><strong>Industrial Engineering Practice I – IDP101E</strong></td>
<td>Year</td>
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<td><strong>Mechanics I (Practical) – MCA1PRA</strong></td>
<td>Year</td>
<td>5</td>
<td>12</td>
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<tr>
<td><strong>Mechanical Engineering Practice I – MCP101E</strong></td>
<td>Year</td>
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<td>60</td>
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<td><strong>Mechanical Engineering Drawing I – MED161Q</strong></td>
<td>Semester</td>
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<tr>
<td><strong>Mechanical Engineering Design II – MEE231V</strong></td>
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<td><strong>Maintenance Engineering I – MEG101T</strong></td>
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<tr>
<td><strong>Mechanical Manufacturing Engineering I (Theory) – MME1501 (MME141X)</strong></td>
<td>Semester</td>
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</table>
Mechanical Manufacturing Engineering I (Practical) – MMEPRA1(MME1PRA)

Year module  NQF Level: 5  Credits: 3
Prerequisite:  
Co-requisite:  
Purpose: This module is meant to complement Mechanical Manufacturing Engineering I (MME1501) and serves as the practical aspect to the theory covered in that module.

Mechanical Manufacturing Engineering II (Theory) – MME2601 (MME251U)

Semester module  NQF Level: 6  Credits: 12
Prerequisite: MME1501 or MME141X  
Co-requisite: MME1PRA or MME2PRA
Purpose: This module is a 12-credit module and is an introduction to the field (equivalent to the National Quality Framework level 5) of Manufacturing. Manufacturing is an essential part of mechanical engineering and are essential for you, who will be pursuing a career in engineering after graduation.

Mechanical Manufacturing Engineering II (Practical) – MMEPRA2 (MME2PRA)

Year module  NQF Level: 6  Credits: 3
Prerequisite: MME1501 or MME141X  
Co-requisite: MME2601 or MME251U
Purpose: This module is meant to complement Mechanical Manufacturing Engineering II (MME2601) and serves as the practical aspect to the theory covered in that module.

Mechanics of Machines II (Theory) – MOM2601 (MOM251Z)

Semester module  NQF Level: 6  Credits: 9
Prerequisite: PHY1501  
Co-requisite: MCA1PRA
Purpose: To understand and apply principles of mechanics as applied to moments of inertia; simple harmonic motion; hoists; rolling bodies, vehicle dynamics, clutches, belt drive systems and brakes. The students should also perform calculations to solve problems in the same areas.

Mechanics of Machines II (Practical) – MOMPRA2 (MOM2PRA)

Year module  NQF Level: 6  Credits: 3
Prerequisite: PHY1501  
Co-requisite: MCA1PRA
Purpose: This module is meant to complement Mechanics of Machines II (MOM2601) and serves as the practical aspect to the theory covered in that module.

Production Engineering: Industrial I – PEI191V

Semester module  NQF Level: 5  Credits: 12
Prerequisite:  
Co-requisite:  
Purpose: Firstly, to equip you with the knowledge and understanding of production engineering techniques and principles which include Forecasting, Quality Management, Inventory Management and Material Requirements Planning (MRP). Secondly, to equip you with the necessary skills and abilities to apply the above knowledge with confidence, in the solution of problems in this field. Thirdly, to equip you with the ability to combine this knowledge and concepts with those of other disciplines to solve problems encountered in practice.

Qualitative Techniques I – QUT151Z

Semester module  NQF Level: 5  Credits: 12
Prerequisite:  
Co-requisite:  
Purpose: To equip the learner with an understanding of fundamentals of quality, statistics and statistical quality control. It looks at quality fundamentals, and application of probability theory, probability distributions, sampling theory, control charts and hypothesis in quality management.

Strength of Materials II (Theory) – SOM2601 (SOM251R)

Semester module  NQF Level: 6  Credits: 9
Prerequisite: PHY1501 & MCA1PRA  
Co-requisite: SOMPRA2 or SOM2PRA
Purpose: To equip a student with basic technical knowledge for determining state of common engineering structures under simple and direct loading conditions. After completing this module the student is expected to determine stresses and strains in axially-loaded bars/rods of different configurations; thin-walled cylinders both under pressure and/or in rotation; shafts in torsion; axially-loaded helical springs of various configurations; and, cantilever and simply supported beams under point and uniformly distributed loads. The student should also be able to determine internal forces arising in plane trusses as a result of dead loads.

Strength of Materials II (Practical) – SOMPRA2 (SON2PRA)

Year module  NQF Level: 6  Credits: 9
Prerequisite: PHY1501 & MCA1PRA  
Co-requisite: SOM2601 or SOM251R
Purpose: To provide instruction to students on how to conduct experimental work. To demonstrate the theory in Strength of Materials II SOM2601 using simple experiment. To teach students how to report experimental findings.

Thermodynamics II (Theory) – THD2601 (THD291Z)

Semester module  NQF Level: 6  Credits: 9
Prerequisite: PHY1501  
Co-requisite: THDPRA2 or THD2PRA or MCA1PRA
Purpose: To help a student develop a clear understanding of the basic concepts of thermodynamics and to introduce them to systematic techniques and methods used when solving problems involving thermodynamic concepts.

Thermodynamics II (Practical) THDPRA2 (THD2PRA)

Semester module  NQF Level: 6  Credits: 3
Prerequisite: PHY1501  
Co-requisite: THD2601 or THD291Z or MCA1PRA
Purpose: This module is meant to complement Thermodynamics II (THD2601) and serves as the practical aspect to the theory covered in that module.

Applied Mechanics I (Practical) – AMC1PRA

Year module  NQF Level: 6  Credits: 7
Prerequisite:  
Co-requisite: PHY1501 or PHY1015
Purpose: The modules MCA1PRA and AMC1PRA are the same and deal with the Practical work part of Mechanics and Applied Mechanics. The primary goal of this module is helping students to develop experimental skills. The practical modules are year modules while the theory part is presented as a semester module. This is the practical work part of module PHY1501. It should be taken simultaneously with PHY1501 or after PHY1501 has been passed. Students should attend a practical session of between 1-3 days at a selected University that will be made known to them in a tutorial letter. Experiments are selected from the following topics: Determination of components, resultants and reactions (parallelogram, triangle and polygon of forces), moments, centre of gravity, friction (static and kinetic friction), gear ratios and mechanical advantage and velocity ratio (wheel and axle, screw jack).
### Production Engineering: Industrial II – PEI281S

**Year module**  
**NQF Level:** 6  
**Credits:** 12

**Prerequisite:** PEI191V  
**Co-requisite:**

**Purpose:** Firstly, to equip you with the knowledge and understanding of production engineering techniques and principles which include Forecasting, Quality Management, Inventory Management and Material Requirements Planning (MRP). Secondly, to equip you with the necessary skills and abilities to apply the above knowledge with confidence in the solution of problems in this field. Thirdly, to equip you with the ability to combine this knowledge and concepts with those of other disciplines to solve problems encountered in practice.

### Mechanics of Machines III (Theory) – MOM3601 (MOM371A)

**Year module**  
**NQF Level:** 6  
**Credits:** 9

**Prerequisite:** MOM251Z  
**Co-requisite:** MOM2PRA

**Purpose:** To understand and apply principles of mechanics as applied to velocity, acceleration and forces in mechanisms; spur gears and gear trains; and balancing of rotating masses and engines. The students should also perform calculations to solve problems in the same areas.

### Theory of Machines III (Theory) – MOM2602 (MOM381B)

**Year module**  
**NQF Level:** 6  
**Credits:** 9

**Prerequisite:** MOM371A  
**Co-requisite:** MOM3PRB

**Purpose:** To understand principles, be able to perform calculations to solve problems and identify examples of applications for the following: drilled single degree of freedom systems, governors, cams and energy fluctuations.

### Operational Research III – OPR371S

**Year module**  
**NQF Level:** 6  
**Credits:** 12

**Prerequisite:** PEI281S, QUT151Z  
**Co-requisite:**

**Purpose:** The purpose of this module is to present operational research techniques applied to the specific context of operations management and industrial engineering.

### Mechanical Manufacturing Engineering III – MME3601 (MME381B)

**Year module**  
**NQF Level:** 6  
**Credits:** 9

**Prerequisite:** MME2601 or MME251U  
**Co-requisite:**

**Purpose:** The purpose of the module is to enable the student to understand and apply certain principles of mechanical manufacturing.

### Maintenance Engineering II – MEG291X

**Semester module**  
**NQF Level:** 6  
**Credits:** 12

**Prerequisite:** MEG101T  
**Co-requisite:**

**Purpose:** To support the production process with adequate levels of equipment availability, reliability, operability, and quality at accepted levels of safety and cost.

### Mechanical Engineering Practice II – MCP201E

**Year module**  
**NQF Level:** 6  
**Credits:** 60

**Prerequisite:** All subjects from the first and second levels  
**Co-requisite:**

**Purpose:** The purpose of this training is to provide you with an opportunity in the workplace to apply and develop the academic knowledge you acquired during your theoretical studies to relevant problem situations in industry and commerce. It also gives you exposure to typical organization culture, human relations and working conditions.

### Mechanical Engineering Design III – MEA351A

**Year module**  
**NQF Level:** 6  
**Credits:** 12

**Prerequisite:** MEE231V  
**Co-requisite:**

**Purpose:** This module introduce learners to a higher level of Mechanical Engineering Design Principles as applied to Power Transmission Systems and equips learners to apply this knowledge in solving broadly defined design problems as required of a practicing engineering technician.

### Machine Design III – MEA361B

**Year module**  
**NQF Level:** 6  
**Credits:** 12

**Prerequisite:**  
**Co-requisite:**

**Purpose:** This module introduces learners to a higher level of Mechanical Engineering Design Principles as applied to Power Transmission Systems and equips learners to apply this knowledge in solving broadly defined design problems as required of a practicing engineering technician.

### Industrial Engineering Practice II – IDP201E

**Year module**  
**NQF Level:** 6  
**Credits:** 60

**Prerequisite:** All subjects from the first and second levels  
**Co-requisite:**

**Purpose:** To provide the learner with an opportunity in the workplace to apply and develop the academic knowledge acquired during theoretical studies to relevant problem situations in industry and commerce and give exposure to typical organization culture, human relations and working conditions.

### Automation III – ATO331Q

**Year module**  
**NQF Level:** 6  
**Credits:** 12

**Prerequisite:** MME251U  
**Co-requisite:**

**Purpose:** To introduce students to the fundamentals of automation as a field of engineering. Industrial engineers have to make decisions between various alternatives of automation. 1) To give the student the basic knowledge of about the field of production automation. 2) To enable student to appreciate optimization of manufacturing systems Automation is a dynamic technology that represents a continuous evolutionary process in production. Automation is concerned with the application of mechanical, electrical and computer based systems to operate and control production process and equipment. The purpose of this course is to give the student the basic knowledge about a vast field of production automation.

### Engineering Work Study II – EWS271L

**Year module**  
**NQF Level:** 6  
**Credits:** 12

**Prerequisite:**  
**Co-requisite:**

**Purpose:** To be able to use standard times for workstation improvement. The learner must identify, carry out a feasibility study, plan and manage a workstation design or improvement project. Identify safety and ergonomic factors affecting productivity.
<table>
<thead>
<tr>
<th>Module Description</th>
<th>Year Module</th>
<th>NQF Level</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engineering Work Study III – EWS381G</td>
<td>Year module</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td>Prerequisite: EWS271L, FLM271S, CTA101A, CTA2M2A</td>
<td>Co-requisite:</td>
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<tr>
<td>Purpose: To introduce learners to the principles and methodology of Engineering Work Study, Productivity and the effect thereof, the 20 Keys, Activity sampling and Change Management.</td>
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<tr>
<td>Facility Layout and Materials Handling – FLM271S</td>
<td>Year module</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>Co-requisite:</td>
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<tr>
<td>Purpose: To be able to plan, evaluate alternative designs and design in detail a warehousing or manufacturing facility by focusing on the basic factors, equipment, principles, techniques and procedures involved in layout and material handling design.</td>
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<tr>
<td>Fluid Mechanics III (Theory) – FMA3601 (FMA301A)</td>
<td>Year module</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td>Prerequisite: FMC2601 or FMC201U</td>
<td>Co-requisite: FMC2PRA or FMC3PRA</td>
<td></td>
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<tr>
<td>Purpose: This module introduces learners to a higher level of theoretical understanding of the principles as applied to Fluid Mechanics and equips learners to apply this knowledge in solving broadly-defined problems.</td>
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<tr>
<td>Hydraulic Machines III (Theory) – FMA3602 (FMA331B)</td>
<td>Year module</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td>Prerequisite: FMA3601 or FMA301A</td>
<td>Co-requisite: FMAPRB3 or FMA3PRB</td>
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</tr>
<tr>
<td>Purpose: This module introduces learners to a higher level of theoretical understanding of Fluid Mechanics principles as applied to Rotodynamic Hydraulic Machines and equips learners to apply this understanding to design systems and to solve broadly defined problems as required of a practicing engineering technician.</td>
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<tr>
<td>Hydraulic Machines III (Practical) FMAPRB3 (FMA3PRB)</td>
<td>Year module</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>Prerequisite: FMA3601 or FMA301A</td>
<td>Co-requisite: FMAPRB3 or FMA3PRB</td>
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<tr>
<td>Purpose: To encourage creativity in the use of experimental apparatus and data-acquisition. To develop the ability for team work.</td>
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<tr>
<td>Quality Assurance II – QAS221U</td>
<td>Year module</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td>Prerequisite: QUT151Z</td>
<td>Co-requisite:</td>
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<tr>
<td>Purpose: To equip the learner with an understanding of the development of the quality movement, quality control, quality assurance and total quality management and quality management systems ISO 9000, Six-Sigma and the role of quality within an organisation. It also seeks to teach the elements of quality, quality planning, quality implementation and quality monitoring.</td>
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<tr>
<td>Thermodynamics III (Theory) – THD3601 (THD311A)</td>
<td>Year module</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td>Prerequisite: THD291Z</td>
<td>Co-requisite: THD3PRA</td>
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<tr>
<td>Purpose: To help you develop further understanding of the concepts of thermodynamics and to prepare you to systematic techniques and methods used when solving problems involving thermodynamics.</td>
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<tr>
<td>Thermodynamics III (Practical) – THDPRA3 (THD3PRA)</td>
<td>Year module</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>Prerequisite: THD291Z</td>
<td>Co-requisite: THD2PRA</td>
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<tr>
<td>Purpose: This module is meant to complement Thermodynamics II (THD3601) and serves as the practical aspect to the theory covered in that module.</td>
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<tr>
<td>Steam Plant III (Theory) – THD3602 (THD321B)</td>
<td>Year module</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td>Prerequisite: PHY1501</td>
<td>Co-requisite: MCA1PRA</td>
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<tr>
<td>Purpose: To understand and apply the thermodynamics principles such as steam generation and heat transfer.</td>
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<tr>
<td>Steam Plant III (Practical) – THDPRB3 (THD3PRB)</td>
<td>Year module</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>Prerequisite: PHY1501</td>
<td>Co-requisite: MCA1PRA</td>
<td></td>
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</tr>
<tr>
<td>Purpose: This module is meant to complement Steam Plant III (THD3602) and serves as the practical aspect to the theory covered in that module.</td>
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<tr>
<td>Strength of Materials III (Theory) – SOM3601 (SOM381A)</td>
<td>Year module</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td>Prerequisite: SOM2601 or SOM251R</td>
<td>Co-requisite: SOM3PRA</td>
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<tr>
<td>Purpose: To consolidate and expand on the student’s understanding of the behavior of engineering materials when subjected to the most common kinds of loading. After this module the student is expected to engage in rather more inclusive and yet general calculations of stresses under thermal loading; determine energy transfer under different load applications; calculate the magnitude of shear forces and bending moments; determine the second moment of areas for various cross sections; determine the bending stress under different boundary conditions and loadings; and calculate the magnitude of horizontal shear stresses in different sections.</td>
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<tr>
<td>Strength of Materials III (Practical) – SOMPRA3 (SOM3PRA)</td>
<td>Year module</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>Prerequisite: SOM2601 or SOM251R</td>
<td>Co-requisite: SOM3PRA</td>
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<tr>
<td>Purpose: To provide instruction to students on how to conduct experimental work. To demonstrate the theory in Strength of Materials III SOM3601 using simple experiment. To teach students how to report experimental findings.</td>
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</tbody>
</table>
**Applied Strength of Materials III (Theory) – SOM3602 (SOM381B)**

**Year module**

<table>
<thead>
<tr>
<th>Prerequisite: SOM381A or SOM3PRA</th>
<th>Co-requisite: SOMPRB3 or SOM3PRB</th>
</tr>
</thead>
</table>

**Purpose:** To develop students’ analytical skills in dealing with design problems related to engineering materials. By the end of this module the student is expected to perform simplified beam analysis dealing with problems of shear and moment internal releases; analyze stresses in beams under pure and non-uniform bending; demonstrate transformation of stresses into different inclined planes; and extend analysis of beams in bending by solving the differential equations of deflection curve.

**Applied Strength of Materials III (Practical) – SOMPRB3 (SOM3PRB)**

**Year module**

<table>
<thead>
<tr>
<th>Prerequisite: SOM381A or SOM3PRA</th>
<th>Co-requisite: SOM3PRB</th>
</tr>
</thead>
</table>

**Purpose:** To provide instruction to students on how to conduct experimental work. To demonstrate the theory in Strength of Materials SOM3602 using simple experiment. To teach students how to report experimental findings.

**Environmental Management III – ENV301E**

**Year module**

<table>
<thead>
<tr>
<th>Prerequisite: SOM381A or SOM3PRA</th>
<th>Co-requisite: SOMPRB3 or SOM3PRB</th>
</tr>
</thead>
</table>

**Purpose:** This course is aimed at engineering students who would like to know how their actions affect the environment. This module deals with the principles underlying the development of pollution management strategies.

**Postgraduate Modules**

**Quality Assurance IV – QAS401I**

**Year module**

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<thead>
<tr>
<th>Prerequisite:</th>
<th>Co-requisite:</th>
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</table>

**Purpose:** After completing this module a learner must be able to plan, design and implement a quality assurance and management system. It focuses on the basic factors, principles, techniques and procedures involved in quality management in both services and manufacturing.

**Engineering Design Project IV – EDP401M**

**Year module**

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<tr>
<th>Prerequisite:</th>
<th>Co-requisite:</th>
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</thead>
</table>

**Purpose:** Integrate the theoretical knowledge gained in the Diploma & B tech into the practical mechanical component design or service project encountered in the practical applications of engineering concepts.

**Mechanics of Machines IV (Theory) – MOM401M**

**Year module**

<table>
<thead>
<tr>
<th>Prerequisite: MOM381B</th>
<th>Co-requisite:</th>
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</thead>
</table>

**Purpose:** The student must understand principles of vibration, perform calculations to solve vibration problems and identify examples of applications. The focus of the module is on forced vibration, including damping, torsional vibration, whirling of shafts, transverse vibration, and two degrees-of-freedom vibration.

**Automatic Control IV – AUC401M**

**Year module**

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<tr>
<th>Prerequisite:</th>
<th>Co-requisite:</th>
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</table>

**Purpose:** This module introduces learners to a higher level of theoretical understanding of automatic control principles as applied to machines and equips learners to apply this understanding to design systems and to solve broadly defined problems as required of a practicing engineering technologist.

**Fluid Mechanics 4 – FMA401M**

**Year module**

<table>
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<tr>
<th>Prerequisite:</th>
<th>Co-requisite:</th>
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</thead>
</table>

**Purpose:** This module introduces learners to a higher level of theoretical understanding of Fluid Mechanic principles as applied to machines and equips learners to apply this understanding to design systems and to solve broadly defined problems as required of a practicing engineering technologist.

**Logistics Engineering IV – LGE401I**

**Year module**

<table>
<thead>
<tr>
<th>Prerequisite:</th>
<th>Co-requisite:</th>
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</thead>
</table>

**Purpose:** To introduce you to management principles and tasks that are encountered in the field of logistics engineering and to demonstrate to you that the efficient functioning/operation of logistic and maintenance support systems is directly related to the application of scientific and engineering knowledge.

**Project Engineering IV – PRE401I**

**Year module**

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<thead>
<tr>
<th>Prerequisite:</th>
<th>Co-requisite:</th>
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</table>

**Purpose:** To equip the learner with a fundamental understanding of project management methodologies and the use of Microsoft project as a tool in structuring and controlling projects.

**Production Technology IV – PRT401I**

**Year module**

<table>
<thead>
<tr>
<th>Prerequisite:</th>
<th>Co-requisite:</th>
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</thead>
</table>

**Purpose:** To be able to identify the need for manufacturing technology, evaluate alternatives, plan and implement various manufacturing technologies, automation systems, flexible manufacturing systems, ancillary equipment, materials handling systems, and information technology.
Microbiology

Microbiology I (Theory) – MCB1501 (MCB141Q)

<table>
<thead>
<tr>
<th>Year module</th>
<th>NQF Level: 5</th>
<th>Credits: 12</th>
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</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
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<td>Co-requisite:</td>
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<tr>
<td>Purpose:</td>
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</tbody>
</table>

Purpose: Microscopy; general properties Prokaryotes, Eukaryotes and viruses; general principles of microbial nutrition; growth and culture media; sterilization and control of micro-organisms; aseptic techniques and pure culture techniques; basic terminology and principles of microbial metabolism.

Microbiology I (Practical) – MCB1502 (MCB1PRA)

<table>
<thead>
<tr>
<th>Year module</th>
<th>NQF Level: 5</th>
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</thead>
<tbody>
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<tr>
<td>Purpose:</td>
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</tbody>
</table>

Purpose: Students will be introduced to the preparation of different culture media; the isolation of microorganisms in pure culture using different techniques; the inoculation of media using several techniques; e.g, inoculation of liquid cultures from a plate culture; the direct examination of a specimen; the preparation, fixation and staining of microorganisms for light microscopy; differential staining techniques; staining of specific structures; microscopic examination of micro-organisms.

Maintenance Management – MMN101M

<table>
<thead>
<tr>
<th>Year module</th>
<th>NQF Level: 7</th>
<th>Credits: 15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
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<td>Co-requisite:</td>
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<tr>
<td>Purpose:</td>
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</tbody>
</table>

Purpose: This module provides the knowledge required in the management and design of maintenance systems and procedures.

Microbiology

Microbiology I (Theory) – MCB1501 (MCB141Q)

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<th>Year module</th>
<th>NQF Level: 7</th>
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<td>Co-requisite:</td>
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<tr>
<td>Purpose:</td>
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</tbody>
</table>

Purpose: To be able to identify the need for a project, the aim, state assumptions, and hypotheses, plan a project, evaluate alternatives, design a solution, to a project using industrial engineering tools and techniques.

Refrigeration and Air Conditioning IV – RAC401M

<table>
<thead>
<tr>
<th>Year module</th>
<th>NQF Level: 7</th>
<th>Credits: 15</th>
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</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
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</table>

Purpose: students will be introduced to: the preparation of different culture media; the isolation of microorganisms in pure culture using different techniques; the inoculation of media using several techniques; e.g, inoculation of liquid cultures from a plate culture; the direct examination of a specimen; the preparation, fixation and staining of microorganisms for light microscopy; differential staining techniques; staining of specific structures; microscopic examination of micro-organisms.

Information Systems IV – INY401I

<table>
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<th>Year module</th>
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<td>Purpose:</td>
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</table>

Purpose: The purpose of this subject is to equip the learner with a thorough understanding of information systems as well as the skills and knowledge required to analyse the information system requirements and to develop, implement and support a system that will help improve the way a company does business.

Information Systems IV – INY401I

<table>
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<tr>
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<tr>
<td>Purpose:</td>
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</tbody>
</table>

Purpose: This module provides the knowledge required in the management and design of maintenance systems and procedures.

Microbiology

Microbiology I (Theory) – MCB1501 (MCB141Q)

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<th>Year module</th>
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Purpose: To be able to identify the need for a project, the aim, state assumptions, and hypotheses, plan a project, evaluate alternatives, design a solution, to a project using industrial engineering tools and techniques.

Refrigeration and Air Conditioning IV – RAC401M

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</tbody>
</table>

Purpose: students will be introduced to: the preparation of different culture media; the isolation of microorganisms in pure culture using different techniques; the inoculation of media using several techniques; e.g, inoculation of liquid cultures from a plate culture; the direct examination of a specimen; the preparation, fixation and staining of microorganisms for light microscopy; differential staining techniques; staining of specific structures; microscopic examination of micro-organisms.

Information Systems IV – INY401I

<table>
<thead>
<tr>
<th>Year module</th>
<th>NQF Level: 7</th>
<th>Credits: 15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td></td>
<td>Co-requisite:</td>
</tr>
<tr>
<td>Purpose:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Purpose: The purpose of this subject is to equip the learner with a thorough understanding of information systems as well as the skills and knowledge required to analyse the information system requirements and to develop, implement and support a system that will help improve the way a company does business.

Information Systems IV – INY401I

<table>
<thead>
<tr>
<th>Year module</th>
<th>NQF Level: 7</th>
<th>Credits: 15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td></td>
<td>Co-requisite:</td>
</tr>
<tr>
<td>Purpose:</td>
<td></td>
<td></td>
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</tbody>
</table>

Purpose: This module provides the knowledge required in the management and design of maintenance systems and procedures.

Microbiology

Microbiology I (Theory) – MCB1501 (MCB141Q)

<table>
<thead>
<tr>
<th>Year module</th>
<th>NQF Level: 7</th>
<th>Credits: 15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td></td>
<td>Co-requisite:</td>
</tr>
<tr>
<td>Purpose:</td>
<td></td>
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</tr>
</tbody>
</table>

Purpose: To be able to identify the need for a project, the aim, state assumptions, and hypotheses, plan a project, evaluate alternatives, design a solution, to a project using industrial engineering tools and techniques.

Refrigeration and Air Conditioning IV – RAC401M

<table>
<thead>
<tr>
<th>Year module</th>
<th>NQF Level: 7</th>
<th>Credits: 15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td></td>
<td>Co-requisite:</td>
</tr>
<tr>
<td>Purpose:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Purpose: students will be introduced to: the preparation of different culture media; the isolation of microorganisms in pure culture using different techniques; the inoculation of media using several techniques; e.g, inoculation of liquid cultures from a plate culture; the direct examination of a specimen; the preparation, fixation and staining of microorganisms for light microscopy; differential staining techniques; staining of specific structures; microscopic examination of micro-organisms.
### Introductory Microbiology – MIB2601 (MIB221Q)

<table>
<thead>
<tr>
<th>Semester module</th>
<th>NQF Level: 6</th>
<th>Credits: 12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prerequisite:</strong></td>
<td>Co-requisite:</td>
<td></td>
</tr>
</tbody>
</table>

**Purpose:** To gain insight into and understand Microbiology as a scientific discipline: to critically evaluate and understand the methodologies used by microbiologists for explaining the organisation and structure of prokaryotic and eukaryotic cells; to understand the fundamental principles and consequences of bacterial growth and reproduction; and to gain insight into the control of microorganisms by means of physical methods and chemicals.

### Microbial Ecology – MIB2602 (MIB222R)

<table>
<thead>
<tr>
<th>Semester module</th>
<th>NQF Level: 6</th>
<th>Credits: 12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prerequisite:</strong></td>
<td>Co-requisite:</td>
<td></td>
</tr>
</tbody>
</table>

**Purpose:** To understand basic concepts relevant to microbial ecology: the extent of microbial diversity, the interactions of microbial communities in various ecosystems and the role thereof in the biogeochemical circulation of nutrients and disease transmission; the application of microbial metabolism in biological wastewater treatment.

### Introductory Microbial Genetics, Immunology and Epidemiology – MIB2603 (MIB223S)

<table>
<thead>
<tr>
<th>Semester module</th>
<th>NQF Level: 6</th>
<th>Credits: 12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prerequisite:</strong></td>
<td>Co-requisite:</td>
<td></td>
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</tbody>
</table>

**Purpose:** To understand concepts and events related to the genetic code, structure, organisation and regulation of nucleic acid replication and gene expression; recombination and transfer of genetic material by means of conjugation, transformation, and transduction; the functioning of the human immune system and the role of immunisation and other precautionary measures to control infectious diseases and limit epidemiological outbreaks thereof.

### Microbiology II (Practical) – MIB2604 (MIB224T)

**Year module**

<table>
<thead>
<tr>
<th>Semester module</th>
<th>NQF Level: 6</th>
<th>Credits: 12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prerequisite:</strong></td>
<td>Co-requisite:</td>
<td></td>
</tr>
</tbody>
</table>

**Purpose:** To gain technical skills in performing experiments related to microbiology; to make observations and draw conclusions based on the results obtained during experimental work; and to write a relevant report on the experiments performed.

### Microbial Physiology – MIB3701 (MIB321T)

<table>
<thead>
<tr>
<th>Semester module</th>
<th>NQF Level: 7</th>
<th>Credits: 12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prerequisite:</strong></td>
<td>Co-requisite:</td>
<td></td>
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</tbody>
</table>

**Purpose:** To understand the general principles of microbial metabolism; to obtain an overview of the principles governing energy generation during cellular metabolism and the integration and control of metabolic processes; the metabolic pathways involved in the assimilation (anabolism) and dissimilation (catabolism) of organic carbon-based compounds by microbial enzymes.

### Advanced Microbial Genetics, Recombinant DNA Technology and Industrial Microbiology – MIB3702 (MIB322U)

<table>
<thead>
<tr>
<th>Semester module</th>
<th>NQF Level: 7</th>
<th>Credits: 12</th>
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</thead>
<tbody>
<tr>
<td><strong>Prerequisite:</strong></td>
<td>Co-requisite:</td>
<td></td>
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</tbody>
</table>

**Purpose:** To understand the concepts and events related to natural and artificial recombination processes, microbial genome analysis, characteristics and applications of extra-chromosomal genetic elements, transposons and phages in microbial recombinant DNA technology as well as the ethics thereof; the use of different microbial groups in industrial processes for the production of different fermented and metabolic products, in the treatment of hazardous waste, bioremediation of polluted environments, in biological control of pests and their role in the spoilage and preservation of food.

### Microbial Diversity – MIB3703 (MIB323V)

<table>
<thead>
<tr>
<th>Semester module</th>
<th>NQF Level: 7</th>
<th>Credits: 12</th>
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</thead>
<tbody>
<tr>
<td><strong>Prerequisite:</strong></td>
<td>Co-requisite:</td>
<td></td>
</tr>
</tbody>
</table>

**Purpose:** To gain insight into the underlying principles of microbial diversity; to gain an overview of the unique diversity of the most important prokaryotic groups and fungi; and to gain insight into the general characteristics, chemical composition, structure and replication of bacterial, animal and plant viruses.

### Microbiology III (Practical) – MIB3704 (MIB323V)

**Year module**

<table>
<thead>
<tr>
<th>Semester module</th>
<th>NQF Level: 7</th>
<th>Credits: 12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prerequisite:</strong></td>
<td>Co-requisite:</td>
<td></td>
</tr>
</tbody>
</table>

**Purpose:** To gain insight into the metabolism of substrates by means of microorganisms; metabolic activity associated with substrates and the production of microbic enzymes; growth of microorganisms and activity of enzymes; industrial applications of microorganisms; biological treatment of waste and xenobiotic compounds; characterisation of bacterial DNA and proteins; recombinant DNA technology; bacterial conjugation and recombination; isolation and identification of bacteria and fungi with the aid of conventional and commercial identification systems.

### Mining Engineering

#### Mineral Exploitation I – MEP171X

<table>
<thead>
<tr>
<th>Semester module</th>
<th>NQF Level: 5</th>
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<tbody>
<tr>
<td><strong>Prerequisite:</strong></td>
<td>Co-requisite:</td>
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</table>

**Purpose:** Mining; geology; surveying; metallurgy.

#### Mining Engineering Practice I – MPR101E

**Year module**

<table>
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<tr>
<th>Semester module</th>
<th>NQF Level: 5</th>
<th>Credits: 60</th>
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<td><strong>Prerequisite:</strong></td>
<td>Co-requisite:</td>
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</table>

**Purpose:** Experiential learning on the job.

#### Mine Survey Practice I – MSP101R

**Year module**

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<th>Semester module</th>
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<tbody>
<tr>
<td><strong>Prerequisite:</strong></td>
<td>Co-requisite:</td>
<td></td>
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</tbody>
</table>

**Purpose:** Experiential learning on the job on a mine.
<table>
<thead>
<tr>
<th>Course</th>
<th>Year module</th>
<th>NQF Level</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td><strong>Surface Mining Practice I – SMR121Q</strong></td>
<td></td>
<td>5</td>
<td>60</td>
</tr>
<tr>
<td><strong>Mine Survey and Valuation II – SAV2601 (SAV231Y)</strong></td>
<td></td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td><strong>Mine Survey and Valuation III – SAV3601 (SAV301U)</strong></td>
<td></td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td><strong>Surface Mining Equipment III – SME3601 (SME301S)</strong></td>
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<td>6</td>
<td>12</td>
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<tr>
<td><strong>Surface Mining Practice II – SMR230P</strong></td>
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<td>60</td>
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<tr>
<td><strong>Surface Mining Practice III – SMR351Y</strong></td>
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<td>6</td>
<td>60</td>
</tr>
<tr>
<td><strong>Surface Surveying and Valuation II – SSV2601 (SSV201S)</strong></td>
<td>Semester</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td><strong>Surface Surveying and Valuation III – SSV3601 (SSV301S)</strong></td>
<td>Year</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td><strong>Structural Geology III – STG381S</strong></td>
<td></td>
<td>6</td>
<td>12</td>
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<tr>
<td><strong>Mine Survey Practice II – MSP242S</strong></td>
<td></td>
<td>6</td>
<td>60</td>
</tr>
<tr>
<td><strong>Mine Survey Practice III – MSP352T</strong></td>
<td></td>
<td>6</td>
<td>60</td>
</tr>
<tr>
<td><strong>Mining: Surface II – MSU2601 (MSU201S)</strong></td>
<td>Semester</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td><strong>Mining: Surface III – MSU3601 (MSU301S)</strong></td>
<td></td>
<td>6</td>
<td>12</td>
</tr>
</tbody>
</table>

**Course Descriptions:**

- **Surface Mining Practice I – SMR121Q:** Experiential learning on the job.
- **Mine Survey and Valuation II – SAV2601 (SAV231Y):**
  - Prerequisite: MEP171X
  - Co-requisite:
  - Purpose: Surface Surveying: traversing (continued), join calculations, triangulation, resection, tacheometry, areas and volumes (continued), major and minor dips, resections. Surface Valuation: definition of an economic deposit, economics of deposit, sampling (continued), weighting (continued), calculations of tonnage and mineral content, body estimation techniques, life of mine calculations.
- **Mine Survey and Valuation III – SAV3601 (SAV301U):**
  - Prerequisite: SAV2601 (SAV231Y)
  - Co-requisite:
  - Purpose: Revision of solution of triangles; join calculations; traversing and tacheometry; triangulation and resection (continued); levelling and gradient calculations; major and minor dips; mine plans; simple curves; mining economics (continued).
- **Surface Mining Equipment III – SME3601 (SME301S):**
  - Prerequisite: Co-requisite:
  - Purpose: Surface drilling plant; surface mining compressors; surface loading; surface stripping plant; surface transport plant; surface ancillary plant; principles of computerized process control.
- **Surface Mining Practice II – SMR230P:** Experiential learning on the job.
- **Surface Mining Practice III – SMR351Y:** Experiential learning on the job.
- **Surface Surveying and Valuation II – SSV2601 (SSV201S):**
  - Prerequisite: MEP171X
  - Co-requisite:
  - Purpose: Surface Surveying: traversing (continued), join calculations, triangulation, resection, tacheometry, areas and volumes (continued), major and minor dips, resections. Surface Valuation: definition of an economic deposit, economics of deposit, sampling (continued), weighting (continued), calculations of tonnage and mineral content, body estimation techniques, life of mine calculations.
- **Surface Surveying and Valuation III – SSV3601 (SSV301S):**
  - Prerequisite: SSV2601 or SSV201S
  - Co-requisite:
  - Purpose: Surface Surveying: laying out of works: circular curves, slopes; aerial surveying; levelling and gradient calculations; electronic instruments, GPS, total stations, EDMS; mine plans; contouring; lines of intersection; new technology. Surface Valuation: ore body valuation; grade control; computer applications.
- **Structural Geology III – STG381S:**
  - Prerequisite: MGY2601 or MGY291S
  - Co-requisite:
  - Purpose: Geological maps; solving of structural problems; orthographic projection; location of displaced reef blocks.
- **Mine Survey Practice II – MSP242S:** Experiential learning on the job on a mine.
- **Mine Survey Practice III – MSP352T:** Experiential learning on the job on a mine.
- **Mining: Surface II – MSU2601 (MSU201S):**
  - Prerequisite: MEP171X
  - Co-requisite:
  - Purpose: Alluvial mining; rock breaking; integrated environmental management for mines; equipment, fundamentals of earthmoving.
- **Mining: Surface III – MSU3601 (MSU301S):**
  - Prerequisite: MSU2601 or MSU201S
  - Co-requisite:
  - Purpose: Geographical and geological features; dragline; selection geometrical considerations; pit limits; production planning; law.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>NQF Level</th>
<th>Credits</th>
<th>Prerequisite</th>
<th>Co-requisite</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTS351X</td>
<td>Mining Technical Services III</td>
<td>6</td>
<td>12</td>
<td></td>
<td></td>
<td>Environmental control; rock mechanics</td>
</tr>
<tr>
<td>MVA231Q</td>
<td>Mine Valuation II</td>
<td>6</td>
<td>12</td>
<td>MEP171X</td>
<td></td>
<td>Sampling; averaging; tonnage and mineral content; ore flow; grade control; life of mine; evaluation of mineral deposits.</td>
</tr>
<tr>
<td>MVA382Y</td>
<td>Mine Valuation III</td>
<td>6</td>
<td>12</td>
<td>MVA231Q, STA1510</td>
<td></td>
<td>Management control factors; present values and compound interest; laws and regulations governing mining leases; taxation and leases; borehole evaluation; statistical distribution; probability; regression; statistical valuation; computer applications.</td>
</tr>
<tr>
<td>MPR201E</td>
<td>Mining Engineering Practice II</td>
<td>6</td>
<td>60</td>
<td></td>
<td></td>
<td>Experiential learning. See National Diploma: Mining Engineering in the College calendar</td>
</tr>
<tr>
<td>MSG211Q</td>
<td>Mine Survey II</td>
<td>6</td>
<td>12</td>
<td>MEP171X</td>
<td></td>
<td>Coordinate systems; traversing; resection; tacheometry; area and volumes determination; major and minor dips; curves; computer applications.</td>
</tr>
<tr>
<td>MSG342S</td>
<td>Mine Survey III</td>
<td>6</td>
<td>12</td>
<td>MSG211Q</td>
<td></td>
<td>Missing data calculation; satellite stations; ore zones; area determination; shaft surveying; curves; survey instruments and practical surveying; legal knowledge.</td>
</tr>
<tr>
<td>MGY291S</td>
<td>Mining Geology II</td>
<td>6</td>
<td>12</td>
<td>MEP171X</td>
<td></td>
<td>South African stratigraphy; occurrence of economic deposits</td>
</tr>
<tr>
<td>MIE301E</td>
<td>Mine Engineering III</td>
<td>6</td>
<td>12</td>
<td>MEN2601 or MEN251W</td>
<td></td>
<td>Revision and extension of previous applied engineering science; men, material and rock transport; drilling technology; machinery maintenance; civil constructions; reticulation design; water treatment; machinery specifications; structures and functions of engineering services.</td>
</tr>
<tr>
<td>MIN201E</td>
<td>Mining II</td>
<td>6</td>
<td>9</td>
<td>MEP171X</td>
<td></td>
<td>Mining strategies, layouts, access to ore bodies; support, planning, introduction to ventilation.</td>
</tr>
<tr>
<td>MIN301E</td>
<td>Mining III</td>
<td>6</td>
<td>12</td>
<td>MIN2601 or MIN201E</td>
<td></td>
<td>Mining methods, open (surface) mining, massive deposits, strip mining, large excavations, incline development, rock breaking, pillar extraction, transport.</td>
</tr>
<tr>
<td>GMI351X</td>
<td>Geology: Mining III</td>
<td>6</td>
<td>12</td>
<td>GMY2601 or GMY291S</td>
<td></td>
<td>Revision of previous work; structural geology</td>
</tr>
<tr>
<td>MBE201E</td>
<td>Mineral Beneficiation II</td>
<td>6</td>
<td>12</td>
<td>MEP171X</td>
<td></td>
<td>Ore handling; mineral treatment and concentration; metal extraction techniques; coal beneficiation; general processes; ore processing flow charts; gold; coal; diamond; ISO symbols; ore and waste handling; classification; liquid/solid separation; separation processes; hydro-metallurgical processes; residue and effluent control; value analysis.</td>
</tr>
<tr>
<td>MEN251W</td>
<td>Mine Engineering II</td>
<td>6</td>
<td>12</td>
<td>SM181Q</td>
<td></td>
<td>Technical drawings; machinery components; applied energy conversion; machinery safety; materials technology.</td>
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</tbody>
</table>
Medical Equipment III (Module A) (Theory) – MEQ3601 (MEQ3116)

<table>
<thead>
<tr>
<th>Year module</th>
<th>NQF Level: 6</th>
<th>Credits: 11</th>
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</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>Co-requisite:</td>
<td></td>
</tr>
<tr>
<td>Purpose: Introduction to transducers, detectors and sensors. Diagnostic equipment and systems: temperature measuring instruments, blood pressure measurement, electrocardiography, electroencephalography, electromyography, lung function and spirometry, cardiac output monitoring, specialised systems. Therapeutic equipment and systems: infusion pumps, dialysis machines, ventilation.</td>
<td></td>
<td></td>
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</tbody>
</table>

Medical Equipment III (Module B) (Theory) – MEQ3602 (MEQ3128)

<table>
<thead>
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<th>Year module</th>
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</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>Co-requisite:</td>
<td></td>
</tr>
<tr>
<td>Purpose: Electrical safety of medical equipment and systems, testing for performance of systems and faultfinding, non-ionizing radiation: production and detection, introduction to clinical engineering management.</td>
<td></td>
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</tbody>
</table>

Postgraduate Modules

Medical Equipment IV (Module A) (Theory) – MEQ4701 (MEQ4018)

<table>
<thead>
<tr>
<th>Year module</th>
<th>NQF Level: 7</th>
<th>Credits: 11</th>
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<tr>
<td>Prerequisite:</td>
<td>Co-requisite:</td>
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<tr>
<td>Purpose: Health delivery systems; Environmental Management and hazards; Rehabilitation devices.</td>
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</table>

Medical Equipment IV (Module A) (Practical) – MEQPRA4 (MEQ4PRA)

<table>
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<th>Year module</th>
<th>NQF Level: 7</th>
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<tbody>
<tr>
<td>Prerequisite:</td>
<td>Co-requisite:</td>
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</tr>
<tr>
<td>Purpose: Health delivery systems; Environmental Management and hazards; Rehabilitation devices.</td>
<td></td>
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</tbody>
</table>

Opto-Electronics IV (Theory) – OPE4701 (OPE401E)

<table>
<thead>
<tr>
<th>Year module</th>
<th>NQF Level: 7</th>
<th>Credits: 9</th>
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</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>Co-requisite:</td>
<td></td>
</tr>
<tr>
<td>Purpose: Optical fibre waveguides, optical sources, optical detectors, optical fibre systems.</td>
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</table>

Opto-Electronics IV (Practical) – OPEPRA4 (OPE4PRA)

<table>
<thead>
<tr>
<th>Year module</th>
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<tbody>
<tr>
<td>Prerequisite:</td>
<td>Co-requisite:</td>
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</tr>
<tr>
<td>Purpose: Optical fibre waveguides, optical sources, optical detectors, optical fibre systems.</td>
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Protection Technology IV (Theory) – PRT4701 (PRT401E)

<table>
<thead>
<tr>
<th>Year module</th>
<th>NQF Level: 7</th>
<th>Credits: 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>Co-requisite:</td>
<td></td>
</tr>
<tr>
<td>Purpose: Impedance model and network calculations; symmetrical faults; symmetrical components and sequence networks; unsymmetrical faults.</td>
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Protection Technology IV (Practical) – PRTPRA4 (PRT4PRA)

<table>
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<tr>
<td>Prerequisite:</td>
<td>Co-requisite:</td>
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</tr>
<tr>
<td>Purpose: Impedance model and network calculations; symmetrical faults; symmetrical components and sequence networks; unsymmetrical faults.</td>
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Missiology

General Information: Missiology is not offered as a major at undergraduate level. For information on the five undergraduate modules on offer, consult the subject “Community Ministry”. Missiology can only be taken at postgraduate level.

Postgraduate Modules

Research in Missiology – HPMSG80

<table>
<thead>
<tr>
<th>Year module</th>
<th>NQF Level: 8</th>
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<tbody>
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</tr>
<tr>
<td>The purpose of this module is to enrich the student’s life by understanding missiological research as engaging with a context, analysing it, and reflecting on its possible transformation through the potentially liberating presence of the Christian community in the world.</td>
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</tbody>
</table>

Redeeming memories: constructing new mission histories – MSG4802

<table>
<thead>
<tr>
<th>Year module</th>
<th>NQF Level: 8</th>
<th>Credits: 24</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>Co-requisite:</td>
<td></td>
</tr>
<tr>
<td>Purpose: This module enables students to understand the dynamics of mission history. It helps them to deal critically with the relationship between memory and mission, enabling them to understand turning points in ecumenical mission history and develop new mission histories in their own contexts. Students can use contemporary approaches to historiography and various kinds of sources to write mission histories of persons, churches, mission agencies and movements in their own contexts.</td>
<td></td>
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</tbody>
</table>

Missiology today: discerning trends and challenges – MSG4803

<table>
<thead>
<tr>
<th>Year module</th>
<th>NQF Level: 8</th>
<th>Credits: 24</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>Co-requisite:</td>
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</tr>
<tr>
<td>Purpose: This module enables students to interpret local and global challenges to mission, and to assess traditional missiological trends, as well as new contextualised responses. It gives them access to contemporary missiological developments in their own context and worldwide, by engaging important recent publications and events, and by developing creative responses in their own context.</td>
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</tbody>
</table>
Called and sent: missional ecclesiologies – MSG4804

<table>
<thead>
<tr>
<th>Year module</th>
<th>NQF Level: 8</th>
<th>Credits: 24</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>Co-requisite:</td>
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</tbody>
</table>

This module enables students to discern explicit and implicit missional ecclesiologies at work in faith communities, to critically assess these in relation to Scripture, and to interact creatively with emerging expressions of the church in different contexts. It introduces a praxis approach to analyse narratives of mission in the Bible and uses of the Bible in mission.

Research project – HRMSG82

<table>
<thead>
<tr>
<th>Year module</th>
<th>NQF Level: 8</th>
<th>Credits: 36</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>Co-requisite:</td>
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</table>

Purpose: To assist and guide students in formulating a viable research proposal for a small research project related to the subject area of missiology; to carry out the research project; and to write a well-structured research report. This module is the culmination of the Hons BTh degree in Missiology.

Modern European Languages and Literatures

Re-Reading the Literary Canon – HML4801 (HMELRLQ)

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<thead>
<tr>
<th>Year module</th>
<th>NQF Level: 8</th>
<th>Credits: 24</th>
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</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>Co-requisite:</td>
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</tbody>
</table>

Purpose: To explore the literary canon students must choose ONE of the following: (a) Literary studies in French (b) Imagining freedom in the wake of the German enlightenment (c) Dante and the great Italian poetry tradition of the Renaissance (d) Literature of the Portuguese-speaking world (e) Selected Russian 19th and 20th century literary works (f) Literature of the Golden Age of Spain.

Texts In Context – HML4802

<table>
<thead>
<tr>
<th>Year module</th>
<th>NQF Level: 8</th>
<th>Credits: 12</th>
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</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>Co-requisite:</td>
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</tbody>
</table>

Purpose: To explore a variety of texts in their context students must choose ONE of the following: (a) History of the French language (b) Topics in Modern German literature (19th and 20th century) (c) Contemporary Italian writers (offered by Wits) (d) History of the Portuguese language (e) Russian literature before the 19th century.

Language Studies and Translation Practice – HML4803 (HMELLSK)

<table>
<thead>
<tr>
<th>Year module</th>
<th>NQF Level: 8</th>
<th>Credits: 24</th>
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</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>Co-requisite:</td>
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</table>

Purpose: To study language and translation practice in more detail students must choose ONE of the following: (a) Translation into/from French-English o Textual-cultural interfaces: transpositions and translation in German (b) Translation into/from Italian-English (c) Translation into/from Portuguese-English (d) Advanced Russian language studies (e) Translation into/from Spanish-English

Cultural Encounters – HML4804 (HMELCEG)

<table>
<thead>
<tr>
<th>Year module</th>
<th>NQF Level: 8</th>
<th>Credits: 24</th>
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</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>Co-requisite:</td>
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</tbody>
</table>

Purpose: To study various aspects of culture through literature students must choose ONE of the following:
- From page to screen: Modern French, Italian, Portuguese and Spanish literature and cinema
- Feminist writers in French, Italian, Portuguese and Spanish
- Literature in global contexts and postcolonial intertexts
- Another interdisciplinary module to be approved by the Chair of the Department

Music in History and Society

General information: It is advised that students have regular access to a computer for the following modules: CST1501, MHS2602, CST1502, MHS2603, CST2601, MHS2604, CST2602, MHS2605, CST2603, MHS3701, CST3701, MHS3702, CST3702, MHS3703, CST3703, MHS3704, CST3704, MHS3705, CST3705, CST3706, MY1501, MHS1501, MHS1502, MHS2601

Music Studies (Major Combinations for Music in World Cultures Today)

Major combinations:
- NQF Level: 5: MHS1502, MHS2602
- NQF Level: 6: MHS3701 plus any ONE of the following History of Music, modules offered on NQF Level: 6: MHS2603 MHS2604 MHS2605
- NQF Level: 7: MHS3705, CST3706, CST2601 plus any ONE of the following History of Music modules offered on NQF Level: 7: MHS3702, MHS3703, MHS3704

Music Studies (Major Combinations for Music in History and Society)

General information: This subject is a conflation of the two existing subjects History of Music and Music in World Cultures Today, which it replaces, and does not include any new modules. It is being phased in over a period of three years (2010-2012). Students will retain credit for modules passed in History of Music and Music in World Cultures Today. No prior formal training in music is required for admission to Music in History and Society. As from 2010 only the published prerequisites will be acceptable for modules in Music in History and Society.

Major combinations:
- NQF Level: 5: MHS1501, MHS1502
- NQF Level: 6: MHS2602, MHS2604, MHS2605
- NQF Level: 7: MHS3701, MHS3702, MHS3703, MHS3704

Music Bibliography – MBY1501

<table>
<thead>
<tr>
<th>Semester module</th>
<th>NQF Level: 5</th>
<th>Credits: 12</th>
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<tbody>
<tr>
<td>Prerequisite:</td>
<td>Co-requisite:</td>
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</table>

Purpose: To enable students to build basic, independent research skills through learning to locate, evaluate and cite source material relevant to the academic study of music. Students will also be guided in the use of such sources in their own written work.
<table>
<thead>
<tr>
<th>Course Title</th>
<th>Semester module</th>
<th>NQF Level</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Introducing Music Studies – MHS1501</td>
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<td>5</td>
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<tr>
<td>Exploring World Musics – MHS1502</td>
<td></td>
<td>5</td>
<td>12</td>
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<tr>
<td>Musical Entrepreneurship – MHS2601</td>
<td></td>
<td>6</td>
<td>12</td>
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<tr>
<td>Music and Society – MHS2602</td>
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<td>12</td>
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<tr>
<td>Music and Patronage – MHS2603</td>
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<td>12</td>
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<tr>
<td>Music in Vienna from the Late 18th Century – MHS2604</td>
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<td>12</td>
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<tr>
<td>Jazz Studies – MHS2605</td>
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<td>6</td>
<td>12</td>
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<tr>
<td>Music in Religion – MHS3701</td>
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<td>7</td>
<td>12</td>
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<tr>
<td>Opera – MHS3702 (HIM326H)</td>
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<td>7</td>
<td>12</td>
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<tr>
<td>Music and Gender – MHS3703</td>
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<td>12</td>
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<tr>
<td>Music in South Africa – MHS3704</td>
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<td>12</td>
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<tr>
<td>Sociology of Music – MHS3705</td>
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</tbody>
</table>
Postgraduate Modules

Playing with History: The Early Music Movement and Its Impact On Recent Performing Trends – MUS4801 (HIMPHEM)

Year module  NQF Level: 8  Credits: 24
Pre-requisite: Co-requisite:

Purpose: This paper deals with an aspect of late twentieth-century and early twenty-first century musical history which has become crucially significant for performers, listeners and indeed the entire art music industry as a whole, including the not insignificant recording industry: the unfolding of the early music movement and the effect it's had on how we perform, listen to and perceive early music. And since the term 'early music' – no longer refers to the esoteric music of some bygone age – it is now taken to mean Western music up to and including the early twentieth century (Mahler, Elgar, Ravel, Bartok and so on) – it includes most of the repertoire that almost all performers and music-lovers are familiar with. 'Early music' is therefore no longer a specialist category in music. The purview of this paper affects all of us to a substantial degree.

Southern African Encounters in Music – MUS4802 (SAMUSES)

Year module  NQF Level: 8  Credits: 24
Pre-requisite: Co-requisite:

Purpose: In this paper, you will be introduced to aspects of music in South Africa, from the point of view of critical theory. You will explore the contributions of major scholars in the field and various schools of thought marking this development extensively. You will also explore themes in southern African music studies by familiarising yourself with the literature and work of scholars in the field. This paper also includes an introduction to key debates in preservation, heritage and issues of public culture and ownership.

Research Methodologies in Musicology – MUS4803 (HMPHIL9)

Year module  NQF Level: 8  Credits: 12
Pre-requisite: Co-requisite:

Purpose: One of the chief strategies of this paper will be to help you focus on recent literature dealing with issues of cultural musicology. You will need to demonstrate that you can interpret and contextualise a variety of texts. In particular, we expose you to a wider view of music other than Western art music, including those related to African and Afro-diasporic music. At the same time we look at the practical side of carrying out research, including research methods such as fieldwork, ethnography, interviews, transcription, participant observation, and so on.

Contemporary Theories of the Arts – HMV4802

Year module  NQF Level: 8  Credits: 24
Pre-requisite: Co-requisite:

Purpose: To guide students in analysing and evaluating the reciprocal relationship between contemporary art theory and practice. More specifically it explores the impact of the deconstruction of depth aesthetics on the meaning of the art and music in our time and especially on creative artistic and musical expression in Africa. This module also aims to develop students critical skills, research methodologies and writing skills within the framework of assignment essays. Furthermore, it aims to develop individual interpretation and argumentation.

Research Report on the Arts – HRHMV81

Year module  NQF Level: 8  Credits: 36
Pre-requisite: Co-requisite:

Purpose: To write a research report (article) on an approved topic in either Musicology, Art History, Visual Art or Multimedia. This research module aims to familiarise and equip students with sound research methodologies and writing skills applicable to the arts. Furthermore, it aims to develop students critical skills, research methodologies and writing skills within the framework of assignment essays. Completing this research module will assist students who wish to continue with an MA degree as it provides the necessary technical and methodological skills.

Nature Conservation

Animal Studies I – ANS1501 (ANS101T)

Semester module (S1 only)  NQF Level: 5  Credits: 12
Pre-requisite: Co-requisite: PSO1501 and COC1501

Purpose: Principles of taxonomy; invertebrata: elementary description of morphology, feeding; life cycles and ecology of the following phyla: protozoa, porifera, coelenterata, platyhelminthes, schelminthes, arnelida, arthropoda, mollusca, echinodermata: game diseases.

Conservation Administration I – COA1501 (CAM151W)

Semester module  NQF Level: 5  Credits: 12
Pre-requisite: Co-requisite:

Purpose: Introduction; conservation organizations and their responsibilities; administration and management; legislation; law enforcement.

Contact Course I – COC1501 (DNA011B)

Semester module (S1 only)  NQF Level: 5  Credits: 12
Pre-requisite: Co-requisite: ANS101T or ANS1501 and PSO141Q or PSO1501

Purpose: This module supports the practical aspects of plant anatomy and morphology: animal vertebrates and invertebrates, freshwater habitats and basic statistics.

Conservation Interpretation I – CIN1501 (CVC111Q)

Semester module  NQF Level: 5  Credits: 12
Pre-requisite: Co-requisite:

Purpose: This module introduces students to the basic principles of communication specifically for the conservation or ecotourism industry. This includes the communication process, intercultural communication, interpersonal communication, verbal and non-verbal communication, listening, reading and presentation skills, writing various types of formal communications including a scientific report.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Module</th>
<th>NQF Level</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FOC1501 (CDM121U)</td>
<td>Fundamentals of Conservation I</td>
<td></td>
<td>5</td>
<td>12</td>
</tr>
<tr>
<td>CEC1501 (CEC131S)</td>
<td>Conservation Ecology I</td>
<td></td>
<td>5</td>
<td>12</td>
</tr>
<tr>
<td>CVM111Y</td>
<td>Conservation Management I</td>
<td></td>
<td>5</td>
<td>12</td>
</tr>
<tr>
<td>CVM1501 (HBB121R)</td>
<td>Conservation Resource Management I</td>
<td></td>
<td>5</td>
<td>12</td>
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<tr>
<td>NCP101N</td>
<td>Nature Conservation Application I</td>
<td></td>
<td>5</td>
<td>60</td>
</tr>
<tr>
<td>PSO1501 (PSO141Q)</td>
<td>Plant Studies I</td>
<td>(S1 only)</td>
<td>5</td>
<td>12</td>
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<tr>
<td>SSC1501 (SSC151N)</td>
<td>Soil Science I</td>
<td></td>
<td>5</td>
<td>12</td>
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<tr>
<td>NCA1501 (NCP101N)</td>
<td>Nature Conservation Application IA</td>
<td></td>
<td>5</td>
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<tr>
<td>NCA1502 (NCP101N)</td>
<td>Nature Conservation Application IB</td>
<td></td>
<td>5</td>
<td>12</td>
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<tr>
<td>NCA1503 (NCP101N)</td>
<td>Nature Conservation Application IIA</td>
<td></td>
<td>5</td>
<td>12</td>
</tr>
<tr>
<td>NCA1504 (NCP101N)</td>
<td>Nature Conservation Application IIB</td>
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<td>12</td>
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</table>

**Purpose:**
- **Fundamentals of Conservation I:** Introduction to conservation development; history of world conservation; history of conservation in Africa; history of conservation in South Africa; conservation philosophies; the world conservation strategy; national policy for the environment; conservation in the developed and developing world situations in Southern Africa; role of nature conservation within the broader concept of environmental conservation.
- **Conservation Ecology I:** This module gives students an introduction to ecology as a science. The basic components of ecosystems and their relationships, and energy flow through ecosystems, are identified and described. The module also deals with measuring the productivity of ecosystems, and biogeochemical cycles in ecosystems.
- **Conservation Management I:** International conventions, biodiversity, value assessment of nature; design and evaluation of conservation areas; key and indicator species; criteria for rare and endangered species; wilderness management; tourism management; environmental impact assessment; urban conservation.
- **Conservation Resource Management I:** Principles of collection, analysis and interpretation of data; monitoring of animals: numbers, condition, monitoring populations (age structure, sex ratios, reproduction, mortality and births); soil management (soil conservation and erosion control).
- **Nature Conservation Application I:** Research and monitoring; reserve management; administration; district services; environmental education and extension work.
- **Plant Studies I:** The plant cell; plant anatomy; external morphology; basic plant physiology; systematics of the plant kingdom: bacteria, algae, fungi, Bryophyta, Pteridophyta, gymnosperms, angiosperms.
- **Soil Science I:** Students who complete this module can assess soil to determine its condition and its suitability for plant growth, and can make basic recommendations for managing and, where necessary, for improving soil productivity.
- **Nature Conservation Application IA:** The NCA modules refer to the time which you as a student will spend within relevant industries, gaining experiences with the opportunity of applying theoretical knowledge to applicable practical situations. After completing the NCA modules, students should be able to: apply ecological principles in the areas of vegetation, animals, ecology, resource management, communication and administration successfully in practice.
- **Nature Conservation Application IB:** The NCA modules refer to the time which you as a student will spend within relevant industries, gaining experiences with the opportunity of applying theoretical knowledge to applicable practical situations. After completing the NCA modules, students should be able to: apply ecological principles in the areas of vegetation, animals, ecology, resource management, communication and administration successfully in practice.
- **Nature Conservation Application IIA:** The NCA modules refer to the time which you as a student will spend within relevant industries, gaining experiences with the opportunity of applying theoretical knowledge to applicable practical situations. After completing the NCA modules, students should be able to: apply ecological principles in the areas of vegetation, animals, ecology, resource management, communication and administration successfully in practice.
- **Nature Conservation Application IIB:** The NCA modules refer to the time which you as a student will spend within relevant industries, gaining experiences with the opportunity of applying theoretical knowledge to applicable practical situations. After completing the NCA modules, students should be able to: apply ecological principles in the areas of vegetation, animals, ecology, resource management, communication and administration successfully in practice.
### Plant Studies II – PSO2601 (PSO281Z)

**Semester module**

**Prerequisites:** PSO1501

**Credit:** 12

**Purpose:** Students who complete this module will have a sound knowledge base in plant physiology, herbarium practices and plant taxonomy. They will be able to explain and describe the main internal processes in plants, and will also be able to identify, classify and describe a number of the most important South African plant families. The students will be able to apply these competences in herbarium practices, plant growth and care, and environmental management.

### Conservation Resource Management II – CVM2601 (HBB281X)

**Semester module (S2 only)**

**Prerequisites:** CVM1501 or HBB121R

**Credit:** 12

**Purpose:**
- MANAGEMENT OF FRESHWATER RESOURCES: Mountain catchment areas; river systems; management of a farm dam; aquaculture; endangered fish species; public freshwater angling.
- MANAGEMENT OF MARINE RESOURCES: Estuaries; intertidal zone; subtidal zone; line fish; pelagic, midwater and demersal trawling; marine birds and mammals.

### Animal Studies II – ANS2601 (ANS211S)

**Semester module**

**Prerequisites:** ANS1501 or ANS101T

**Credit:** 12

**Purpose:**
- Vertebrata: taxonomic and morphological characteristics of: chondrichthyes, actinopterygii, amphibia, reptilia, aves, mammalia; comparative anatomy and physiology of vertebrata; discussion of the following: integument, skeleton and teeth, nervous system, digestive system, excretory system, vascular system, muscle physiology, reproductive system, endocrine system, respiratory system; techniques: measurement of vertebrates, post-mortem, sampling blood, preservation of specimens, collection of smaller vertebrates.

### Marine Practical Contact Course (Month 10) – DNA020M

**Year module**

**Credit:** 12

**Purpose:** It is compulsory to register for Conservation Ecology III together with registering for this practical.

### Contact Course – COC2602 (DNA020M)

**Semester module (S2 only)**

**Prerequisite:** DNA011B

**Credit:** 12

**Purpose:**
- MANAGEMENT OF FRESHWATER RESOURCES: Mountain catchment areas; river systems; management of a farm dam; aquaculture; endangered fish species; public freshwater angling.
- MANAGEMENT OF MARINE RESOURCES: Estuaries; intertidal zone; subtidal zone; line fish; pelagic, midwater and demersal trawling; marine birds and mammals.

### Inland Practical Contact Course – DNA030I

**Year module**

**Credit:** 12

**Purpose:** It is compulsory to register for Plant Studies II together with it is compulsory to register for Plant Studies II together with registering for this practical.

### Plant Studies II – PSO2601 (PSO281Z)

**Year module**

**Prerequisites:** PSO1501 or PMS131X and PSO141Q

**Credit:** 12

**Purpose:** Students who complete this module will have a sound knowledge base in plant physiology, herbarium practices and plant taxonomy. They will be able to explain and describe the main internal processes in plants, and will also be able to identify, classify and describe a number of the most important South African plant families. The students will be able to apply these competences in herbarium practices, plant growth and care, and environmental management.

### Nature Conservation Application II – NCP201N

**Year module**

**Credit:** 60

**Purpose:**
- Research and monitoring; reserve management; administration; district services; environmental education and extension work.

### Conservation Ecology II – CEC2601 (CEC211Q)

**Semester module**

**Prerequisite:** CEC1501 or CEC131S

**Credit:** 12

**Purpose:** Population dynamics; organization and functioning at species and community level; succession in the ecosystem climate.

### Animal Studies III – ANS321W (ANS331Z)

**Year module**

**Prerequisite:** ANS211S

**Credit:** 12

**Purpose:** Ethology of vertebrates: habitat selection, social behaviour, reproductive behaviour, feeding behaviour; adaptations; zoogeography of vertebrates; applied zoogenetics (population genetics).

### Conservation Communication II – CIN2601

**Semester module (S2 only)**

**Prerequisites:** CIN1501 or COR1501 and CVC111Q

**Credit:** 12

**Purpose:** The purpose of this module is help students who want to gain a deeper conceptual understanding of guiding and environmental education. Guiding focuses on nature based guiding, types of guides, preparation of game drive & equipments. Off-road driving and night drives, types of guided trails. Environmental education focuses on introduction to environmental education in general, the importance and the history of environmental education, sustainable living and development, trends in Environmental education and learner centred and teacher centred activities.
<table>
<thead>
<tr>
<th>Course Title</th>
<th>Year module</th>
<th>NQF Level</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Conservation Ecology III – CEC331Z</td>
<td></td>
<td>6</td>
<td>12</td>
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<tr>
<td>Prerequisite: CEC211Q</td>
<td>Co-requisite:</td>
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<tr>
<td>Purpose: Paleocology; aquatic ecology including marine, estuarine, and freshwater habitats; terrestrial ecology with special reference to South African biomes; environmental pollution.</td>
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<tr>
<td>Plant Studies III – PSO391W</td>
<td></td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td>Prerequisite: DNA030I and PSO281Z</td>
<td>Co-requisite:</td>
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<tr>
<td>Purpose: Identification, classification and description of plant communities; vegetation management: veld evaluation, vegetation monitoring, measurement of productivity and utilization, fire as a management tool, management of endangered plants, management of plant invaders, management of various vegetation communities.</td>
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<tr>
<td>Contact Course IV – COC2603</td>
<td>Semester module (S2 only)</td>
<td>7</td>
<td>12</td>
</tr>
<tr>
<td>Prerequisite: CIN1501</td>
<td>Co-requisite:</td>
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<tr>
<td>Purpose: The purpose of this practical contact course is to expose students to the basic practical application of communication skills, presentation skills and how to conduct a nature guided trail/interpretative trail in nature.</td>
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<tr>
<td>Conservation Ecology III – CEC3701</td>
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<tr>
<td>Prerequisite: DNA020M</td>
<td>Co-requisites: DNA020M</td>
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<tr>
<td>Purpose: Paleocology; aquatic ecology including marine, estuarine, and freshwater habitats; terrestrial ecology with special reference to South African biomes; environmental pollution.</td>
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<tr>
<td>Resource Management III – HBB331V</td>
<td></td>
<td>7</td>
<td>12</td>
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<tr>
<td>Prerequisite: HBB281X</td>
<td>Co-requisites:</td>
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<tr>
<td>Purpose: 1) MANAGEMENT OF FRESHWATER RESOURCES: Mountain catchment areas; river systems; management of a farm dam; aquaculture; endangered fish species; public freshwater angling.  2) MANAGEMENT OF MARINE RESOURCES: Estuaries; intertidal zone; subtidal zone; line fish; pelagic; midwater and demersal trawling; marine birds and mammals.  3) PROBLEM CAUSING ANIMALS: Ecology of various species; damage to man’s commodities; identification of predation; control methods.</td>
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</tr>
<tr>
<td>Postgraduate Modules</td>
<td></td>
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</tr>
<tr>
<td>Plant Studies IV (Module A) – PSO411Z</td>
<td></td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>Co-requisites:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purpose: Plant community dynamics and planning, components of game feeding; veld management; case studies of veld management in mountain catchment areas.</td>
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</tr>
<tr>
<td>Plant Studies IV (Module B) – PSO421Y</td>
<td></td>
<td>7</td>
<td>12</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>Co-requisites:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purpose: Plant community dynamics and planning, components of game feeding; veld management; case studies of veld management in mountain catchment areas.</td>
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<td></td>
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<tr>
<td>Resource Management IV (Module A) – RMM451U</td>
<td></td>
<td>7</td>
<td>12</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>Co-requisites:</td>
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<td></td>
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<tr>
<td>Purpose: Ecological principles of game management; game management practices.</td>
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</tr>
<tr>
<td>Resource Management IV (Module B) – RMM461T</td>
<td></td>
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<td>12</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>Co-requisites:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purpose: Ecological principles of game management; game management practices.</td>
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<tr>
<td>Seminar (Nature Conservation) – SEM171N</td>
<td></td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>Co-requisites:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purpose: To expose the learner to the field of collecting, reading and interpretation literature published on current conservation related topics.</td>
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<tr>
<td>First Practical Contact Course (Nature Conservation) – BTN001P</td>
<td></td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>Co-requisites:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purpose: To expose the learner to the practical applications of various topics covered in the theoretical components of various modules.</td>
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</tr>
</tbody>
</table>
Second Practical Contact Course (Nature Conservation) – BTN002P

<table>
<thead>
<tr>
<th>Year module</th>
<th>NQF Level: 7</th>
<th>Credits: 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>Co-requisites:</td>
<td>Purpose: To expose the learner to the practical applications of various topics covered in the theoretical components of various modules.</td>
</tr>
</tbody>
</table>

Third Practical Contact Course (Nature Conservation) – BTN003P

<table>
<thead>
<tr>
<th>Year module</th>
<th>NQF Level: 7</th>
<th>Credits: 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>Co-requisites:</td>
<td>Purpose: To expose the learner to the practical applications of various topics covered in the theoretical components of various modules.</td>
</tr>
</tbody>
</table>

Research Project (Nature Conservation) – PRO101N

<table>
<thead>
<tr>
<th>Year module</th>
<th>NQF Level: 8</th>
<th>Credits: 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>Co-requisites:</td>
<td>Purpose: A research project that extends over at least one season.</td>
</tr>
</tbody>
</table>

New Testament and Early Christian Studies

**General Information:** New Testament and Early Christian Studies is not offered as a major in the Bachelor of Theology (BTh) degree. For undergraduate modules consult the subject “Scripture Studies”. New Testament and Early Christian Studies can only be taken on Honours level.

**Compulsory Modules:** HPECH81, HRECH86, ECH4802, and ECH4803. Students must then select either ECH4804 or ECH4805 to complete the degree.

**Christian origins: The formation of Early Christian discourses – ECH4802**

<table>
<thead>
<tr>
<th>Year module</th>
<th>NQF level: 8</th>
<th>Credits: 24</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>Co-requisites:</td>
<td>Purpose: The purpose of this module is to: (1) introduce students to the variety and diversity of Early Christian discourses; (2) equip students with the tools to read these discourses and construct meaning from them; (3) expose students – via selected Early Christian writings – to the socio-cultural contextual parameters and forces in which Early Christian discourses were formed and encountered.</td>
</tr>
</tbody>
</table>

**Making Christianities: Competing identities in a religiously diverse world – ECH4803**

<table>
<thead>
<tr>
<th>Year module</th>
<th>NQF level: 8</th>
<th>Credits: 24</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>Co-requisites:</td>
<td>Purpose: The purpose of this module is to: (1) introduce students to the reception history of early Christian traditions in the process of canon formation; (2) inculcate familiarity with the rich variety of Christian religious literature in their respective socio-rhetorical and cultural contexts; (3) enable students to understand and explain the embeddedness of Late Antique Christian traditions in their Graeco-Roman religious contexts in the formation of Christian identity; (4) enable students to explain the origins of Christianity as a religio-cultural phenomenon.</td>
</tr>
</tbody>
</table>

**The Jesus movement in its context: Jesus research and Christian origins in archaeological perspective – ECH4804**

<table>
<thead>
<tr>
<th>Year module</th>
<th>NQF level: 8</th>
<th>Credits: 24</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>Co-requisites:</td>
<td>Purpose: The purpose of this module is to: (1) introduce students to the context (material, textual and artifactual culture) of Jesus of Nazareth and the setting from which the Jesus movement emerged; (2) equip students with the interdisciplinary tools to analyse the textual and archaeological data pertaining to Jesus of Nazareth and Christian origins; (3) enable students to grasp the cultural meaning of the emergence of Christianity. Students credited with this module will understand Christian origins as a complex cultural and religious process that is reflected in textual, archaeological and artifactual remains and Jesus of Nazareth as historical figure at the foundation of Early Christianity.</td>
</tr>
</tbody>
</table>

**New Testament and Early Christian Studies research project – HRECH86**

<table>
<thead>
<tr>
<th>Year module</th>
<th>NQF level: 8</th>
<th>Credits: 24</th>
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<tbody>
<tr>
<td>Prerequisite:</td>
<td>Co-requisites:</td>
<td>Purpose: Under the guidance of a supervisor, this module aims students to: (1) formulate a viable research problem for a small research project; (2) design the structure for a research essay; (3) document the research, using standard practices in the field of New Testament and Early Christian Studies.</td>
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<table>
<thead>
<tr>
<th>Year module</th>
<th>NQF level: 8</th>
<th>Credits: 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>Co-requisites:</td>
<td>Purpose: The purpose of this module is to: (1) equip students with conceptual skills to do research in New Testament and Early Christian Studies; (2) introduce students to the major tools for research in New Testament and Early Christian Studies; (3) facilitate meaningful interaction with existing research in New Testament and Early Christian Studies.</td>
</tr>
</tbody>
</table>
Old Testament

General information: Old Testament is not offered as a major at undergraduate level. For information on the undergraduate modules on offer, consult the subject “Scripture Studies”. Old Testament can only be taken at postgraduate level.

Postgraduate Modules

Research in the Old Testament – OTS4801

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<tr>
<th>Year module</th>
<th>NQF level</th>
<th>Credits</th>
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<td></td>
<td>8</td>
<td>12</td>
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</table>

Prerequisite: Co-requisites:

Purpose: The purpose of this module is to introduce students to research done in the field of Old Testament since the end of the nineteenth century. They will be familiarized with the scientific method and three paradigms in the study of the Old Testament: (1) the confessional paradigm, (2) the historical-critical paradigm, and (3) the modern literary paradigm. Some of the outcomes of research done within the different paradigms will be scrutinized, discussed and criticized. The module will enable students to understand the research being done by leading Old Testament scholars, and to adjudicate scholarly articles and assess whether the author used sound scholarly practices.

Understanding the Old Testament – OTS4802

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<tr>
<th>Year module</th>
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<td>24</td>
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</tbody>
</table>

Prerequisite: Co-requisites:

Purpose: This module deals with hermeneutics, that is, understanding the Bible and problems that pertain to understanding Scripture. It takes up the need to account for the author of the text, the audience for whom the text was intended and the reader of the text, focussing on the issue of historicity of the author, the text and the interpreter. The aim is to have the students realise that these three entities are all products of history, namely that once one realises that people and their products are historical data, the biblical text needs to be read in terms of its historical contexts and with historical awareness.

Reading the Old Testament – OTS4803

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<tr>
<th>Year module</th>
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<th>Credits</th>
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<td>8</td>
<td>24</td>
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</table>

Prerequisite: Co-requisites:

Purpose: The purpose of this module is to acquaint students with the practice of exegesis. The purpose of exegesis is twofold: (1) to establish what the author(s) of a biblical book intended to communicate in the original context (i.e. “what the text meant”); (2) to establish whether this communication is still relevant for our day and age, and how it can be applied to a new context (i.e. “what the text means”). It will introduce students to information which is important in order to read the books of the Old Testament with understanding. Information concerning the background, content, literary issues and the message of some of the books of the Old Testament will be studied. This will enable students to engage the Bible in a responsible manner.

Contextualising the Old Testament – OTS4804

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<tr>
<th>Year module</th>
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<th>Credits</th>
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<td>8</td>
<td>24</td>
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</table>

Prerequisite: Co-requisites:

Purpose: The purpose of this module is first of all to understand the backdrop against which the Old Testament books were written. Emphasis is also placed on the contribution of archaeology which informs readers about aspects not contained in the biblical text. The period from 1200 BCE until 333 BCE is covered. This information will then be used to guide students into the field of study known as theology of the Old Testament. This discipline concerns itself with the entire Old Testament and how it can communicate in new contexts. Students will acquire an understanding of the problems inherent to the practice of Old Testament theology, and be exposed to different approaches to Old Testament theology. They will eventually explore an answer to the question whether the Old Testament has “a” message or “a” coherent systematic core of ideas about God, humans and the rest of creation.

Research project – OTS4805

<table>
<thead>
<tr>
<th>Year module</th>
<th>NQF level</th>
<th>Credits</th>
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<tbody>
<tr>
<td></td>
<td>8</td>
<td>36</td>
</tr>
</tbody>
</table>

Prerequisite: Co-requisites:

Purpose: The purpose of this module is firstly to assist and guide students in formulating a viable research proposal for a small research project related to one of the three honours modules which they have completed; secondly, to design a structure for a research essay or report and thirdly, to document, under the guidance of a supervisor, the outcomes of the research using standard practices in the field of Old Testament research.

Open Distance Learning

Theories and Practices in ODL – ODL201J

<table>
<thead>
<tr>
<th>Year module</th>
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<th>Credits</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>6</td>
<td>12</td>
</tr>
</tbody>
</table>

Prerequisite: Co-requisites:

Purpose: To provide students with advanced theoretical knowledge, skills and values to function effectively in the ODL context.

Perspectives on Learning and Teaching in ODL – ODL202K

<table>
<thead>
<tr>
<th>Year module</th>
<th>NQF level</th>
<th>Credits</th>
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<tbody>
<tr>
<td></td>
<td>6</td>
<td>12</td>
</tr>
</tbody>
</table>

Prerequisite: Co-requisites:

Purpose: To develop competent ODL practitioners with a critical understanding of teaching and learning philosophies and how they relate to open and distance learning.

ODL Materials Development: Processes and Approaches – ODL203L

<table>
<thead>
<tr>
<th>Year module</th>
<th>NQF level</th>
<th>Credits</th>
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<tr>
<td></td>
<td>6</td>
<td>12</td>
</tr>
</tbody>
</table>

Prerequisite: Co-requisites:

Purpose: To equip students with knowledge, practical skills and values to evaluate and implement appropriate processes for the development of quality ODL materials in terms of planning, development, production and delivery.

ODL Learning Support Theories and Practices – ODL204M

<table>
<thead>
<tr>
<th>Year module</th>
<th>NQF level</th>
<th>Credits</th>
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<td></td>
<td>6</td>
<td>12</td>
</tr>
</tbody>
</table>

Prerequisite: Co-requisites:

Purpose: To provide students with the necessary competencies (values, knowledge and skills) to have a sound theoretical foundation on the different theories and philosophies underlying student support in ODL.
Management Roles, Functions and Systems in ODL – ODL205N

Year module | NQF Level: 6 | Credits: 12
---|---|---
Pre-requisite: | | 
Purpose: To provide students with the intermediate knowledge and skills for managing an ODL structure. Successful students will also understand the implementation of administrative support in the ODL environment.

ODL Material Development in Action – ODL206P

Year module | NQF Level: 6 | Credits: 12
---|---|---
Pre-requisite: | | 
Purpose: To guide students to develop, review and revise a sample of ODL print materials in a discipline area of their choice.

Research and Evaluation in ODL – ODL301M

Year module | NQF Level: 6 | Credits: 12
---|---|---
Pre-requisite: | | 
Purpose: To introduce students to the characteristics and processes of evaluation and research in ODL.

Online Learning and Teaching in ODL – ODL302N

Year module | NQF Level: 6 | Credits: 12
---|---|---
Pre-requisite: | | 
Purpose: To provide students with the necessary knowledge and skills to develop online learning experiences.

Media Choice and Integration in ODL – ODL303P

Year module | NQF Level: 6 | Credits: 12
---|---|---
Pre-requisite: | | 
Purpose: To build the competence of current and prospective ODL practitioners to be able to evaluate, select and implement a range of media in the development of ODL materials.

Issues and Trends in ODL Learner – ODL304Q

Year module | NQF Level: 6 | Credits: 12
---|---|---
Pre-requisite: | | 
Purpose: To empower students with the necessary competencies (knowledge, values and skills) to ensure the integration of quality student support at the level of policy developing, strategic planning and decision making.

ODL Policy Development and Implementation – ODL305R

Year module | NQF Level: 6 | Credits: 12
---|---|---
Pre-requisite: | | 
Purpose: To build skills capacity of students to the level of competent policy developers, strategic planners and decision makers.

Online Facilitation in Action – ODL306S

Year module | NQF Level: 6 | Credits: 12
---|---|---
Pre-requisite: | | 
Purpose: To equip students with the required practical skills to effectively facilitate and manage an online course.

Operations Management Techniques

Operations Management Techniques II – OMT2601 (OMT201M)

Year module | NQF Level: 6 | Credits: 24
---|---|---
Pre-requisite: OMT101M or STA1610 | Co-requisite: |
Purpose: To introduce the student to basic statistics and to familiarise the student with decision analysis, linear programming models, transportation and assignment models, networks and project management.

Operations Management Techniques III – OMT3701

Year module | NQF Level: 7 | Credits: 24
---|---|---
Pre-requisite: OMT2601 or OMT201M | Co-requisite: |
Purpose: To familiarise the student with the use of selected techniques from operations research, including quality control, simulation, linear and nonlinear programming.

Operations Management Techniques IV – OMT4801

Year module | NQF Level: 8 | Credits: 24
---|---|---
Pre-requisite: OMT3701 or OMT301M | Co-requisite: |
Purpose: To familiarise the student with the application of selected operations research techniques to real life problems. Operations Research

General Information: For further modules on Operations Research, please refer to Quantitative Management Operations Research for the BSc (Specialisation Degrees)

NQF Level: 5: DSC1510
NQF Level: 6: DSC1630, DSC2601, 2602, 2604
NQF Level: 7: At least FOUR of DSC3702, 3703, 3704, 3705, 3706, 3707
Operations Research for the BSc (General)
<table>
<thead>
<tr>
<th>Course Title</th>
<th>NQF Level</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to the Business World – DSC1510 (OPS101G)</td>
<td>5</td>
<td>12</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>Co-requisite:</td>
<td></td>
</tr>
<tr>
<td>Purpose: Introduce the student to basic business concepts in management and accounting and familiarise them with the mathematical modelling and solving of elementary quantitative problems in a business environment.</td>
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</tr>
</tbody>
</table>

| Introductory Financial Mathematics – DSC1630                   | 6         | 12      |
| Prerequisite:                                                 | Co-requisite: |
| Purpose: To enable the student to derive and apply the fundamental formulae of financial mathematics. |

| Rational Decision Making – DSC2602                            | 6         | 12      |
| Prerequisite: DSC1510 or DSC1520 or DSC1620                   | Co-requisite: |
| Advice: it is recommended that STS111 and STS112 be taken before or together with this module. |
| Purpose: To introduce the student to basic statistical concepts and to familiarise the student with the use of selected techniques from operations research, including decision analysis, project management and network modeling. |

| Financial Modelling – DSC2604 (OPS205P)                       | 6         | 12      |
| Prerequisite: DSC1630                                        | Co-requisite: |
| Purpose: To introduce the student to the essential approaches and concepts of financial management, analysis and decision-making. |

| Linear Mathematical Programming – DSC2605                      | 6         | 12      |
| Prerequisite: DSC1510 or DSC1520 or DSC1620                   | Co-requisite: |
| Purpose: To enable the learner to model and solve optimisation problems with linear programming techniques and to introduce the learner to basic linear algebra. |

| Nonlinear Mathematical Programming – DSC2606                  | 6         | 12      |
| Prerequisite: DSC1510 or DSC1520 or DSC1620                   | Co-requisite: |
| Purpose: To enable the learner to model and solve optimisation problems with techniques of differential calculus and nonlinear programming. |

| Production Modelling – DSC2607                                | 6         | 12      |
| Prerequisite: DSC1510 or DSC1520 or DSC1620 or OPS101G or QMG101P or QMS101D | Co-requisite: |
| Purpose: To introduce the learner to a mathematical approach to operations management in a production environment. |

| Optimisation of Resources – DSC3702                           | 7         | 12      |
| Prerequisite: DSC2602 & (DSC2601 or DSC2605 & DSC2606)        | Co-requisite: |
| Purpose: To equip the student with the skills to formulate, solve and analyse the results of linear, goal and integer programming models. |

| Simulation – DSC3703                                         | 7         | 12      |
| Prerequisite: DSC2602 & (DSC2601 or DSC2605 & DSC2606)        | Co-requisite: |
| Purpose: To provide the student with a theoretical basis for structuring and solving simulation models in practice. |

| Models for Strategic Decision-Making – DSC3704                | 7         | 12      |
| Prerequisite: DSC2602 & (DSC2601 or DSC2605 & DSC2606)        | Co-requisite: |
| Purpose: To introduce the student to the theory and practice of multi-criteria decision-making. |

| Financial Risk Modelling – DSC3705                            | 7         | 12      |
| Prerequisite: DSC2602, DSC2604, & (DSC2601 or DSC2605, DSC2606) | Co-requisite: |
| Purpose: To introduce the student to principles and methodologies for the treatment of uncertainty and risk in financial modeling. |
Selected Topics for Operations Research – DSC3706

<table>
<thead>
<tr>
<th>Semester module</th>
<th>NOF Level</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite: DSC2602 &amp; (DSC2601 or DSC2605 &amp; DSC2606)</td>
<td>7</td>
<td>12</td>
</tr>
<tr>
<td>Co-requisite:</td>
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<tr>
<td>Purpose: To familiarise the student with the philosophy of Operations Research and some aspects of heuristics, game theory and forecasting.</td>
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Mathematical Modelling II – DSC3707

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<thead>
<tr>
<th>Semester module</th>
<th>NOF Level</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite: DSC2602 &amp; (DSC2601 or DSC2605 &amp; DSC2606)</td>
<td>7</td>
<td>12</td>
</tr>
<tr>
<td>Co-requisite:</td>
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<tr>
<td>Purpose: To introduce the learner to a wide-ranging overview of elementary mathematical modelling in the economic and financial environments.</td>
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</tbody>
</table>

Postgraduate Modules

Applied Stochastic Modelling – HONASMB

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<thead>
<tr>
<th>Year module</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>Prerequisite:</td>
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<td></td>
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<tr>
<td>Co-requisite: HONSM1A</td>
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<tr>
<td>Purpose: To familiarise students with the applications of stochastic theory in practical situations.</td>
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</table>

Decision Analysis – HONDANE

<table>
<thead>
<tr>
<th>Year module</th>
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<tbody>
<tr>
<td>Prerequisite:</td>
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<td></td>
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<tr>
<td>Co-requisite:</td>
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<tr>
<td>Purpose: To familiarise students with modelling techniques for solving decision problems in practice.</td>
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</table>

Financial Mathematics – HONFIN6

<table>
<thead>
<tr>
<th>Year module</th>
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<tbody>
<tr>
<td>Prerequisite:</td>
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<tr>
<td>Co-requisite:</td>
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<tr>
<td>Purpose: To enable students to do advanced interest rate calculations: specifically annuity and yield calculations (including the effects of capital gains tax).</td>
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</table>

Forecasting – HONFORP

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<tr>
<th>Year module</th>
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<tbody>
<tr>
<td>Prerequisite:</td>
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<tr>
<td>Co-requisite:</td>
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</tr>
<tr>
<td>Purpose: To familiarise students with forecasting techniques that enable them to fit the most appropriate forecasting model to a given data set.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Linear Programming – HONLINR

<table>
<thead>
<tr>
<th>Year module</th>
<th>NOF Level</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Co-requisite:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purpose: To familiarise students with the simplex method and related topics and enable them to solve concrete linear programming problems.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Introduction to the Mathematical Modelling of Derivatives 1 – HONMD1Y

<table>
<thead>
<tr>
<th>Year module</th>
<th>NOF Level</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Co-requisite: HONMD23</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purpose: To introduce students to the derivative investment environment; including the mathematical models used in pricing the instruments and the use of the instruments to increase profits and reduce risk.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Introduction to the Mathematical Modelling of Derivatives II – HONMD23

<table>
<thead>
<tr>
<th>Year module</th>
<th>NOF Level</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Co-requisite: HONSM1A and HONMD1Y</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purpose: To develop in students the ability to derive and determine the movement of asset prices (and the prices of derived instruments based on them) by using certain stochastic processes, including the Wiener and Poisson processes.</td>
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<td></td>
</tr>
</tbody>
</table>

Neural Networks – HONNNSH

<table>
<thead>
<tr>
<th>Year module</th>
<th>NOF Level</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Co-requisite:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purpose: To familiarise students with the theoretical background and various models of artificial neural networks.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Optimisation – HONOPTR

<table>
<thead>
<tr>
<th>Year module</th>
<th>NOF Level</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Co-requisite:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purpose: To introduce students to combinatorial optimisation and the study of efficient algorithms as applied to networks and other discrete problems.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Project I – HONPR1B (HOPPRP6)

<table>
<thead>
<tr>
<th>Year module</th>
<th>NOF Level</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Co-requisite:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purpose: To introduce students to research and to hone technical writing skills.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Project II – HONPR2C (HOPPRP6)

<table>
<thead>
<tr>
<th>Year module</th>
<th>NQF Level: 7</th>
<th>Credits: 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite: HONPR1B</td>
<td>Co-requisite:</td>
<td>Purpose: To introduce students to the application of Operations Research techniques to real-life problems.</td>
</tr>
</tbody>
</table>

### Simulation – HONSIMG

<table>
<thead>
<tr>
<th>Year module</th>
<th>NQF Level: 7</th>
<th>Credits: 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>Co-requisite:</td>
<td>Purpose: To familiarise students with the modelling and operational analysis of industrial processes through simulation.</td>
</tr>
</tbody>
</table>

### Stochastic Modelling I – HONSM1A (HOPSTGB)

<table>
<thead>
<tr>
<th>Year module</th>
<th>NQF Level: 7</th>
<th>Credits: 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>Co-requisite: HONASMB</td>
<td>Purpose: To familiarise students with stochastic processes and their applications in discrete Markov chains and queuing theory.</td>
</tr>
</tbody>
</table>

### Discrete Financial Modelling – HONCS1Y

<table>
<thead>
<tr>
<th>Year module</th>
<th>NQF Level: 7</th>
<th>Credits: 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>Co-requisite:</td>
<td>Purpose: To introduce the learner to the financial theory of security markets through discrete time models.</td>
</tr>
</tbody>
</table>

### Corrections Management (Penology)

#### Introduction to Fundamental Penology – PEN1501

<table>
<thead>
<tr>
<th>Semester module</th>
<th>NQF Level: 5</th>
<th>Credits: 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>Co-requisite:</td>
<td>Purpose: To gain knowledge and skills to practically apply the theory and principles of punishment.</td>
</tr>
</tbody>
</table>

#### Correctional Services Administration I: Module II: Introduction to Corrections Science – PEN1502

<table>
<thead>
<tr>
<th>Semester module</th>
<th>NQF Level: 5</th>
<th>Credits: 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>Co-requisite:</td>
<td>Purpose: To equip students with knowledge of and insight of corrections as an integral part of the crime phenomenon and criminal justice.</td>
</tr>
</tbody>
</table>

#### Correctional Skills – PEN1503

<table>
<thead>
<tr>
<th>Semester module</th>
<th>NQF Level: 5</th>
<th>Credits: 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>Co-requisite:</td>
<td>Purpose: To gain knowledge and skills to practically apply the theory and principles of professionalism and professional conduct in the corrections environment.</td>
</tr>
</tbody>
</table>

#### Correctional Services Administration II: Module I: Fundamental Penology – PEN2601

<table>
<thead>
<tr>
<th>Semester module</th>
<th>NQF Level: 6</th>
<th>Credits: 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>Co-requisite:</td>
<td>Purpose: To gain knowledge and skills to practically apply the theory and principles of punishment in the corrections environment.</td>
</tr>
</tbody>
</table>

#### Correctional Services Administration II: Module II: Social Dynamics in a Correctional Centre – PEN2602

<table>
<thead>
<tr>
<th>Semester module</th>
<th>NQF Level: 6</th>
<th>Credits: 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>Co-requisite:</td>
<td>Purpose: To gain knowledge of and insight into the social dynamics of a correctional center.</td>
</tr>
</tbody>
</table>

#### Correctional Services Administration III: Module I: Community Corrections – PEN2603

<table>
<thead>
<tr>
<th>Semester module</th>
<th>NQF Level: 6</th>
<th>Credits: 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>Co-requisite:</td>
<td>Purpose: To gain knowledge of and insight into the field of community corrections.</td>
</tr>
</tbody>
</table>

#### Introduction to Correctional Management – PEN2604

<table>
<thead>
<tr>
<th>Semester module</th>
<th>NQF Level: 6</th>
<th>Credits: 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>Co-requisite:</td>
<td>Purpose: To introduce students to the basics functions of corrections management and to gain knowledge on the significance of management in a correctional centre.</td>
</tr>
</tbody>
</table>

#### Correctional Services Administration I: Module 1: Correctional Security – PEN2605

<table>
<thead>
<tr>
<th>Semester module</th>
<th>NQF Level: 6</th>
<th>Credits: 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>Co-requisite:</td>
<td>Purpose: To gain knowledge and to promote legally correct correctional security practices.</td>
</tr>
<tr>
<td>Module Title</td>
<td>Semester module</td>
<td>NQF Level</td>
</tr>
<tr>
<td>--------------------------------------------------</td>
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</tr>
<tr>
<td>Admission and Release Mechanism – PEN2606</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Purpose: To gain knowledge of and insight into admission and release mechanisms in Corrections</td>
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<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Semester module</th>
<th>NQF Level</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration of The Correctional Service Act – PEN2607</td>
<td></td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td>Purpose: To apply selected parts and/or sections of the Correctional Services legislation and to evaluate and gain insight into the legislation directly applicable to the performance of duties in the correctional environment.</td>
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<table>
<thead>
<tr>
<th>Module Title</th>
<th>Semester module</th>
<th>NQF Level</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correction and Care – PEN2608</td>
<td></td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td>Purpose: To gain knowledge and insight into offender correction and care within a corrections environment.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Semester module</th>
<th>NQF Level</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Restorative Justice in Corrections – PEN3701</td>
<td></td>
<td>7</td>
<td>12</td>
</tr>
<tr>
<td>Purpose: To evaluate and gain insight into the principles and application of restorative justice in corrections.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Semester module</th>
<th>NQF Level</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special needs offenders – PEN3703</td>
<td></td>
<td>7</td>
<td>12</td>
</tr>
<tr>
<td>Purpose: The purpose of this module is for students to evaluate and gain insight into the field of special needs offenders. People credited with this module will be able to: Distinguish between the otherness of the various categories of special needs offenders; Identify, explain and respond to the needs of special needs offenders; Describe international standards and norms, relevant legislation and policies with regards to special needs offenders.</td>
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<table>
<thead>
<tr>
<th>Module Title</th>
<th>Semester module</th>
<th>NQF Level</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit and Case Management in Correctional Services – PEN3704</td>
<td></td>
<td>7</td>
<td>12</td>
</tr>
<tr>
<td>Purpose: To gain knowledge of and insight into Unit and Case Management in Corrections.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Semester module</th>
<th>NQF Level</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Youth Corrections – PEN3705</td>
<td></td>
<td>7</td>
<td>12</td>
</tr>
<tr>
<td>Purpose: To gain knowledge of and insight into the field of child and youth corrections.</td>
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</table>

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Semester module</th>
<th>NQF Level</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correctional Services Administration III: Module II: Offender Development – PEN3706</td>
<td></td>
<td>7</td>
<td>12</td>
</tr>
<tr>
<td>Purpose: To gain knowledge and insight into offender development within a corrections environment.</td>
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<table>
<thead>
<tr>
<th>Module Title</th>
<th>Semester module</th>
<th>NQF Level</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correctional Management Principles – PEN3707</td>
<td></td>
<td>7</td>
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</tr>
<tr>
<td>Purpose: To gain knowledge of and insight into the principles of correctional services management and apply the principles in a correctional environment on a tactical level.</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Module Title</th>
<th>Semester module</th>
<th>NQF Level</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correctional Management Control Mechanism – PEN3708</td>
<td></td>
<td>7</td>
<td>12</td>
</tr>
<tr>
<td>Purpose: To gain knowledge of and insight into control mechanisms of correctional services management and apply the control mechanisms in a correctional environment on a tactical level.</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Module Title</th>
<th>Semester module</th>
<th>NQF Level</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Postgraduate Modules</td>
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</table>

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Year module</th>
<th>NQF Level</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategic Correctional Services Management – AST441D</td>
<td></td>
<td>7</td>
<td>15</td>
</tr>
<tr>
<td>Purpose: An introduction to strategic management, the mission, vision, key success factors and corporate goals, external and internal environment analysis, forecasts, choice of strategies, strategy implementation, compiling a strategic plan. Special emphasis is placed on the application of these issues in a correctional environment.</td>
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</tbody>
</table>
### Fundamental Influence (Module A) – CSA4M1C

<table>
<thead>
<tr>
<th>Year module</th>
<th>NQF Level: 7</th>
<th>Credits: 15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite: National Diploma</td>
<td>Co-requisite:</td>
<td>Purpose: In this module attention is given to the demography of the countries that figure in the comparative study of correctional services systems. The origins of the systems are examined in terms of the respective constitutions of the countries and of any other laws that may have an influence on the systems. Lastly, the module focuses on the interaction between role-players in the criminal justice system such as the police, justice and correctional institutions.</td>
</tr>
</tbody>
</table>

### Comparative Correctional Services Systems (Module B) – CSA4M2C

<table>
<thead>
<tr>
<th>Year module</th>
<th>NQF Level: 7</th>
<th>Credits: 15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite: National Diploma</td>
<td>Co-requisite:</td>
<td>Purpose: In this module the emphasis is on the functioning of the correctional services system in each country covered in the study. The treatment of prisoners, personnel and finance are examined. Correctional supervision is also studied as a sentence option.</td>
</tr>
</tbody>
</table>

### Correctional Services Management IV (Module I) – CSM4M1V

<table>
<thead>
<tr>
<th>Year module</th>
<th>NQF Level: 7</th>
<th>Credits: 15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>Co-requisite:</td>
<td>Purpose: Management ethics, social responsibility, learning organisations, organisation culture, and human resource management.</td>
</tr>
</tbody>
</table>

### Correctional Services Management IV (Module II) – CSM4M2V

<table>
<thead>
<tr>
<th>Year module</th>
<th>NQF Level: 7</th>
<th>Credits: 15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>Co-requisite:</td>
<td>Purpose: Right of existence, overall objectives and organisation planning, policy formulation, organisation renewal (organising), external organisational communication, and negotiations and negotiation skills.</td>
</tr>
</tbody>
</table>

### Fundamental Penology – PEN4801 (KRPNL14)

<table>
<thead>
<tr>
<th>Year module</th>
<th>NQF Level: 8</th>
<th>Credits: 24</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>Co-requisite:</td>
<td>Purpose: The purpose of this module is for students to critically analyse, explain and apply the philosophical principles of fundamental penology within the criminal justice environment. People credited with this module will be able to: Identify a viable research theme and select appropriate quantitative and/or qualitative research methodologies and techniques best suited to conduct research within the selected field of Penology. Compile an acceptable research proposal that will result in the completion of a research report (article) under supervision in a manner that is appropriate to the discipline of Penology on Honours level.</td>
</tr>
</tbody>
</table>

### Applied Research Methodology In Penology – PEN4802 (KRPNL25)

<table>
<thead>
<tr>
<th>Year module</th>
<th>NQF Level: 8</th>
<th>Credits: 24</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>Co-requisite:</td>
<td>Purpose: The purpose of this module is to equip students with the knowledge and skills required for the identification of a viable research theme, the selection of appropriate methodologies, techniques technologies, and the compilation of a research proposal on Honours level on a research project in the discipline of Penology. People credited with this module will be able to: Identify a viable research theme and select appropriate quantitative and/or qualitative research methodologies and techniques best suited to conduct research within the selected field of Penology. Compile an acceptable research proposal that will result in the completion of a research report (article) under supervision in a manner that is appropriate to the discipline of Penology on Honours level.</td>
</tr>
</tbody>
</table>

### Research Article In Penology – PEN4803 (KRPNL6A)

<table>
<thead>
<tr>
<th>Year module</th>
<th>NQF Level: 8</th>
<th>Credits: 24</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>Co-requisite:</td>
<td>Purpose: The purpose of this module is to equip students with the knowledge and skills to conduct and report research under supervision in a manner that is appropriate to the discipline of Penology. People credited with this module will be able to: Critique research conducted in the discipline of Penology at honours level. Conduct research under supervision in a manner that is appropriate to the discipline of Penology at honours level.</td>
</tr>
</tbody>
</table>

### Strategic Corrections Management – PEN4804

<table>
<thead>
<tr>
<th>Year module</th>
<th>NQF Level: 8</th>
<th>Credits: 24</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>Co-requisite:</td>
<td>Purpose: The purpose of this module is for students to gain comprehensive knowledge, specific skills, and applied competence in Strategic Corrections Management to enable them to solve problems relating to strategic management, corporate performance, strategic planning and strategy implementation and to generate appropriate strategies for implementation within a corrections environment.</td>
</tr>
</tbody>
</table>

### Comparative Corrections – PEN4805

<table>
<thead>
<tr>
<th>Year module</th>
<th>NQF Level: 8</th>
<th>Credits: 24</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>Co-requisite:</td>
<td>Purpose: The purpose of this module is for students to gain a comprehensive and systematic knowledge base in Comparative Corrections to enable students to critically analyse, explain and apply the role of different correctional systems in the international criminal justice environment.</td>
</tr>
</tbody>
</table>
# Philosophy

**Major combinations:**

- **NQF Level: 5:** PLS1501, PLS1502
- **NQF Level: 6:** PLS2601, PLS2607, PLS2610
- **NQF Level: 7:** PLS3701, PLS3703, PLS3705, PLS3708, PLS3709.

## Introduction to Western Philosophy – PLS1501

<table>
<thead>
<tr>
<th>Semester module</th>
<th>NQF Level: 5</th>
<th>Credits: 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose: To introduce students to metaphysical, epistemological, ethical, and political problems and to acquaint them with how philosophers have traditionally dealt with such problems.</td>
<td></td>
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</tr>
</tbody>
</table>

## Introduction to African Philosophy – PLS1502

<table>
<thead>
<tr>
<th>Semester module</th>
<th>NQF Level: 5</th>
<th>Credits: 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose: To introduce students to metaphysical, epistemological, ethical and political problems in cross-cultural discourse about the nature and identity of African philosophy.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Critical Reasoning – PLS2601

<table>
<thead>
<tr>
<th>Semester module</th>
<th>NQF Level: 6</th>
<th>Credits: 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose: To acquire critical thinking, problem-solving methods and skills in argumentation by identifying fallacies and obstacles to reasoning, and by constructing, analysing and critically evaluating arguments.</td>
<td></td>
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</tr>
</tbody>
</table>

## Philosophy of Science – PLS2607

<table>
<thead>
<tr>
<th>Semester module</th>
<th>NQF Level: 6</th>
<th>Credits: 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose: To acquaint students with the nature of scientific reasoning, the status of scientific theories in terms of their relation(s) to reality, and connections between the theories and practice of science.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## African Philosophy II – PLS2610

<table>
<thead>
<tr>
<th>Semester module</th>
<th>NQF Level: 6</th>
<th>Credits: 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose: To enable students at an intermediate level to gain deeper and wider knowledge pertaining to the African experience. It will also equip students with research skills that will help them to make valuable contributions to the advancement of humankind.</td>
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## Theoretical and Applied Ethics – PLS3701

<table>
<thead>
<tr>
<th>Semester module</th>
<th>NQF Level: 7</th>
<th>Credits: 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose: To foster critical and creative thinking amongst students. Qualifying students are able to think contextually, and demonstrate skills in understanding the theoretical frameworks and normative dimensions of decision making in the applied fields of bio-medical ethics, business ethics and environmental ethics. Students will have a choice to do either: Option A (Bio-medical ethics) or Option B (Business ethics) or Option C (Environmental ethics).</td>
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## Advanced African Philosophy – PLS3703

<table>
<thead>
<tr>
<th>Semester module</th>
<th>NQF Level: 7</th>
<th>Credits: 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose: To enable students at an advanced level to gain deeper and wider knowledge pertaining to the African experience. It will also equip students with research skills that will help them to make valuable contributions to the advancement of humankind.</td>
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</table>

## Contemporary African Political Philosophy – PLS3705

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<thead>
<tr>
<th>Semester module</th>
<th>NQF Level: 7</th>
<th>Credits: 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose: To enable students to gain a deeper and wider knowledge with regard to contemporary African political issues. It will also equip students to apply this knowledge in their independent research to a variety of themes pertaining to contemporary debates in African political philosophy.</td>
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## Formal Logic – PLS3708

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<tr>
<th>Semester module</th>
<th>NQF Level: 7</th>
<th>Credits: 12</th>
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</thead>
<tbody>
<tr>
<td>Purpose: To introduce students to propositional calculus to enable them to do deductive proofs, and to introduce them to first-order predicate calculus.</td>
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</tbody>
</table>

## Advanced Western Philosophy – PLS3709

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<tr>
<th>Semester module</th>
<th>NQF Level: 7</th>
<th>Credits: 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose: To explore critically the views of influential thinkers in Western cultural/social thought (including Marx and Nietzsche).</td>
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</tbody>
</table>
Research Proposal in Philosophy – HPPLS82

Year Module NQF Level: 8 Credits: 12
Prerequisite: Co-requisite:

Purpose: The purpose of this module is to: a) introduce students to research methods within the field of Philosophy; b) ensure that students conform to conventions of academic publishing in the field of Philosophy; c) enable students to investigate a philosophical problem which demonstrates their philosophical proficiency in terms of research.

A Thorough Study of a Period in The History of Philosophy – PLS4802

Year module NQF Level: 8 Credits: 24
Prerequisite: Co-requisite:

Purpose: An important characteristic of ideas is that they are not static. Every idea or system of ideas has some sort of internal logic which allows it to develop in a certain way. This development does not take place in isolation, and it is important that students of Philosophy are aware of this. In the first paper a particular period in the history of Philosophy is studied. By period is not meant a neatly delimited epoch, but rather the logical development of an idea, or system of ideas, by a number of philosophers who influenced one another in their handling of the idea or system. The topic of this paper is African philosophy. Students study the ideas of major figures in African philosophy. The content of the course for a particular year will be determined by a choice of themes, made by the Discipline for that particular year. Students are expected to locate these ideas within the history and development of African thought.

Trends in Contemporary Philosophy – PLS4803

Year module NQF Level: 8 Credits: 24
Prerequisite: Co-requisite:

Purpose: Since postgraduate students are expected to be well acquainted with contemporary philosophical trends, this paper is a study of the basics of important streams in contemporary Philosophy. The paper consists of a survey of important contemporary trends, and an in depth study of a number of important contemporary contributions. We approach this topic via a close study of a number of important figures in twentieth century Philosophy. Students are invited to choose up to three figures for an in-depth critical appraisal. The particular philosophers presented each year will depend on which members of staff are available to teach on the course.

A Thorough Study of an Approved Philosophical Problem – PLS4804

Year module NQF Level: 8 Credits: 24
Prerequisite: Co-requisite:

Purpose: The ultimate aim of all philosophical study is to equip students to study philosophical problems independently. It is, therefore, essential to have clarity on the precise nature of a philosophical problem. How does such a problem arise? In what way must it be tackled? Answers to these questions are sought here in the light of the fundamental study of a specific philosophical problem.

Philosophy Research Report – HRPLS81

Year Module NQF level: 8 Credits: 36
Prerequisite: Co-requisite:

Purpose: The purpose of this module is to provide students, under the guidance of a supervisor, with an opportunity to: a) engage in the research process with the aim of developing a research project on a topic of their own choice within the broader field of Philosophy, and (b) put into practice the cumulative process through critical thinking, scientific evaluation, linguistic skills and data collection competencies. The resultant product will be a demonstration of the student’s competence in the scientific methods of enquiry, interpretation, analysis of relevant data, critical reflection and other techniques relevant to philosophical discourse.

Physics

PHYSICS AS A MAJOR:

Major combinations:

NQF Level: 5: PHY1503, PHY1505, PHY1506
NQF Level: 6: PHY1604, PHY2601, PHY2602, PHY2606, PHY2604 (optionally)
NQF Level: 7: PHY3702, PHY3703, PHY3706, PHY3707, PHY3708, PHY3709

Physics Practical Work 1 – PHY1503

Year module NQF Level: 5 Credits: 12
Prerequisite: Co-requisite: PHY1505 and PHY1506

Purpose: Photoelectric effect, determination of charge to mass ratio, Ohm’s law, simple pendulum, current balance, diffraction grating, electron diffraction, potentiometer and meter bridge, air track, circular motion, handling of experimental data.

Mechanics (Physics) – PHY1505

Semester module NQF Level: 5 Credits: 12
Prerequisite: NSC Maths with a rating of 5 and Physical Science with a rating of 4 or MAT1510 or MAT0511 with 75% Co-requisite: MAT1512

Purpose: Vectors, static equilibrium, uniformly accelerated motion Newton’s laws, work and energy, momentum, motion in a circle, rotational motion, mechanical properties of matter, vibrations.

Electromagnetism and Heat (Physics) – PHY1506

Semester module NQF Level: 5 Credits: 12
Prerequisite: NSC Maths with a rating of 5 and Physical Science with a rating of 4 or MAT1510 or MAT0511 with 75% Co-requisite:

Purpose: The gas laws, thermal properties of matter, thermodynamics, electrical forces, fields and potentials, electric currents, magnetic fields and forces. Induced fields and forces.

Modern Physics – PHY1604

Semester module NQF Level: 6 Credits: 12
Prerequisite: NSC MATHS with a rating of 5 and Physical Science with a rating of 4 or MAT1510 or MAT0511 with 75% Co-requisite:

Purpose: Description and properties of waves, properties of sound waves, wave properties of light, mirrors and lenses, special relativity, particle properties of light, wave properties of matter, quantum mechanics and atomic structure, nuclear physics, interaction of radiation with matter.
Classical Mechanics – PHY2601

Semester module  
NQF Level: 6  
Credits: 12

Prerequisite: PHY1503, MAT1503, MAT1512  
Co-requisite: 

Purpose: Linear motion, energy and angular momentum, central conservative forces, rotating frames, potential theory, the two-body problem, many-body systems, rigid bodies, Lagrangian mechanics, Hamiltonian mechanics.

Electricity and Magnetism (Physics) – PHY2602

Semester module  
NQF Level: 6  
Credits: 12

Prerequisite: PHY1506, MAT1503, MAT1512  
Co-requisite: 

Purpose: The electric field, divergence and curl of E, electric potential work and energy in conductors, electric fields in matter, magnetostatics, the Lorentz force law, the Biot-Savart law, divergence and curl of B, magnetic vector potential, magnetic fields in matter, electromagnetic force, electromagnetic induction, Maxwell’s equations.

Waves (Physics) – PHY2606

Semester module  
NQF Level: 6  
Credits: 12

Prerequisite: PHY1505, PHY1506, PHY1503, MAT1503, MAT1512  
Co-requisite: 

Purpose: Simple harmonic motion, damped simple harmonic motion, the forced oscillator, coupled oscillations, transverse wave motion, Fourier methods, interference and diffraction.

Physics Practical Work 2 – PHY2604

Year module  
NQF Level: 6  
Credits: 12

Prerequisite: PHY1503, PHY1506, MAT1503, MAT1512  
Co-requisite: PHY2601, PHY2602, PHY2606 

Purpose: Laboratory experimental work and calculations on: a driven harmonic oscillator; alternating current circuits, the Hall effect and magnetic fields of a solenoid and Helmholtz coils, introduction to statistics, x-rays, black-body radiation, radioactive isotopes, gamma ray absorption, viscous fluid flow.

Quantum Physics – PHY3702 (PHY302D)

Semester module  
NQF Level: 7  
Credits: 12

Prerequisite: 
Co-requisite: 


Statistical and Thermal Physics – PHY3703 (PHY303E)

Semester module  
NQF Level: 7  
Credits: 12

Prerequisite: PHY2606  
Co-requisite: PHY3702 

Purpose: Introduction to statistical methods, Statistical description of systems of particles, Irreversibility and the attainment of equilibrium, Interaction between macroscopic systems, Macroscopic parameters and their measurement, Simple applications of macroscopic thermodynamics, Basic methods and results of statistical mechanics, Simple applications of statistical mechanics, Equilibrium between phases or chemical species.

Physics Practical Work 3 – PHY3706 (PHY306H)

Year module  
NQF Level: 7  
Credits: 12

Prerequisite: PHY2604  
Co-requisite: 

Purpose: Pendulum and error analysis, Gamma-ray spectroscopy, Rutherford backscattering, X-ray spectroscopy, Microwave experiment, Millikan oil drop experiment, Frank-Hertz experiment, Letcher wires, Atomic spectra.

Solid State Physics – PHY3707 (PHY307J)

Semester module  
NQF Level: 7  
Credits: 12

Prerequisite: PHY2606  
Co-requisite: PHY3702 

Purpose: Crystalline state, Atomic cohesion and crystal binding, Reciprocal lattice, Determination of crystal structure, Lattice vibrations, Thermal properties of solids, Free electron theory of metals, Electron energy bands, Mobile electrons and Fermi surfaces.

Atomic and Nuclear Physics – PHY3708 (PHY308K)

Semester module  
NQF Level: 7  
Credits: 12

Prerequisite: PHY2606  
Co-requisite: PHY3702 

Purpose: Elements of quantum mechanics, Nuclear properties, The force between nucleons, Nuclear models, Radioactive decay, Alpha decay, Beta decay, Gamma decay, Nuclear reactions, Nuclear fission, Nuclear fusion, Nuclear spin and moments, Nuclear astrophysics.

Computational Physics – PHY3709

Year module  
NQF Level: 7  
Credits: 12

Prerequisite: 
Co-requisite: APM2611 or APM211V 


PHYSICS AS SERVICE SUBJECT:

Physics I (Theory) – FIC181C

Semester module  
NQF Level: 5  
Credits: 12

Prerequisite: 
Co-requisite: FIC1PRA 

Physics I (Practical) – FIC1PRA

<table>
<thead>
<tr>
<th>Year module</th>
<th>NOF Level: 5</th>
<th>Credits: 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>Co-requisite: FIC181C</td>
<td></td>
</tr>
<tr>
<td>Purpose: This is the practical work of module FIC181C. It has to be taken simultaneously with FIC181C or after FIC181C has been passed. Students must attend a compulsory laboratory session of between 1-3 days at a University in South Africa. Information will be announced in the tutorial letter at a later point in time.</td>
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Elementary Mechanics – PHY1501 (PHY1015)

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<tr>
<th>Semester module</th>
<th>NOF Level: 5</th>
<th>Credits: 12</th>
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</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>Co-requisite:</td>
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<tr>
<td>Purpose: Sectional properties; stress and strain; analysis of statically determinate beams; analysis of statically determinate pin-pointed frames; computer applications where applicable.</td>
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Elementary Electromagnetism and Heat – PHY1502

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<tr>
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<tbody>
<tr>
<td>Prerequisite:</td>
<td>Co-requisite:</td>
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</tr>
<tr>
<td>Purpose: The gas laws, thermal properties of matter, thermodynamics, electrical forces, fields and potentials, electric currents, magnetic fields and forces, induced fields and forces.</td>
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Science: Mining I – SMI181Q

<table>
<thead>
<tr>
<th>Semester module</th>
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<tbody>
<tr>
<td>Prerequisite:</td>
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Engineering Physics II (Theory) – ENP291Q

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<thead>
<tr>
<th>Semester module</th>
<th>NOF Level: 6</th>
<th>Credits: 17</th>
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<tbody>
<tr>
<td>Prerequisite: FIC181C</td>
<td>Co-requisite: ENP2PRA</td>
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</tr>
<tr>
<td>Purpose: Magnetic forces and fields; electromagnetic induction; motors and generators; electromagnetic waves; interference and the wave nature of light; particles and waves; the nature of the atom; electronic devices; alternating current circuits; nuclear physics and radioactivity; the transfer of heat; fluids.</td>
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</table>

Engineering Physics II (Practical) – ENP2PRA

<table>
<thead>
<tr>
<th>Year module</th>
<th>NOF Level: 6</th>
<th>Credits: 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite: FIC1PRA</td>
<td>Co-requisite: ENP291Q</td>
<td></td>
</tr>
<tr>
<td>Purpose: This is the practical work of Module ENP291Q and need to be taken simultaneously with ENP291Q or after it has been passed. Compulsory laboratory sessions between 1-3 days need to be attended at a University in South Africa. The information will be announced at a later point in time in a tutorial letter.</td>
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</table>

Postgraduate Modules

Advanced Mathematical Methods – PHY4801 (PHY405K)

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<thead>
<tr>
<th>Year module</th>
<th>NOF Level: 8</th>
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<tbody>
<tr>
<td>Prerequisite:</td>
<td>Co-requisite:</td>
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Electromagnetism – PHY4802 (PHY407M)

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<tr>
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</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>Co-requisite: PHY4801 or PHY405K</td>
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</tr>
<tr>
<td>Purpose: Review of electro- and magnetostatics in a vacuum and in matter, charge and current distributions, energy in electric and magnetic fields, electromotive force, Faraday’s law. Maxwell and wave equations. Laplace and Poisson equations, electromagnetic energy and momentum. Waves in material media; radiation from a localised oscillating source, Lorentz-Weichert potentials, relativistic covariance of electrodynamics, radiation reaction.</td>
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Quantum Mechanics 1 – PHY4803 (PHY408N)

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<tr>
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<tbody>
<tr>
<td>Prerequisite:</td>
<td>Co-requisite: PHY4801 or PHY405K</td>
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Quantum Mechanics 2 – PHY4804 (PHY409P)

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<tr>
<th>Year module</th>
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<tbody>
<tr>
<td>Prerequisite:</td>
<td>Co-requisite: PHY4801 &amp; PHY4803</td>
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Statistical Physics – PHY4805 (PHY418Q)

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</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>Co-requisite: PHY4801 or PHY405K</td>
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</tbody>
</table>
Advanced Solid State Physics – PHY4806 (PHY413K)

Year module  NQF Level: 8  Credits: 12
Prerequisite: Co-requisite: PHY4801 or PHY405K

Nuclear Physics – PHY4807 (PHY421K)

Year module  NQF Level: 8  Credits: 12
Prerequisite: Co-requisite: Prerequisite: Prerequisite: Co-requisite:

Physics Honours Research Methods – HMPHY80

Year module  NQF Level: 8  Credits: 24
Prerequisite: Co-requisite: PHY4801 or PHY405K
Purpose: To familiarise students with the applications of stochastic theory in practical situations.

Physics Honours Research Project – HRPHY81

Year module  NQF Level: 8  Credits: 12
Prerequisite: Co-requisite: HMPHY80
Purpose: Syllabus in consultation with the Chairperson of the Department.

Physiology

Human Anatomy and Physiology – FIS1601

Semester module  NQF Level: 5  Credits: 12
Prerequisite: Co-requisite:
Purpose: To acquire the requisite knowledge, skills, values and attitudes to prepare for careers in health-related fields, particularly those related to human anatomy and physiology.

Digestion, Endocrine Control and Metabolism – FIS2601 (FIS211K)

Semester module  NQF Level: 6  Credits: 12
Prerequisite: CHE1501 or CHE1502 Co-requisite:
Purpose: To obtain thorough knowledge of the physiology of the gastrointestinal tract, endocrinology and intermediary metabolism in order to identify, solve and scientifically communicate in an integrated fashion basic problems concerning these topics.

Respiration and Excretion – FIS2602 (FIS212L)

Semester module  NQF Level: 6  Credits: 12
Prerequisite: CHE1501 or CHE1502 Co-requisite:
Purpose: To understand the excretory and respiratory systems' functions and their contribution to the maintenance of a constant internal environment (homeostasis).

Physiological Defence Mechanisms – FIS2603 (FIS213M)

Semester module  NQF Level: 6  Credits: 12
Prerequisite: CHE1501 or CHE1502 Co-requisite:
Purpose: To gain insight into the functioning of the physiological defence mechanisms of the body, the mechanisms for heat regulation, and the important role of the skin.

Physiology 2 (Practical) – FIS2604 (FIS214N)

Year module  NQF Level: 6  Credits: 12
Prerequisite: CHE1501 or CHE1502 Co-requisite: Any two of the following: FIS2601, FIS2602 or FIS2603
Purpose: To enable students to apply physiological experimental techniques and methods, to process and present collected data in a scientific manner to come to meaningful conclusions.

Physiology of the Nervous System – FIS3701 (FIS311N)

Semester module  NQF Level: 7  Credits: 12
Prerequisite: Co-requisite:
Purpose: To obtain a thorough knowledge of and insight into the structure and functions of the nervous system.

Cardiovascular System – FIS3702 (FIS312P)

Semester module  NQF Level: 7  Credits: 12
Prerequisite: Co-requisite:
Purpose: To gain insight into the cardiovascular system, and to communicate in a scientific way about the mechanisms, functions and control of the system.

Membrane and Effector Physiology – FIS3703 (FIS313Q)

Semester module  NQF Level: 7  Credits: 12
Prerequisite: Co-requisite:
Purpose: To gain insight into the mechanisms involved in the origin and conduction of electrical activity, information transduction through the body, and the molecular mechanisms of muscle contraction.
Physiology (Practical) – FIS3704 (FIS314R)

**Year module**

**NQF Level:** 7

**Credits:** 12

**Prerequisite:** FIS2604

**Co-requisite:** Any two of the following: FIS3701, FIS3702, FIS3703

**Purpose:** To enable students to use and supply physiological experimental techniques and methods; process and present collected data in a scientific way and make meaningful conclusions based on theory and practical knowledge.

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**Policing**

**Investigative Principles for Policing IA – OVM1501 (OVM151R)**

**Semester module**

**NQF Level:** 5

**Credits:** 12

**Prerequisite:**

**Co-requisite:**

**Purpose:** This module will be useful to students in the field of corporate, private and public service law enforcement agencies who administer cases and who need to develop competencies to successfully investigate crimes or incidents within the ambit of the South African constitution.

**Investigative Principles for Policing IB – OVM1502 (OVM151R)**

**Semester module**

**NQF Level:** 5

**Credits:** 12

**Prerequisite:**

**Co-requisite:**

**Purpose:** This module will be useful to students in the field of corporate, private and public service law enforcement agencies who administer cases and who need to develop competencies to successfully investigate crimes or incidents within the ambit of the South African constitution and compile and complete a case docket.

**Crime Prevention for Policing IA – POL1501 (PLC101P)**

**Semester module**

**NQF Level:** 5

**Credits:** 12

**Prerequisite:**

**Co-requisite:**

**Purpose:** This module will be useful to students in the field of corporate, private and public service law enforcement agencies who apply the theory and principles of crime prevention in the context of law enforcement.

**Crime Prevention Principles for Policing IB – POL1502 (PLC101P)**

**Semester module**

**NQF Level:** 5

**Credits:** 12

**Prerequisite:**

**Co-requisite:**

**Purpose:** This module will be useful to students in the field of corporate, private and public service law enforcement agencies who apply the theory and principles of crime prevention in the context of law enforcement.

**Applied Communication in Policing: Module 1 – EPP2601**

**Semester module**

**NQF Level:** 6

**Credits:** 12

**Prerequisite:**

**Co-requisite:**

**Purpose:** The purpose of this module is for students to practically apply the theory and principles of advanced communication strategies used within a policing environment. A person credited with this module will be able to:

- Explain the role and importance of non-verbal communication in various aspects of organisational life
- Understand the importance of listening in business and the professions
- Understand the role of persuasive communication in various organisational contexts
- Discuss the opportunities and challenges of intercultural communication
- Assess the advantages and disadvantages of e-mail as a communication channel
- Plan, write and complete reports and proposals in various organisational contexts
- Design and deliver oral and online presentations

**Crime Prevention Principles for Policing IIA – POL2601**

**Semester module**

**NQF Level:** 6

**Credits:** 12

**Prerequisite:**

**Co-requisite:**

**Purpose:** This module will be useful to students in the field of corporate, private and public service law enforcement agencies who can discern crime prevention policies and initiatives; determine the significance of community crime prevention and explain the concept of victim empowerment in crime prevention in the South African policing context.

**Crime Prevention Principles for Policing IIB – POL2602**

**Semester module**

**NQF Level:** 6

**Credits:** 12

**Prerequisite:**

**Co-requisite:**

**Purpose:** This module will be useful to students in the field of corporate, private and public service law enforcement agencies who apply crime prevention theory and principles, specifically conflict resolution in the South African policing context.

**Introduction to Crime Information Systems for Policing – CRI2601**

**Semester module**

**NQF Level:** 6

**Credits:** 12

**Prerequisite:**

**Co-requisite:**

**Purpose:** This module will be useful to students who plan crime prevention operations using information systems in the South African policing environment, collecting, explaining, analysing and utilizing crime information from various sources for mapping and planning the crime prevention operations.

**Investigative Principles for Policing IIA – OVM2601**

**Semester module**

**NQF Level:** 6

**Credits:** 12

**Prerequisite:**

**Co-requisite:**

**Purpose:** This module will be useful to students in the field of corporate, private and public service law enforcement agencies who investigate cases and who need to understand the theory of investigative principles, be able to apply this theory to the investigation process, develop competencies to successfully control and coordinate the scenes of crimes or incidents, and collect or gather admissible evidence within the ambit of the South African constitution.
Investigative Principles for Policing IIB – OVM2602
Semester module  NQF Level: 6  Credits: 12
Prerequisite:  Co-requisite:
Purpose: This module will be useful to students in the field of corporate, private and public service law enforcement agencies who investigate a variety of cases at an advanced level and deal with other incidents which may not amount to a specific crime or attributed to an individual as well as developing competencies to successfully handle enquiries relating to vehicle collisions and missing persons within the ambit of the South African constitution.

Introduction to Professionalism for Policing IIA – PRF2601
Semester module  NQF Level: 6  Credits: 12
Prerequisite:  Co-requisite:
Purpose: This module will be useful to students in the field of corporate, private and public service law enforcement agencies who need to develop competencies to conduct themselves in their work environment in a professional and ethical manner within the ambit of the South African Constitution, and within the scope of the United Nations Global Compact. A person accredited with this module will be able to: Develop an understanding of what constitutes ethical conduct; Assess situations and contexts and identify possible ethical dilemmas; Apply ethical reasoning skills to ethical dilemmas; Identify suitable ethical choices in ethical dilemmas.

Introduction to Professionalism for Policing IIB – PRF2602
Semester module  NQF Level: 6  Credits: 12
Prerequisite:  Co-requisite:
Purpose: This module will be useful to students in the field of corporate, private and public service law enforcement agencies who need to develop competencies to conduct themselves in their work environment in a professional and ethical manner within the ambit of the South African Constitution and within the scope of the United Nations Global Compact. A person accredited with this Module will be able to:
- Identify various viewpoints on the nature and scope of professionalism
- Establish the connection between professionalism and effective service delivery
- Assess and identify the institutional and individual factors that contribute towards professional conduct

Crime Information Systems for Policing – CRI3701
Semester module  NQF Level: 7  Credits: 12
Prerequisite:  Co-requisite:
Purpose: To demonstrate the importance of crime information systems that are used to fight crime. Students who are in a supervising position, when they complete this module are expected to manage data and information, interpret information, analyse information, safeguard information, conduct threat analysis, develop policing strategies, plan and implement operations by using crime information management systems in the South African policing environment.

Investigative Principles for Policing IIIA – OVM3701
Semester module  NQF Level: 7  Credits: 12
Prerequisite: OVM2601, OVM2602  Co-requisite:
Purpose: The purpose of this third-level module is to build on the foundation of Investigative Principles for Policing I and II by deepening and refining existing knowledge, skills and values, so that the student will be able to investigate and solve specific crimes successfully. Essentially, the subject is aimed at enabling the student to determine the true events that took place in a particular case, uncover all possible information, and present as much evidence as possible to a court of law.

Investigative Principles for Policing IIIB – OVM3702
Semester module  NQF Level: 7  Credits: 12
Prerequisite:  Co-requisite:
Purpose: This module will be useful to students in the field of corporate, private and public service law enforcement agencies who investigate a variety of cases at an advanced level and deal with other incidents which may amount to a specific crime or attributed to an individual as well as developing competencies to successfully handle enquiries relating thereto within the ambit of the South African Constitution.

Crime Prevention Principles for Policing IIIA – POL3701
Semester module  NQF Level: 7  Credits: 12
Prerequisite:  Co-requisite:
Purpose: Students who complete this module can apply problem-solving models in crime prevention contexts; illustrate the significance of information in crime prevention; and explain networks and stakeholder engagement in crime prevention.

Crime Prevention Principles for Policing IIIB – POL3702
Semester module  NQF Level: 7  Credits: 12
Prerequisite:  Co-requisite:
Purpose: The students who complete this module can identify the role of media in crime prevention; illustrate the significance of media liaison in crime prevention; conduct an evaluation of a station for human, physical and human resources functionality in the quest of crime prevention. And lastly, can use innovative entrepreneurial approaches to crime prevention.

Professionalism for Policing IIIA – PRF3701
Semester module  NQF Level: 7  Credits: 12
Prerequisite:  Co-requisite:
Purpose: Students who complete this module successfully will contribute to the transformation of society in that they will be able to recognise unethical behaviour and act in an ethical way themselves. This module will be useful to students in the field of policing in the public service law enforcement agencies who need to conduct themselves in a professional and ethical manner in their work environment within the ambit of the South African Constitution.

Professionalism for Policing IIIB – PRF3702
Semester module  NQF Level: 7  Credits: 12
Prerequisite:  Co-requisite:
Purpose: Students who complete this module successfully will contribute to the transformation of society in that they will be able to analyse unethical behaviour; make suggestions on how ethical behaviour can be promoted in law enforcement environments and act in an ethical way themselves. This module will be useful to students in the field of policing in the public service law enforcement agencies who need to develop advanced competencies to conduct themselves in their work environment in a professional and ethical manner within the ambit of the South African Constitution.
Postgraduate Modules

Investigation of Crime IV – IOC401P

Year module | NQF Level: 7 | Credits: 30
---|---|---
Prerequisite: | Co-requisite: |
Purpose: To enable learners to manage the investigation process, develop investigation of crime as a science and to enhance investigative techniques and skills in order to contribute more towards the crime problem in general. Learners are assisted in researching relevant and practical research topics.

Identification IV – IDE401F

Year module | NQF Level: 7 | Credits: 17
---|---|---
Prerequisite: | Co-requisite: |
Purpose: Identification is probably the most important method in forensic investigation. An investigator must have the ability when listening to the victim to identify the crime and when visiting the scene to identify clues and physical evidence which could be used to solve the crime under investigation. This subject provides the learner the opportunity to decide on any technique that can be used during the identification process he/she wants to specialize in. The offering is research based. The learner decide on the technique (topic) and research that. Two assignments will be submitted followed by the submission of the final research report on the topic in the form of a mini dissertation which will be evaluated on same principles as a dissertation.

Intelligence IV – INL401F

Year module | NQF Level: 7 | Credits: 17
---|---|---
Prerequisite: | Co-requisite: |
Purpose: Intelligence is a method in forensic investigation. No investigation can be successful without information. Some information is easy to obtain, others more difficult and needs the utilization of sophisticated techniques, such as informers, agents, surveillance, etc. This subject provides the learner the opportunity to decide on any technique that can be used during the intelligence gathering process he/she wants to specialize in. The offering is research based. The learner decide on the technique, formulate a topic and research that. Two assignments will be submitted followed by the submission of the final research report on the topic in the form of a mini dissertation which will be evaluated on same principles as a dissertation.

Litigation Process IV – LTP401F

Year module | NQF Level: 7 | Credits: 17
---|---|---
Prerequisite: | Co-requisite: |
Purpose: Forensic investigation means court aimed investigations. The whole investigation process can be regarded as part of the litigation process because it is aimed at gathering evidence that will stand the scrutiny of the court. The investigator plays a vital role in the process. It is his/her duty to gather the evidence by using techniques that will be admissible in court, to liaise with the prosecutor, testifying and assist the prosecutor in presenting the evidence. This subject provides the learner the opportunity to decide on any technique that can be used during the litigation process he/she wants to specialize in. The offering is research based. The learner decide on the technique, formulate a topic and research that. Two assignments will be submitted followed by the submission of the final research report on the topic in the form of a mini dissertation which will be evaluated on same principles as a dissertation.

Scene of Incident IV – SCI401F

Year module | NQF Level: 7 | Credits: 18
---|---|---
Prerequisite: | Co-requisite: |
Purpose: The scene of incident is the starting point of all illicit transactions or actions. Based on the Locard Principle evidence will be found on the scene that can link the perpetrator to the illegal transaction. It is a challenge to the investigator to find these hidden tracks. This subject provides the learner the opportunity to decide on any technique that can be used in working through the scene he/she wants to specialize in. The offering is research based. The learner decide on the technique, formulate a topic and research that. Two assignments will be submitted followed by the submission of the final research report on the topic in the form of a mini dissertation which will be evaluated on same principles as a dissertation.

Policing IV – PLC401P

Year module | NQF Level: 7 | Credits: 30
---|---|---
Prerequisite: | Co-requisite: |

Politics

Major Combinations:
Any SEVN (7) of the following modules:
NQF level 5: PLC3701, PLC3702, PLC3703, PSC3702, PSC3703
NQF level 6: PLC2601, PLC2602, PSC2601
NQF level 7: PLC3701, PLC3702, PLC3703, PSC3701, PSC3702, PSC3703
PLUS and TWO (2) modules selected from the remainder above, or any second or third level module in African Politics and International Politics. At least FIVE (5) modules should be taken at third level (NQF level 7). Students are advised to give preference to PLC modules.

Politics as Social Activity – PLC1501 (PLC101R)

Semester module | NQF Level: 5 | Credits: 12
---|---|---
Prerequisite: | Co-requisite: |
Purpose: To enable students to demonstrate an understanding of the nature and scope of politics and the study of politics and to be able to describe the nature and characteristics thereof.

Understanding the State – PLC1502 (PLC102S)

Semester module | NQF Level: 5 | Credits: 12
---|---|---
Prerequisite: | Co-requisite: |
Purpose: To enable students to demonstrate an understanding of the state and state institutions and to describe the nature and characteristics thereof.
### Understanding Political Behaviour and Participation – PLC2601 (PLC201U)

<table>
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<tr>
<th>Semester module</th>
<th>NQF Level: 6</th>
<th>Credits: 12</th>
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<tbody>
<tr>
<td>Prerequisite:</td>
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<td>Purpose:</td>
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</table>

To enable students to analyse and describe the nature and characteristics of political dynamics, political actors (e.g. political parties and interest groups) and processes (e.g. political communication and public opinion), and to apply the fundamental theories in this regard.

### Politics and Public Policy – PLC2602 (PLC202V)

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<tr>
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<td>Purpose:</td>
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</table>

To enable students to describe and analyse the nature, characteristics and impact of public policy, and to apply the theories on the formulation of public policy and the political impact thereof.

### Political Ideas – PLC3701 (PLC301X)

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<tr>
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<tr>
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<td>Purpose:</td>
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To enable students to describe, analyse, evaluate and apply the contributions by various political thinkers on the great issues of politics such as the origin and purpose of the state, authority, accountability, justice, rights, freedom and equality. The contents will enable students to make a meaningful contribution to current political debates.

### Democracy and Other Forms of Regime – PLC3702 (PLC302Y)

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<tr>
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<td>Purpose:</td>
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To enable students to identify, analyse, describe, classify and compare various forms of regime and in particular democracy.

### Political Development and Political Economy – PLC3703 (PLC3033)

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<th>Semester module</th>
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<td>Purpose:</td>
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To enable students to identify, analyse and describe the relationship between political and economic development, as well as to apply the theories and strategies pertaining thereto.

### Contemporary Issues in Politics: Capita Selecta – PSC3701

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To enable students to demonstrate an understanding of the background, characteristics and implications of selected issues, e.g. sport and politics on national, regional and international level, and to analyse and describe these issues.

### Political Conflict and Conflict Resolution – PSC3702

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<td>Purpose:</td>
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To enable students to analyse and describe the background and characteristics of politics and conflict and the resolution of political conflict, and to apply the theories pertaining thereto.

### Political Knowledge – PSC3703

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<tr>
<td>Purpose:</td>
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</table>

To enable students to analyse, describe and apply the criteria for the acquisition of political knowledge, and to apply the approaches and theories pertaining thereto.

### Postgraduate Modules

#### Theory, Philosophy and Ideology – PLC4801

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<tr>
<th>Year module</th>
<th>NQF Level: 8</th>
<th>Credits: 24</th>
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<tbody>
<tr>
<td>Prerequisite:</td>
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<tr>
<td>Purpose:</td>
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To enable students to identify, analyse and critique empirical theory (such as rational choice theory and neoliberalism), philosophy (such as ideas on the open and closed society) and ideology (such as nationalism), within discourses on politics.

#### Political Dynamics – PLC4802

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<th>Year module</th>
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<td>Purpose:</td>
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To enable students to identify, analyse and critique the nature, behaviour, roles and functions of political parties, party systems and elites in the dynamics of politics.

#### South African Political Issues – PLC4803

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<tr>
<th>Year module</th>
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<tr>
<td>Purpose:</td>
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</table>

To enable students to analyse, describe and interpret an analysis of political development. The subject matter is approached by way of the study of theoretical orientations such as political modernisation and the dependency theories. The objective of the second part of the course is to focus on the important relationship between political and economical development. Option (2): In this option South African political issues are examined, like: the land question; ANC politics; affirmative action; crime and corruption; macro-economic strategy; single dominant party system.
Portuguese

Portuguese (Major Combinations for Portuguese)

Major combinations:
- NQF Level: 5: PTU1501, PTU1502
- NQF Level: 6: PTU2601, PTU2602
- NQF Level: 7: PTU3701, PTU3702, PTU3703, PTU3704, PTU3705

Portuguese Language and Culture: Beginners – PTU1501

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<thead>
<tr>
<th>Semester module</th>
<th>NQF Level:</th>
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<tbody>
<tr>
<td>PTU1501</td>
<td>5</td>
<td>12</td>
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</table>

Prerequisite: PTU1501 or PTU101M

Purpose: To enable students to develop an aptitude in the four language skills (reading, writing, listening and speaking) of Portuguese from beginners’ level to lower intermediate level (emphasis on the first three skills) and to gain insight into some aspects of culture through the learning of the language.

Portuguese Language and Culture: Lower Intermediate – PTU1502

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<tr>
<th>Semester module</th>
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<tr>
<td>PTU1502</td>
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<td>12</td>
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Prerequisite: PTU1501 or PTU101M

Purpose: To develop the aptitude in the four language skills (reading, writing, listening and speaking) of Portuguese, taking students from lower intermediate to intermediate level (emphasis on the first three skills).

Portuguese Language and Culture: Intermediate Level – PTU2601

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<tr>
<th>Semester module</th>
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<tbody>
<tr>
<td>PTU2601</td>
<td>6</td>
<td>12</td>
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</table>

Prerequisite: PTU1502 or PTU102N

Purpose: To enhance students’ aptitude in the four language skills: reading, writing, listening and speaking Portuguese from intermediate to advanced level. Specific writing techniques and strategies; letter writing, summaries, compositions, etc. Introduction to translation practice.

Modern Portuguese Literature and Society – PTU2602

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<tr>
<th>Semester module</th>
<th>NQF Level:</th>
<th>Credits:</th>
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<tr>
<td>PTU2602</td>
<td>6</td>
<td>12</td>
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Prerequisite: PTU1502 or PTU102N

Purpose: To gain insight into the world of 20th century Portuguese Literature and Society through the reading and interpretation of selected literary works as well as other background information. Basic guidelines in Portuguese for the interpretation and analysis of literary texts will be provided.

Portuguese Language for Specific Purposes: Advanced – PTU3701

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<tr>
<th>Semester module</th>
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<tr>
<td>PTU3701</td>
<td>7</td>
<td>12</td>
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Prerequisite: PTU2601 or PTU201Q

Purpose: To develop students’ communication skills with focus on the practical uses of Portuguese in the fields of business, advertising and journalism.

Portuguese Translation Practice – PTU3702

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<tr>
<th>Semester module</th>
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<tr>
<td>PTU3702</td>
<td>7</td>
<td>12</td>
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Prerequisite: PTU3701 or PTU301T

Purpose: To develop students’ language skills by means of translation practice from and into Portuguese/English based on a selection of texts.

Advanced Language Skills in Portuguese (Oral and Written) – PTU3703

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<tr>
<th>Semester module</th>
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<tr>
<td>PTU3703</td>
<td>7</td>
<td>12</td>
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</table>

Prerequisite: PTU3701 or PTU301T

Purpose: To develop students’ written and oral communication skills in Portuguese. Written work includes precis writing, paraphrase, expansion of texts and writing to a brief while the oral communication includes Portuguese for general conversational purposes, for conveying specific type of information and for debating current issues.

Modern Brazilian Literature and Society – PTU3704

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<th>Semester module</th>
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<tr>
<td>PTU3704</td>
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<td>12</td>
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Prerequisite: PTU2601/PTU201Q and PTU2602/PTU202R

Purpose: To introduce students to the literature and culture of twentieth century Brazil, through the reading and interpretation of modern literary and non-literary texts.

Lusophone African Literature (Portuguese) – PTU3705 (PTU305X)

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<tr>
<th>Semester module</th>
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<tr>
<td>PTU3705</td>
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<td>12</td>
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</table>

Prerequisite: PTU2601 and PTU2602

Purpose: Students will be introduced and gain insight into post-colonial African Literature in Portuguese through the reading and interpretation of various texts.

NB: For Honours (NQF level 8) modules, see Modern European Languages and Literature.
Practical Theology

General Information: Practical Theology is not offered as a major at undergraduate level. For information on the five undergraduate modules on offer, consult the subject "Congregational Ministry". Practical Theology can only be taken at postgraduate level.

Postgraduate Modules

Research Report in Practical Theology – HRPTH85

Year module  | NQF Level: 8  | Credits: 36  
--- | --- | ---  
Purpose: This module is for students in the final phase of their Honours BTh programme in practical theology. Students will be introduced to empirical research methods and will do advanced reading in a practical theological area of their choice under supervision of a specialist in that area. They have to put into practice the research skills they obtain by carrying out a smallscale research report. Qualifying students will have completed the research report and produced an acceptable research essay on it.

Preaching and Worship in African Context – PTH4802

Year module  | NQF Level: 8  | Credits: 24  
--- | --- | ---  
Prerequisite:  Co-requisite:  
Purpose: To help students to develop student competences and gain insight into the theories and practices of preaching and worship in an African Context. Students must further display professional conduct while they understand the knowledge and theories of the field. This module will be useful to help learners to develop into effective preaching and worship theorists and practitioners in a variety of social and cultural settings.

Religious Education and Christian Ministry – PTH4803

Year module  | NQF Level: 8  | Credits: 24  
--- | --- | ---  
Prerequisite:  Co-requisite:  
Purpose: To help students who wish to study recent developments in religious education and Christian ministry. Students will be introduced to theories, models and different approaches to religious education and specialised work on topics such as faith formation, spirituality, religious education in a pluralistic society, and religious education and learning in childhood, adolescence and adulthood. This module will also help students to understand the responsibility of church leaders, the role of lay ministries, service to the needy, and the responsibility of Christians in society. Students who have completed the module can identify and use contemporary approaches to religious education and Christian ministry.

Advanced Pastoral Care and Counselling – PTH4804

Year module  | NQF Level: 8  | Credits: 24  
--- | --- | ---  
Prerequisite:  Co-requisite:  
Purpose: This module comprises two options of which students must choose one. Option One: an evaluation of the theories of a spectrum of writers in the field of pastoral care and counselling (such as Adams, Campbell, Capers, Clinesfeld, Firth, Gerkin, Hentrik, Hillman, Patton, Rebel, Thurneysen). The student will furthermore be introduced to the new developments in the field of family and marriage counselling. Students who have completed this module will be able to compare and evaluate different theories in the fields of pastoral care and counselling as well as in family and marriage counselling. Option Two: an evaluation of theories of a spectrum of writers in the field of pastoral psychology (for example Faber, Loewenthal, Watts) and psychology of religion (for example Wulf, Fontana, Oates en Scott Peck). Those who complete this module will be enabled to compare and analyze theories in pastoral psychology and psychology of religion. The application of psychology in the ministry and in the counselling practice is highlighted. The implications of the scientific study of religion and psychology are explored.

Research in Practical Theology – HPPTH81

Year module  | NQF Level: 8  | Credits: 12  
--- | --- | ---  
Prerequisite:  Co-requisite:  
Purpose: This module introduces students to the Honours BTh programme in practical theology as a whole. It is intended for students with a Bachelors degree in theology who wish to become researchers in practical theology. In this module attention is given to the origins, the theoretical foundations and practical implications of a variety of practical theological approaches in national and international contexts. Students credited with this module are able to reflect critically on various approaches to practical theology, to compare and evaluate the main trends in practical theology, and to justify an own practical theological approach in a research context. Professional Art Practice.

Professional Art Practice

General information: The study unit PAT 3701 may only be taken for the BVA, the BA (Culture and Arts), degree with specialisation in Multimedia Studies. The study unit PAT4801 may only be taken by the BVA degree students. Credit for a degree is granted for (CCT3014 and EXH3033G) or PAT3701 or PMP3701. Students registered for the BVA - Professional Art Practice must be registered for in conjunction with VAR3701. Students registered for the BA (Culture and Arts) degree with specialisation in Multimedia Studies: Professional Multimedia Practice must be registered for in conjunction with VAR3701.

- Students requesting credits from other institutions must contact the department and submit a portfolio. On success they will receive a permission document. Registrations for PAT 3701 doses on the same day as the semester registration closing date and not the closing date for year modules. Students must attend a minimum of one day of both practical workshops. Students are expected to attend the two workshops presented and are strongly advised to attend the full workshops.

Professional Art Practice (Painting)

General information: This subject was previously known as Two-dimensional Form. This study unit may be taken in any degree. Credits: for a degree is granted for TON100L or TWF101V. TWF111X and TWF102W or the current module TWF1501.

Prospective students must obtain prior permission from the Department Art History, Visual Arts and Musicology before registering for the degree. Students must attend a minimum of two days for both practical workshops. Students are expected to attend the two workshops presented and are strongly advised to attend the full week of these two workshops.

General information: This subject was previously known as Three-dimensional Form. This study unit may be taken for any degree.

Sculpture – THF1501

Year module  | NQF Level: 5  | Credits: 24  
--- | --- | ---  
Prerequisite:  Co-requisite:  
Purpose: To introduce the student to the discipline of sculpture and to provide students with basic skills training in sculpture. The module aims at developing creative thinking through the guidance of projects and incorporates both methodologies inherent to art practice and the principles and techniques of sculpture through the exploration of traditional and nontraditional media.
### Painting – TWF1501

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<tr>
<th>Year module</th>
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<th>Credits: 24</th>
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<tbody>
<tr>
<td>Prerequisite:</td>
<td>Co-requisite:</td>
<td>Purpose: North America, the Far East and Australasia are the areas that will be covered in this module. The student continues to learn about destination development and is introduced to quantitative methods used in tourism.</td>
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### Professional Art Practice 1 – PAT3701

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<tbody>
<tr>
<td>Prerequisite: VAR211D or VAR2601 and VAR212E or VAR2602</td>
<td>Co-requisite:</td>
<td>Purpose: To provide students with theoretical information on professional art practice. Comprehensive guidance is given on professional exhibition practice as well as on the positioning of the professional artist with regard to the art market, commissions and residencies. Students are guided in the writing, preparation and production of professional art catalogues. For students specialising in Multimedia, the module entails the writing of a research article, which is extended into interactive and printed catalogue formats. The module also entails teaching students to write up an academic research proposal, research essay and catalogue introduction.</td>
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</table>

### Professional Art Practice 2 – PAT4801 (PAT401J)

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<th>Year module</th>
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<tbody>
<tr>
<td>Prerequisite: VAR311G or VAR3701 and VAR312H or VAR3702</td>
<td>Co-requisite:</td>
<td>Purpose: To provide students with theoretical information on professional art practice. Comprehensive guidance is given on professional exhibition practice as well as on the positioning of the professional artist with regard to the art market, commissions and residencies. The module also entails teaching students to write up an academic research proposal, catalogue introduction and press releases. The module prepares students to engage with a Masters level degree requirements for catalogues.</td>
</tr>
</tbody>
</table>

### Professional Multimedia Practice

#### General Information: Registrations for PMP3701 closes on 31 January.

The study unit PMP 3701 may only be taken for the BA (Culture and Arts) degree with specialisation in Multimedia Studies. Credit for a degree is granted for (CCT3014 and EX01032G) or PMP311Y or PMP3701. Students registered for the BA (Culture and Arts) degree with specialisation in Multimedia Studies: Professional Multimedia Practice must be registered for in conjunction with VAR3701.

Students requesting Credits: from other institutions must contact the department and submit a portfolio. On success they will receive a permission document. Registrations for PMP3701 close on the same day as the semester registration closing date and not the closing date for year modules; on 31 January. Students must attend a minimum of one day of both practical workshops. Students are expected to attend the two workshops presented and are strongly advised to attend the full workshops.

### Professional Multimedia Practice – PMP3701

<table>
<thead>
<tr>
<th>Year module</th>
<th>NQF Level: 7</th>
<th>Credits: 24</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite: VAR2601/VAR211D and VAR212E/VAR2602</td>
<td>Co-requisite:</td>
<td>Purpose: To provide third-level Multimedia students with theoretical information on professional multimedia practice. Comprehensive guidance is given on professional multimedia practice with an emphasis on the use of multimedia within contemporary visual arts practice. Students are given training as to participating as a professional visual artist with regard to the art market, exhibitions, residencies and competitions. Students are guided in the writing, preparation and production of professional art catalogues (which is extended into both a printed and interactive catalogue format for Multimedia students). The module also entails teaching students to write up an academic research proposal and research essay which prepares students to engage with an Honours level degree.</td>
</tr>
</tbody>
</table>

### Psychology

#### General Information: FOR THE COLLEGE OF HUMAN SCIENCES: BA students must choose between first-level modules in Psychology and Industrial and Organisational Psychology.

Students who select Psychology as a major subject are advised to take first-level modules in Statistics (or Mathematics) and/or Philosophy before or together with third-level module. The study unit PYC1501 may only be taken for the BA (Psychology) degree.

Students who select Psychology as a major subject are advised to include the first-level modules in Anthropology (APY1501 and APY1601) and the module PLS2601 in Philosophy (Critical Reasoning) in their curriculum. FOR THE COLLEGE OF SCIENCE, ENGINEERING AND TECHNOLOGY: Students who select Psychology as a major subject are advised to take first level modules in Statistics (or Mathematics) and/or Philosophy before or together with third-level module.

#### Major combinations:

- **NQF Level: 5**: PYC1501, PYC1502
- **NQF Level: 6**: PYC2601, PYC2602 or PYC2603, and RSC2601
- **NQF Level: 7**: PYC3701, PYC3702, PYC3703, PYC3704, PYC3705

### Basic Psychology – PYC1501 (PYC101Y)

<table>
<thead>
<tr>
<th>Semester module</th>
<th>NQF Level: 5</th>
<th>Credits: 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>Co-requisite:</td>
<td>Purpose: To gain insight into basic terms, concepts and fields of study in psychology, through studying topics such as the Western and non-Western roots of psychology, contextualisation of knowledge, biological basis of behaviour, perception, thinking, problem solving, intelligence, and creativity.</td>
</tr>
</tbody>
</table>

### Psychology in Society – PYC1502 (PYC1023)

<table>
<thead>
<tr>
<th>Semester module</th>
<th>NQF Level: 5</th>
<th>Credits: 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>Co-requisite:</td>
<td>Purpose: To gain insight into the way in which human behaviour and experience are shaped in societal and environmental contexts, stress processes, motivation in the context of sociopolitical dynamics of society, interpersonal relationships, group functioning, the social nature of work and various social issues (violence, poverty, racism, multiculturalism, gender bias, community development, and the ecological crisis).</td>
</tr>
</tbody>
</table>

### Personality Theories – PYC2601 (PYC2015)

<table>
<thead>
<tr>
<th>Semester module</th>
<th>NQF Level: 6</th>
<th>Credits: 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite: PYC1501 (PYC101Y) &amp; PYC1502 (PYC1023)</td>
<td>Co-requisite:</td>
<td>Purpose: To gain insight into the most important personality theories explaining human functioning and behaviour, and to apply these theories (e.g. of Freud, Jung, Rogers, Allport, Maslow, Frankl, the social cognitive learning approach, and the African perspective) in real-life situations.</td>
</tr>
<tr>
<td>Course Title</td>
<td>Semester Module</td>
<td>NQF Level</td>
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<tr>
<td>--------------------------------------------------</td>
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</tr>
<tr>
<td>Child and Adolescent Development – PYC2602 (PYC2026)</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Prerequisite: PYC1501 (PYC101Y) &amp; PYC1502 (PYC1023)</td>
<td>Co-requisite:</td>
<td></td>
</tr>
<tr>
<td>Purpose: To demonstrate an understanding of the physical, cognitive, emotional, social, personal and moral development of the child and the adolescent.</td>
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</tr>
<tr>
<td>Adulthood and Maturity – PYC2603 (PYC2038)</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Prerequisite: PYC1501 (PYC101Y) &amp; PYC1502 (PYC1023)</td>
<td>Co-requisite:</td>
<td></td>
</tr>
<tr>
<td>Purpose: To demonstrate an understanding of the physical, cognitive, emotional, social, personal and moral development of the adult, and to enhance the adult’s psychological maturity and satisfaction with life.</td>
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</tr>
<tr>
<td>Community Psychology: Re-Imagining Community – PYC2604 (PYC205A)</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Prerequisite: PYC1501 (PYC101Y) &amp; PYC1502 (PYC1023)</td>
<td>Co-requisite:</td>
<td></td>
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<tr>
<td>Purpose: To describe key structures and processes in communities, and to explain how the principles of community psychology may be used to effect change in communities.</td>
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<tr>
<td>HIV/AIDS Care and Counselling – PYC2605 (PYC206B)</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>Co-requisite:</td>
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<tr>
<td>Purpose: To equip students with the necessary knowledge and skills to deal with HIV/AIDS within health, welfare, counselling and educational contexts.</td>
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</tr>
<tr>
<td>Basic Measurement and Questionnaire Design – PYC2606 (PYC207C)</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Prerequisite: PYC1501 (PYC101Y) &amp; PYC1502 (PYC1023)</td>
<td>Co-requisite:</td>
<td></td>
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<tr>
<td>Purpose: To offer students the opportunity to develop basic practical competencies in questionnaire design and development and to compile a mini manual for users of the questionnaire and to prepare students for more advanced studies in psychometric measurement and psychological test design.</td>
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<tr>
<td>Social Psychology – PYC3701 (PYC3019)</td>
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<td>7</td>
</tr>
<tr>
<td>Prerequisite: PYC101Y/PYC1501 or IOP101 or IOP1501 &amp; PYC1023/PYC1502 or IOP102/IOP1502</td>
<td>Co-requisite:</td>
<td></td>
</tr>
<tr>
<td>Purpose: To gain insight into the theoretical aspects of social perception and cognition, attitudes, identity, and prejudice, pro – and antisocial behaviour and group behaviour, in order to facilitate the application of social psychology in areas such as clinical psychology, health, organisations, and society in general.</td>
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<tr>
<td>Abnormal Behaviour and Mental Health – PYC3702 (PYC302A)</td>
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<td>7</td>
</tr>
<tr>
<td>Prerequisite: PYC101Y/PYC1501 or IOP101 or IOP1501 &amp; PYC1023/PYC1502 or IOP102/IOP1502</td>
<td>Co-requisite:</td>
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<tr>
<td>Purpose: To identify abnormal behaviour (e.g. mood disorders, anxiety disorders, schizophrenia, and attention deficit/hyperactivity disorders), to understand abnormal behaviour according to various theoretical models, and to promote mental health.</td>
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<tr>
<td>Cognition: Thinking, Memory and Problem Solving – PYC3703 (PYC303B)</td>
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<td>7</td>
</tr>
<tr>
<td>Prerequisite: PYC101Y/PYC1501 or IOP101 or IOP1501 &amp; PYC1023/PYC1502 or IOP102/IOP1502</td>
<td>Co-requisite:</td>
<td></td>
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<tr>
<td>Purpose: To introduce students to cognitive psychology as a field involving the scientific study of mental processes such as perception, memory, reasoning, problem solving, and intelligence. The module provides an overview of cognitive psychology and tries to help students to develop the ability to (a) interpret, and critically evaluate research and theories about human cognition, and (b) practice and improve their own critical thinking, problem solving and memory skills. The following topics are covered in the module: a brief history of cognitive psychology, cognitive neuroscience, perception, memory, knowledge representation, problem solving, decision making and reasoning, and human and artificial intelligence.</td>
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<tr>
<td>Psychological Research – PYC3704 (PYC304C)</td>
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<td>7</td>
</tr>
<tr>
<td>Prerequisite: RSC2601</td>
<td>Co-requisite:</td>
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<tr>
<td>Purpose: To enable students to describe the research process, critically evaluate different types of published psychological research, and to execute basic procedures required for data analysis.</td>
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<tr>
<td>Transformative Counselling Encounters – PYC3705 (PYC305D)</td>
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<td>7</td>
</tr>
<tr>
<td>Prerequisite: PYC101 and PYC1501 or IOP101 or IOP1501and PYC102/PYC1502 or IOP102/IOP1502</td>
<td>Co-requisite:</td>
<td></td>
</tr>
<tr>
<td>Purpose: To orientate students towards purposeful encounters between people through meaningful engagement in a counselling framework; sensitising them with regards to the ethos of context appropriate counselling; and broadening their understanding of its potential to enhance humanitas and well-being in society.</td>
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<tr>
<td>Community Psychology: Intervention Strategies – PYC3706 (PYC306E)</td>
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<td>7</td>
</tr>
<tr>
<td>Prerequisite: PYC2604</td>
<td>Co-requisite:</td>
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<tr>
<td>Purpose: To gain practical know-how and theoretical understanding of how individuals function in community organisations, and how such organisations function in communities.</td>
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### Postgraduate Modules

#### Physiological Psychology – PSY485Y

<table>
<thead>
<tr>
<th>Year module</th>
<th>Prerequisite: PSY471S</th>
<th>Co-requisite:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose:</td>
<td>Physiological psychology is the sub discipline of psychology that examines the relation between biological and psychological processes. The aim of this paper is to impart some understanding on the functioning of the brain and its relation to human behaviour. This requires an examination of the philosophical and biological roots of physiological psychology as well as the contribution of modern psychology to this field. In this paper, the emphasis is on the interpretation of events in the brain within a behavioural context. Attention is given to neuropsychology and medical psychology in particular. The syllabus includes topics dealing with neuroanatomy, the frontal lobes and adaptive behaviour, psychopharmacology, psychoneuroimmunology, stress and illness, the experience of pain and traumatic brain injury. Attention is given to the way in which this specialised knowledge can be applied to everyday experience.</td>
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<tr>
<td>NQF Level:</td>
<td>7</td>
<td>Credits: 20</td>
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<td>Credits:</td>
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#### Cognitive Psychology – PSY4885

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<tr>
<th>Year module</th>
<th>Prerequisite: PSY471S</th>
<th>Co-requisite:</th>
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</thead>
<tbody>
<tr>
<td>Purpose:</td>
<td>Cognitive psychologists study mental activities such as perception, memory, pattern recognition, language, intelligence, reasoning, and decision making. The aims of the field are to clarify the nature of mental processes, to explore the relationship between the mind and the brain, and to investigate the neural basis of cognitive disorders. There is a close relationship between cognitive psychology and other fields investigating the nature of mental processes such as artificial intelligence, philosophy, linguistics, and especially neuroscience. The course presents a broad introduction to this research field and should be of interest to anybody who would like to learn more about the working of the human mind.</td>
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<tr>
<td>NQF Level:</td>
<td>7</td>
<td>Credits: 20</td>
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<td>Credits:</td>
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#### Community and Health Psychology – PSY461Q

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<tr>
<th>Year module</th>
<th>Prerequisite: PSY471S</th>
<th>Co-requisite:</th>
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</thead>
<tbody>
<tr>
<td>Purpose:</td>
<td>This course deals with ways in which psychologists can intervene at the level of the community as a whole rather than at the level of the individual or the family. The course combines a critical theoretical introduction to key concepts such as participation and power with a strong emphasis on the acquisition of analytic skills. Drawing on the expertise of academics and community workers from the Psychology Department’s community projects, the course covers both traditional community psychology strategies and techniques (such as needs assessment and action research) and newer techniques (such as risk factor identification) drawn from the public health domain. This students who have successfully completed the course will be equipped to provide skilled professional input to organisations dealing with community issues in, amongst others, education, health and public safety.</td>
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<tr>
<td>NQF Level:</td>
<td>7</td>
<td>Credits: 20</td>
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<td>Credits:</td>
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#### Research Methodology – PSY471S

<table>
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<tr>
<th>Year module</th>
<th>Prerequisite: PSY471S</th>
<th>Co-requisite:</th>
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</thead>
<tbody>
<tr>
<td>Purpose:</td>
<td>The aim of the research methodology paper is to offer practical skills that you would find relevant and applicable in your work, life and study environments. The paper is structured around two main outcomes, namely a research proposal and a research report. To achieve these outcomes, you have to choose a research topic, plan a research project and write a proposal about your project. In the second part of the paper you are required to execute your study and write a report on your findings. In the course of these events you will learn about project management, research design, data collection and data analysis.</td>
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<tr>
<td>NQF Level:</td>
<td>7</td>
<td>Credits: 20</td>
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<td>Credits:</td>
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#### Personology – PSY473U

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<tr>
<th>Year module</th>
<th>Prerequisite: PSY471S</th>
<th>Co-requisite:</th>
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</thead>
<tbody>
<tr>
<td>Purpose:</td>
<td>This paper comprises: (i) A multi-dimensional analysis and comparison of a wide spectrum of personality theories as well as a study of African perspectives on human functioning; (ii) a basic applied research project on relevant personality issues and (iii) practice in the application of personality theories. The goal of this course is to convey to students a clear conception of the implications of various personality theories for human functioning. The applications are relevant in therapeutic and counselling contexts, as well as for our understanding of human functioning in everyday life. Themes which are relevant in our current society form the focus of the practical application.</td>
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<tr>
<td>NQF Level:</td>
<td>7</td>
<td>Credits: 20</td>
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#### Ecosystemic Psychology – PSY474V

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<tr>
<th>Year module</th>
<th>Prerequisite: PSY471S</th>
<th>Co-requisite:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose:</td>
<td>In this paper students are introduced to the cybernetic paradigm and ecological thinking about human behaviour. First and second order approaches to observation, description and research are explored, and the student’s personal involvement in the observed processes are emphasised. This course will be useful to those who are interested in the professional MA courses as well as those who want to keep abreast of recent shifts in scientific thinking within psychology.</td>
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<tr>
<td>NQF Level:</td>
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<td>Credits: 20</td>
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#### Psychology of Work – PSY475W

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<tr>
<th>Year module</th>
<th>Prerequisite: PSY471S</th>
<th>Co-requisite:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose:</td>
<td>In this paper students are introduced to the cybernetic paradigm and ecological thinking about human behaviour. First and second order approaches to observation, description and research are explored, and the student’s personal involvement in the observed processes are emphasised. This course will be useful to those who are interested in the professional MA courses as well as those who want to keep abreast of recent shifts in scientific thinking within psychology.</td>
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<tr>
<td>NQF Level:</td>
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<td>Credits: 20</td>
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<td>Credits:</td>
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#### Sport Psychology – PSY4794

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<tr>
<th>Year module</th>
<th>Prerequisite: PSY471S</th>
<th>Co-requisite:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose:</td>
<td>Sport psychology is an interdisciplinary field, involving both sport scientists and psychologists, which is not only aimed at helping sport participants to achieve maximal performance, but also to enhance the quality of their involvement in sport. The goal of this course is to convey to students a clear conception of the foundation, depth, scope and practical application of sport psychology. Students with an interest in sport and exercise will find this course useful and interesting. Sport psychology has experienced increased growth and popularity and we believe it will continue along these lines for years to come.</td>
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<tr>
<td>NQF Level:</td>
<td>7</td>
<td>Credits: 20</td>
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<td>Credits:</td>
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</tbody>
</table>

#### Psychopathology – PSY481U

<table>
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<tr>
<th>Year module</th>
<th>Prerequisite: PSY471S</th>
<th>Co-requisite:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose:</td>
<td>Psychopathology embraces the description, study and interpretation of abnormal behaviour according to various theoretical approaches such as the medical model, the psychodynamic model, the learning theories, the humanistic existential perspective and the family systems perspective. Selected themes in child and adult psychopathology with emphasis on various contexts and South African society are studied. Psychopathology is especially helpful to students wishing to pursue postgraduate work in the field of clinical counselling and research psychology.</td>
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<tr>
<td>NQF Level:</td>
<td>7</td>
<td>Credits: 20</td>
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<td>Credits:</td>
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</tr>
</tbody>
</table>
Social Psychology – PYC482V

Year module  NQF Level: 7  Credits: 20
Prerequisite:  Co-requisite: PSY471S

Purpose: Social psychology is the scientific study of the nature and causes of behaviour in social contexts or situations. In our course we examine the fundamental connection between individuals and situations. Social psychological concepts such as identity, social cognition, attribution, attitudes, group processes, prejudice, aggression, pro-social behaviour, social influence and interpersonal relationships are addressed. In an applied section, students complete a research project on a topic of their choice under the guidance of a lecturer. Social psychology serves as a useful background for clinical and counseling psychology and also for the psychology of work. Applied social psychology addresses social and other problems in education, the health terrain and in business.

Developmental Psychology – PYC484X

Year module  NQF Level: 7  Credits: 20
Prerequisite:  Co-requisite: PSY471S

Purpose: Developmental Psychology is the study of human development over the entire life span, from conception to death. Developmental Psychology supplies important background information for students who would like to become clinical or counselling psychologists. Knowledge gained by studying developmental psychology is also most valuable for parents, teachers, social workers as well as people in the health professions and in the business world or industry. Because developmental psychology is such a vast field of study, students can choose to study child development or adult development and aging, depending on their own interests and the contexts in which they function. Child development: Child development is the study of human growth and change from conception to adolescence. A thematic approach is followed in this course. Themes that are addressed are: theory and research in child development; foundations of development; cognitive and language development; personality and social-motorial development; and contexts for development. The course includes a practical and a theoretical assignment. OR Adulthood development and aging: Adulthood represents the longest part of our journey through life. In this course, a thematic approach is followed. Themes that are addressed are the following: studying adult development and aging; physical changes; longevity and health; person-environment interactions and optimal aging; attention and perceptual processing; memory; intelligence; social cognition; personality; relationships; work, leisure and retirement; and dying and bereavement. The course includes a practical and a theoretical assignment.

Psychological Assessment – PSY4988

Year module  NQF Level: 7  Credits: 20
Prerequisite:  Co-requisite: PSY471S

Purpose: The aim of the research methodology paper is to offer practical skills that you would find relevant and applicable in your work, life and study environments. The paper is structured around two main outcomes, namely a research proposal and a research report. To achieve these outcomes, you have to choose a research topic, plan a research project and write a proposal about your project. In the second part of the paper you are required to execute your study and write a report on your findings. In the course of these events you will learn about project management, research design, data collection and data analysis.

Therapeutic Psychology – PSY4999

Year module  NQF Level: 7  Credits: 20
Prerequisite:  Co-requisite: PSY471S

Purpose: This paper introduces students to the study of the following: The counsellor as person and professional and Ethical Issues

Research Methodology – HMPYC80 (PSY471S)

Year module  NQF Level: 8  Credits: 12
Prerequisite:  Co-requisite:

Purpose: The aim of the research methodology paper is to offer practical skills that you would find relevant and applicable in your work, life and study environments. The paper is structured around two main outcomes, namely a research proposal and a research report. To achieve these outcomes, you have to choose a research topic, plan a research project and write a proposal about your project. In the second part of the paper you are required to execute your study and write a report on your findings. In the course of these events you will learn about project management, research design, data collection and data analysis.

Research Report – HRPYC81

Year module  NQF Level: 8  Credits: 36
Prerequisite:  Co-requisite:

Purpose: This module is one of the papers offered in the honours programme in Psychology, for the Honours BA, Honours BA (BSW) and Honours BSc qualifications. Students who complete the module can design and conduct a basic research study and report the findings in the form of a written document. The knowledge, skills and values required for successful completion of the module are fundamental to studying literature and delivering research outputs in social science.

Psychopathology – PYC4802 (PSY481U)

Year module  NQF Level: 8  Credits: 12
Prerequisite:  Co-requisite: HMPYC80

Purpose: Psychopathology embraces the description, study and interpretation of abnormal behaviour according to various theoretical approaches such as the medical model, the psychodynamic model, the learning theories, the humanistic existential perspective, the family systems and ecosocialistic approaches. Selected themes in child and adult psychopathology with emphasis on various contexts and South African society are studied.

Social Psychology – PYC4803 (PSY482V)

Year module  NQF Level: 8  Credits: 12
Prerequisite:  Co-requisite: HMPYC80

Purpose: Social psychology is the scientific study of the nature and causes of behaviour in social contexts or situations. In our course we examine the fundamental connection between individuals and situations. Social psychological concepts such as identity, social cognition, attribution, attitudes, group processes, prejudice, aggression, pro-social behaviour, social influence and interpersonal relationships are addressed. In an applied section, students complete a research project on a topic of their choice under the guidance of a lecturer.
### Personology – PYC4804 (PSY473U)

**Year module**  
**NQF Level:** 8  
**Credits:** 12  
**Prerequisite:**  
**Co-requisite:** HMPYC80  

**Purpose:** This paper comprises: (i) A multi-dimensional analysis and comparison of a wide spectrum of personality theories as well as a study of African perspectives on human functioning; (ii) a basic applied research project on relevant personality issues and (iii) practice in the application of personality theories. The goal of this course is to convey to students a clear conception of the implications of various personality theories for human functioning. The applications are relevant in therapeutic and counselling contexts, as well as for our understanding of human functioning in everyday life. Themes which are relevant in our current society form the focus of the practical application.

### Developmental Psychology – PYC4805 (PSY484X)

**Year module**  
**NQF Level:** 8  
**Credits:** 12  
**Prerequisite:**  
**Co-requisite:** HMPYC80  

**Purpose:** Developmental Psychology is the study of human development over the entire life span, from conception to death. Developmental Psychology supplies important background information for students who would like to become clinical or counseling psychologists. Knowledge gained by studying developmental psychology is also most valuable for parents, teachers, social workers as well as people in the health professions and in the business world or industry.

### Psycho-Social Wellbeing in the HIV/AIDS Context – PYC4806

**Year module**  
**NQF Level:** 8  
**Credits:** 24  
**Prerequisite:**  
**Purpose:** To empower students to provide gender and culture sensitive HIV/AIDS education, peer and various professional contexts and to promote the psycho-social wellbeing of the communities in which they work and live. Students will further be able to develop, implement and evaluate HIV/AIDS programmes and policies in the workplace and facilitate behaviour change within the HIV/AIDS context.

### Psychological Assessment – PYC4807 (PSY4988)

**Year module**  
**NQF Level:** 8  
**Credits:** 12  
**Prerequisite:**  
**Co-requisite:** HMPYC80  

**Purpose:** The paper in psychological assessment provides the student with a grounding in psychometric test theory and illustrates the practical application of knowledge of psychological testing in situations such as the classroom, industry and clinical settings. The emphasis is not on how to use particular tests, but on responsible test use and meaningful interpretation of psychological test data. Knowledge of psychological testing and the correct use of test results are a professional responsibility, as well as being of considerable personal interest. This paper is particularly relevant for students interested in professional training but will also be useful to anyone with an interest in the assessment of human functioning.

### Ecosystemic Psychology – PYC4808 (PSY474V)

**Year module**  
**NQF Level:** 8  
**Credits:** 12  
**Prerequisite:**  
**Co-requisite:** HMPYC80  

**Purpose:** In this paper students are introduced to the cybernetic paradigm and ecological thinking about human behaviour. First and second order approaches to observation, description and research are explored, and the student’s personal involvement in the observed processes are emphasised.

### Therapeutic Psychology – PYC4809 (PSY4999)

**Year module**  
**NQF Level:** 8  
**Credits:** 12  
**Prerequisite:**  
**Co-requisite:** HMPYC80  

**Purpose:** This paper introduces students to the study of the following: Existential Therapy Person-centred Therapy; Gestalt Therapy; Reality Therapy; The counsellor as person and professional; Behaviour Therapy; Cognitive Behaviour Therapy; Postmodern Approaches; Ethical issues. In addition to the introduction to the above approaches, we expect that students should acquire an in-depth knowledge of a specific therapeutic approach of their choice and be willing to disclose how studying this approach affected their self-understanding.

### Psychology of Work – PYC4810 (PSY475W)

**Year module**  
**NQF Level:** 8  
**Credits:** 12  
**Prerequisite:**  
**Co-requisite:** HMPYC80  

**Purpose:** The Psychology of Work paper comprises the application of psychological theory, principles and research to issues that are important to workers and management in organisations. The implicit point of departure is that the psychology of work is, in a sense, applied social psychology. In the practical component of the course a student must describe aspects of their work situation. Important issues given attention to are amongst others organisational behaviour; basic human processes; individuals in organisations; group processes; influencing others; organisational processes such as the work environment; organisational structure, design and development, and organisational change and development.

### Community and Health Psychology – PYC4811 (PSY461Q)

**Year module**  
**NQF Level:** 8  
**Credits:** 12  
**Prerequisite:**  
**Co-requisite:** HMPYC80  

**Purpose:** This course deals with ways in which psychologists can intervene at the level of the community as a whole rather than at the level of the individual or the family. The course combines a critical theoretical introduction to key concepts such as participation and powerlessness with a strong emphasis on the acquisition of analytic skills. Drawing on the expertise of academics and community workers from the Psychology Department’s community projects, the course covers both traditional community psychology, strategies and techniques (such as needs assessment and action research) and newer techniques (such as risk factor identification) drawn from the public health domain. Thus students who have successfully completed the course will be equipped to provide skilled professional input to organisations dealing with community issues in, amongst others, education, health and public safety.

### Sport Psychology – PYC4812 (PSY4794)

**Year module**  
**NQF Level:** 8  
**Credits:** 12  
**Prerequisite:**  
**Co-requisite:** HMPYC80  

**Purpose:** Sport psychology is an interdisciplinary field, involving both sport scientists and psychologists, which is not only aimed at helping sport participants to achieve maximal performance, but also to enhance the quality of their involvement in sport.
Cognitive Neuroscience – PYC4813

Year module
Prerequisite: Co-requisite: HMPYC80

Purpose: The module introduces students to current research and theory in cognitive neuroscience. It presents an overview of neural structures and functions, describes the key imaging and electrophysiological methods used in cognitive neuroscience research, and acquaints students with core domains in this area such as attention, vision, memory, language, lesion studies, executive functions of the brain, and the social and emotional brain. The module will be useful to psychology students who are interested in the connection between cognition and neuroscience, and who want to acquire some knowledge of theoretical issues, concepts, and research techniques in this interdisciplinary area. Qualifying students are able to consider the theories and research regarding normal functioning of the human brain as well as the concomitants in behaviour and adaptive functioning after brain injury.

Public Administration

Major combinations:
- NQF Level: 5: PUB1601, PUB1801
- For other Colleges): PUB2601 & ONE of PUB2602, PUB2603, PUB2604, PUB2605, PUB2606.
- NQF Level: 7: Any FIVE of PUB3701, PUB3702, PUB3703, PUB3704, PUB3705, PUB3706, PUB3707.

Local Government Management I – LGM111P

Year module
Prerequisite: Co-requisite: 

Purpose: Nature and origin of local government; aims and objectives, local government operational guidelines and environmental realities, functions powers duties of local authorities, local government organisational structures, intergovernmental relationships; decentralisation devolution and autonomy, legislative and legal Prescriptions affecting local government and administration, regional development and urbanisation.

Local Government Finance I – LGF161Y

Year module
Prerequisite: Co-requisite: 

Purpose: The legal and constitutional framework; The constitutional and legal framework: the Green and White Papers on Local Government; Municipal administrative systems; Legislative developments immediately subsequent to the publication of the White Paper on Local Government; The Municipal Finance Framework; matters pertaining specifically to municipal finance: An introduction to the financial activities of a municipality; The accounting framework for municipalities; The municipal accounting framework; Municipal taxes: property taxes; The municipal taxes: property rates and the former RSC/JSB levies; Electricity and water; Municipal electricity and water services; Other sources of municipal revenues; and Cost recovery.

Public Decision-Making I – PDD101P

Year module
Prerequisite: Co-requisite: 


Public Information Services I – PIN101P

Year module
Prerequisite: Co-requisite: 

Purpose: Provide a client friendly service through the effective and timeous gathering and dissemination of information. Constitutional values and principles underlying public administration, Telephone etiquette, Introduction to computers and word processing, Correspondence, Use of electronic mail, Interpersonal relations, Personal comportment, Information searches, Writing skills. Constitutional values and principles underlying public administration, Administrative law, Fundamental rights, Public Management principles and theories. Principles and introduction to public service delivery.

Public Supply Chain Management – PUB103A (SPM111P)

Year module
Prerequisite: Co-requisite: 

Purpose: To equip students with a fundamental knowledge and insight into supply chain management in the public sector; an understanding of operational supply chain management, and the ability to apply this knowledge in the work environment.

The Nature, Content and Scope of Public Administration – PUB1501 (PUB1018)

Semester module
Prerequisite: Co-requisite: 

Purpose: Sectional properties; stress and strain; analysis of statically determinate beams; analysis of statically determinate pin-pointed frames; computer applications where applicable.

Public Resource Management 1 – PUB1504 (PUM101P)

Semester module
Prerequisite: Co-requisite: 

Purpose: To develop fundamental knowledge and understanding of public resources management in South Africa. To gain competency skills and application of financial and budgetary control processes in the public sector. To understand the different environments within which public resources occur. And, to gain an informed understanding of the importance of legislation and rules applicable to public resources management.

Public Supply Chain Management – PUB1505 (PUB103A)

Semester module
Prerequisite: Co-requisite: 

Purpose: To equip students with a fundamental knowledge and insight into supply chain management in the public sector; an understanding of operational supply chain management, and the ability to apply this knowledge in the work environment.
Public Office Management I – PUB1506 (POM101P)

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<tr>
<th>Semester module</th>
<th>NQF Level: 5</th>
<th>Credits: 12</th>
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<td>Prerequisite:</td>
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<td>Purpose:</td>
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<tr>
<td>Purpose:</td>
<td>To equip students with fundamental office management skills particularly in the public sector. Included is practical knowledge on administrative matters such as client service, office reporting, filing, archiving, security measures and work study.</td>
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Public Information Services I – PUB1507 (PIN101P)

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<tr>
<th>Semester module</th>
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<td>Prerequisite:</td>
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<tr>
<td>Purpose:</td>
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<tr>
<td>Purpose:</td>
<td>To develop informed knowledge, understanding and competence in public information services. Students credited with this module will be able use institutional systems such as obtaining, storing and retrieving information, information dissemination and communications, e-government and other information outlets as well as Government Information Systems (GIS).</td>
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Public Service Delivery I – PUB1508 (PUD101P)

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<th>Semester module</th>
<th>NQF Level: 5</th>
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<td>Prerequisite:</td>
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<td>Purpose:</td>
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<tr>
<td>Purpose:</td>
<td>To introduce students to the public service delivery environment public service delivery and ethical conduct which is expected of a public servant; and politics, government and governance.</td>
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Public Decision-Making I – PUB1509 (PDD101P)

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<th>Semester module</th>
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<td>Prerequisite:</td>
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<td>Purpose:</td>
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<tr>
<td>Purpose:</td>
<td>To introduce students to the processes involved when making decisions; fundamentals of decision-making; and how creativity affects decision-making.</td>
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Self Management 1 – PUB1510 (SEL1M2P)

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<tr>
<th>Semester module</th>
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<td>Prerequisite:</td>
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<tr>
<td>Purpose:</td>
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<tr>
<td>Purpose:</td>
<td>To develop fundamental knowledge and an understanding of self management, time management, how to delegate tasks successfully and manage meetings.</td>
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Self Management 1 – PUB1511 (LGM111P)

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<th>Semester module</th>
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<td>Prerequisite:</td>
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<tr>
<td>Purpose:</td>
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<tr>
<td>Purpose:</td>
<td>To equip students with fundamental local government management skills and intergovernmental relations. Included is the theoretical knowledge on the duties of local government and intergovernmental relations.</td>
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Public Office Management I – POM101P

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<th>Year module</th>
<th>NQF Level: 5</th>
<th>Credits: 20</th>
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<td>Prerequisite:</td>
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<td>Purpose:</td>
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Public Service Delivery I – PUD101P

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<tr>
<th>Year module</th>
<th>NQF Level: 5</th>
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<tr>
<td>Prerequisite:</td>
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<tr>
<td>Purpose:</td>
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<tr>
<td>Purpose:</td>
<td>To introduce students to the public service delivery environment public service delivery; ethical conduct which is expected of a public servant; politics, government and governance.</td>
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Public Resource Management I – PUM101P

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<th>Year module</th>
<th>NQF Level: 5</th>
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<tbody>
<tr>
<td>Prerequisite:</td>
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<tr>
<td>Purpose:</td>
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<tr>
<td>Purpose:</td>
<td>Maintain internal control in the handling of cash and provisioning of stock within budgetary allocations. Introduction to public financial resources. Introduction to basic financial management. Introduction to control mechanisms. Introduction to provisioning administration and logistics. Relevant Treasury regulations. Provisioning administration procedures. Asset management.</td>
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</tbody>
</table>

Self Management I: Applied (Module 2) – SEL1M2P (SEL101P)

<table>
<thead>
<tr>
<th>Year module</th>
<th>NQF Level: 5</th>
<th>Credits: 10</th>
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<tbody>
<tr>
<td>Prerequisite:</td>
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<tr>
<td>Purpose:</td>
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<tr>
<td>Purpose:</td>
<td>Manage individual time through the application of time management principles in order to effect the timeous delivery of service. Time management techniques. Organising. Basic training. Answerability and accountability. Principles of enhancing effectiveness and efficiency.</td>
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</tbody>
</table>

The Structuring and Functioning of Public Services – PUB1601 (PUB1029)

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<tr>
<th>Semester module</th>
<th>NQF Level: 6</th>
<th>Credits: 12</th>
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<tbody>
<tr>
<td>Prerequisite:</td>
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<tr>
<td>Purpose:</td>
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<tr>
<td>Purpose:</td>
<td>To develop a fundamental knowledge and understanding about the structure and functioning of public services in terms of their management.</td>
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</tbody>
</table>
### Foundations of Public Administration – PUB2601 (PUB201B)

<table>
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<tr>
<th>Semester module</th>
<th>NQF Level: 6</th>
<th>Credits: 12</th>
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</thead>
<tbody>
<tr>
<td>Prerequisite: PUB1501 and PUB1601</td>
<td>Co-requisite:</td>
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</table>

**Purpose:** Students have a solid knowledge of the nature of the relations and interaction between various role players in the state, their rights and obligations and the functions required for the provision of public services (e.g. policy making, planning, personnel provision and utilisation, funding and logistics) provision of public services (e.g. policy making, planning, personnel provision and utilisation, funding and logistics).

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### Protection Services – PUB2602 (PUB202C)

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<tr>
<th>Semester module</th>
<th>NQF Level: 6</th>
<th>Credits: 12</th>
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</thead>
<tbody>
<tr>
<td>Prerequisite: PUB1501 and PUB1601</td>
<td>Co-requisite:</td>
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</table>

**Purpose:** To create and implement learning opportunities for students to acquire information and skills on the reasons why protection services exists, its philosophical grounds, the environment within which it arises and the institutions that are responsible for providing it. This module is also intended to build capacity around issues such as policy instruments for providing protection, varying protection services types, and unique aspects of managing protection services. The module further contributes to the learning and experiences on problems surrounding the management of role players in protection services during national, provincial and local disasters.

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### Creation of Wealth – PUB2603 (PUB203D)

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<tr>
<th>Semester module</th>
<th>NQF Level: 6</th>
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<tbody>
<tr>
<td>Prerequisite: PUB1501 and PUB1601</td>
<td>Co-requisite:</td>
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</table>

**Purpose:** To develop an understanding of the activities involved in wealth creation and the rights and duties of the South African government in wealth creation.

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### Welfare and Social Services – PUB2604 (PUB204E)

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<tr>
<th>Semester module</th>
<th>NQF Level: 6</th>
<th>Credits: 12</th>
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</thead>
<tbody>
<tr>
<td>Prerequisite: PUB1501 and PUB1601</td>
<td>Co-requisite:</td>
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</tbody>
</table>

**Purpose:** To develop a sound understanding pertaining to the nature and scope of public services of health, welfare and housing. Students should be able to demonstrate a solid knowledge base regarding contributions of the stakeholders in the provision of public services.

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### Culture and Education – PUB2605 (PUB205F)

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<tr>
<th>Semester module</th>
<th>NQF Level: 6</th>
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<tbody>
<tr>
<td>Prerequisite: PUB1501 and PUB1601</td>
<td>Co-requisite:</td>
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</table>

**Purpose:** To enable students to analyse the features of and common patterns in the governance and management of divergent public services for education, science and technology, culture, and sport and recreation: technology, culture, and sport and recreation.

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### Environmental Affairs – PUB2606 (PUB206G)

<table>
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<tr>
<th>Semester module</th>
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<tbody>
<tr>
<td>Prerequisite: PUB1501 and PUB1601</td>
<td>Co-requisite:</td>
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</table>

**Purpose:** The purpose of this module is to foster an understanding in students about the role that government plays in environmental affairs at national, provincial and local level and to investigate the contribution that other role-players such as the international community make in this regard.

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### Public Financial Management – PUB2607 (PFM201P)

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<tr>
<th>Semester module</th>
<th>NQF Level: 6</th>
<th>Credits: 12</th>
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<tbody>
<tr>
<td>Prerequisite: PUB1504</td>
<td>Co-requisite:</td>
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</table>

**Purpose:** The purpose of this module is to introduce students to a fundamental knowledge and insight into the public sector expenditure management and control including policy requirements; an understanding of auditing process and functions; and the financial misconduct and control within the public sector.

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### Public Financial Control II – PUB2608 (PFM201P)

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<th>Semester module</th>
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<tbody>
<tr>
<td>Prerequisite: PUB1504</td>
<td>Co-requisite:</td>
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</table>

**Purpose:** The purpose of this module is to introduce students to a fundamental knowledge and insight into the public sector expenditure management and control including policy requirements; an understanding of auditing process and functions; and the financial misconduct and control within the public sector.

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### Public Human Resource Management II – PUB2609 (PHR201P)

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<tr>
<th>Semester module</th>
<th>NQF Level: 6</th>
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<tr>
<td>Co-requisite:</td>
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</table>

**Purpose:** The purpose of this module is to equip you with knowledge and insight into public human resource management systems and practices particularly within South African context. In addition, the module is intended to help public managers increase their capacity to respond creatively to the human resource challenges of the new millennium.

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### Public Procurement & Logistics Management II – PUB2610 (PLM201P)

<table>
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<tr>
<th>Semester module</th>
<th>NQF Level: 6</th>
<th>Credits: 12</th>
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</thead>
<tbody>
<tr>
<td>Prerequisite: PUB1504</td>
<td>Co-requisite:</td>
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</table>

**Purpose:** The purpose of this module is to provide students with fundamental knowledge and give them insight of the tendering systems and procedures within the public sector, acquisition management and foundation of logistics management.

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### Public Information Practices II – PUB2611 (PLM201P)

<table>
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<tr>
<th>Semester module</th>
<th>NQF Level: 6</th>
<th>Credits: 12</th>
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<tbody>
<tr>
<td>Prerequisite: PUB1507</td>
<td>Co-requisite:</td>
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</table>

**Purpose:** The purpose of this module on public information practice is to impart knowledge about the introduction to information and communication technology, the use of electronic mail for effective service delivery, information technology and software, effective communication, communication and protocol as well as conflict management and negotiation in the South African public sector.
<table>
<thead>
<tr>
<th>Course Title</th>
<th>Semester module</th>
<th>NQF Level</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Local Government Finance IIA – PUB2612 (LGF271V)</td>
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<td>6</td>
<td>12</td>
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<tr>
<td>Purpose:</td>
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<tr>
<td>Local Government Finance IIB – PUB2613 (LGF271V)</td>
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<td>12</td>
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<td>Purpose:</td>
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<tr>
<td>Local Government Management II – PUB2614 (LGM211P)</td>
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<td>12</td>
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<td>Purpose:</td>
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<tr>
<td>Project Management IIA – PUB2615 (PMN201P)</td>
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<td>6</td>
<td>12</td>
</tr>
<tr>
<td>Purpose: The purpose of the assessment interventions (assignments and examination) is to determine learners' scientific and practical competence. Learners' ability to identify and analyse the role and function(s) of human resource management in the public sector is assessed.</td>
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<tr>
<td>Project Management IIB – PUB2617 (PMN201P)</td>
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<tr>
<td>Prerequisite: PUB2615</td>
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</tr>
<tr>
<td>Purpose: The purpose of the assessment interventions (assignments and examinations) is to determine learners' scientific and practical competence. Learners' ability to identify and analyse the role and function(s) of human resource management in the public sector is assessed.</td>
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<tr>
<td>Fundamentals Of Public Administration Research II – PUB2618 (FOR201P)</td>
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<td>12</td>
</tr>
<tr>
<td>Purpose: The purpose of this module is to induce students to fundamental knowledge and insight into the management and execution of research activities for the public sector.</td>
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<tr>
<td>Public Human Resource Management IIA – PUB2619 (PHR201P)</td>
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<td>12</td>
</tr>
<tr>
<td>Purpose: The purpose of this module is to equip you with knowledge and insight into public human resource management systems and practices particularly within South African context. In addition, the module is intended to help public managers increase their capacity to respond creatively to the human resource challenges of the new millennium.</td>
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<tr>
<td>Stock and Purchasing Management II – PUB2620 (SPM211P)</td>
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<td>12</td>
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<tr>
<td>Purpose: The purpose of the module is to equip you with knowledge and insight into stores maintenance, stores control, receiving and dispatching of stock, planning for stock needs, estimating medium and longer terms, contracts and other legal aspects.</td>
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<tr>
<td>Intersectoral Collaboration III – ICO301P</td>
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<td>Year module</td>
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<tr>
<td>Purpose: Introduction to Intersectoral Collaboration, Approaches to the study of Intersectoral Collaboration, Classification of Intersectoral Collaboration, Factors that may influence Intersectoral Collaboration, Intersectoral Collaboration with various other stakeholders, Negotiation skills, Types of negotiation, Conducting the negotiation process, Negotiation tactics, Managing different types of information, Communication as a tool to promote sound relations, Managerial roles, Problem-solving process, Common threats to computer systems, Managing disasters, Causal factors of disasters, Types of disasters, Phases of a disaster, Disasters and development.</td>
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</tr>
<tr>
<td>Project Management II – PMN201P</td>
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<td>6</td>
<td>20</td>
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<tr>
<td>Year module</td>
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<tr>
<td>Prerequisite: PUD101P</td>
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<tr>
<td>Public Information Practices II – PIP201P</td>
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<td>20</td>
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<tr>
<td>Year module</td>
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<tr>
<td>Prerequisite: PUD101P</td>
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<tr>
<td>Purpose: Use information technology to provide information to stakeholders. Market the service of the institution to internal and external clients to ensure awareness of services. Apply sound knowledge principles to facilitate intra- and inter departmental relations, Inter- and Intranet navigation and searches, Intermediate word processing techniques, Spreadsheets, Presentation software, Introduction to databases, Introduction to market analyses, Marketing principles and techniques, Utilisation of appropriate media, Demographics (e.g., media exposure, etc.), Introduction to inter- and intra- departmental communication channels, Protocol principles, policies, procedures and skills, Negotiation skills, Conflict management, Principles of effective communication.</td>
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</tbody>
</table>
Local Government Management III – LGM211P (MAD231Z)

Year module  
NQF Level: 6  
Credits: 30

Prerequisite: LGM111P  
Co-requisite: 

Purpose: Policy-making and local government strategic management; an introduction, legislative and democratic processes; elections and voting, social planning and reconstruction and development; an introduction, communication community participation and public relations, code of conduct for councillors and officials, local government finance: introductory concepts and principles, efficiency and effectiveness in local government.

Local Government Finance II – LGF271V

Year module  
NQF Level: 6  
Credits: 30

Prerequisite: LGF161Y  
Co-requisite: 

Purpose: Legislative controls which affect local government finance: The raising and administration of external loans; debt and debt administration; The need for accounting reform and the introduction of the new generally accepted municipal accounting practice; Accounting for fixed assets; principles; Procurement; Awarding and administering tenders and contracts; Procurement in the municipal environment: miscellaneous matters; Materials management; The nature and purpose of financial management information systems; Major system applications in local government; and The information technology control environment.

Local Government Accounting III – LGA301L

Year module  
NQF Level: 6  
Credits: 

Prerequisite: 
Co-requisite: 

Purpose: Local government accounting principles, financial statements, statements of various local government funds, cost accounting and the IMF report on standardisation of financial statements of local authorities.

Local Government Financial Management IV – GFM401L

Year module  
NQF Level: 7  
Credits: 30

Prerequisite: 
Co-requisite: 

Purpose: Financial planning, strategic financial management project, financial management and financial decision making.

Local Government Procurement and Logistics Management II – PLM201P

Year module  
NQF Level: 6  
Credits: 20

Prerequisite: PUM101P  
Co-requisite: 

Purpose: Facilities Management, Fleet/Transport Management, Physical resource management, Management of purchasing process, Record keeping and asset control, Stock management, Stock taking, Auctioning and disposal, Damage and loss control, Financial misconduct and control.

Local Government Financial Management II – LGF271V

Year module  
NQF Level: 6  
Credits: 30

Prerequisite: LGF161Y  
Co-requisite: 

Purpose: Legislative controls which affect local government finance: The raising and administration of external loans; debt and debt administration; The need for accounting reform and the introduction of the new generally accepted municipal accounting practice; Accounting for fixed assets; principles; Procurement; Awarding and administering tenders and contracts; Procurement in the municipal environment: miscellaneous matters; Materials management; The nature and purpose of financial management information systems; Major system applications in local government; and The information technology control environment.

Public Human Resource Management II – PHR201P

Year module  
NQF Level: 6  
Credits: 20

Prerequisite: PUM101P  
Co-requisite: 

Purpose: Provide and maintain human resource information by utilising the appropriate HR information systems, Supervise staff to ensure coherent team, Appraise and improve performance of staff according to the performance management system, White Paper on HRM as amended, HR recruitment policies, Public Service Regulations, Employment Equity, Skills Development Act, Data analysis, Computer literacy, Basic statistics, HR recruitment policies, Employment Equity, Handling advertisements & correspondence, Processing applications, Mentorship, Coaching, Demonstration techniques, Induction and orientation, Experiential learning, Leadership models, Motivational models, Communication, Diversity awareness, AA, EE, Change management, Compile training programmes, Assist in induction and orientation training programmes, Rating & Grading systems, Performance management, Supervision principles and functions, Statutory framework (White paper on HRM, Public Service Regulations), Institutional HR processes.

Public Financial Management II – PFM201P

Year module  
NQF Level: 6  
Credits: 20

Prerequisite: PUM101P  
Co-requisite: 

Purpose: Ensure the application of internal controls by verifying the correctness of purchasing documents. Control expenditure according to budget allocation to provide accountable auditing information, Auditing process, Report writing, Financial misconduct and control, policy requirements, Expenditure control and management, Data collection techniques.

Public Financial Management II – PFM201P

Year module  
NQF Level: 6  
Credits: 20

Prerequisite: PUM101P  
Co-requisite: 

Purpose: Conduct basic research to address needs in policy process, Report writing, Research methodology and design, Independent and project research, Relevant policy documents.

Public Human Resource Management II – PHR201P

Year module  
NQF Level: 6  
Credits: 20

Prerequisite: 
Co-requisite: 

Purpose: Provide and maintain human resource information by utilising the appropriate HR information systems, Supervise staff to ensure coherent team, Appraise and improve performance of staff according to the performance management system, White Paper on HRM as amended, HR recruitment policies, Public Service Regulations, Employment Equity, Skills Development Act, Data analysis, Computer literacy, Basic statistics, HR recruitment policies, Employment Equity, Handling advertisements & correspondence, Processing applications, Mentorship, Coaching, Demonstration techniques, Induction and orientation, Experiential learning, Leadership models, Motivational models, Communication, Diversity awareness, AA, EE, Change management, Compile training programmes, Assist in induction and orientation training programmes, Rating & Grading systems, Performance management, Supervision principles and functions, Statutory framework (White paper on HRM, Public Service Regulations), Institutional HR processes.

Funamentals of Research II – FOR201P

Year module  
NQF Level: 6  
Credits: 20

Prerequisite: 
Co-requisite: 

Purpose: Provide and maintain human resource information by utilising the appropriate HR information systems, Supervise staff to ensure coherent team, Appraise and improve performance of staff according to the performance management system, White Paper on HRM as amended, HR recruitment policies, Public Service Regulations, Employment Equity, Skills Development Act, Data analysis, Computer literacy, Basic statistics, HR recruitment policies, Employment Equity, Handling advertisements & correspondence, Processing applications, Mentorship, Coaching, Demonstration techniques, Induction and orientation, Experiential learning, Leadership models, Motivational models, Communication, Diversity awareness, AA, EE, Change management, Compile training programmes, Assist in induction and orientation training programmes, Rating & Grading systems, Performance management, Supervision principles and functions, Statutory framework (White paper on HRM, Public Service Regulations), Institutional HR processes.

Fundamentals of Research II – FOR201P

Year module  
NQF Level: 6  
Credits: 20

Prerequisite: 
Co-requisite: 

Purpose: Conduct basic research to address needs in policy process, Report writing, Research methodology and design, Independent and project research, Relevant policy documents.

Stock and Purchasing Management III – SPM311P

Year module  
NQF Level: 6  
Credits: 15

Prerequisite: SPM211P  
Co-requisite: 

Purpose: Stores maintenance, stores control, receiving and dispatching of stock, planning for stock needs, estimating: medium and longer terms, contracts and other legal aspects.

Local Government Accounting III – LGA301L

Year module  
NQF Level: 6  
Credits: 30

Prerequisite: 
Co-requisite: 

Purpose: Local government accounting principles, financial statements, statements of various local government funds, cost accounting and the IMF report on standardisation of financial statements of local authorities.

Local Government Finance III – LGF381T

Year module  
NQF Level: 6  
Credits: 30

Prerequisite: LGF271V  
Co-requisite: 

Purpose: Cash management; Electronic data processing; Insurance in local government; General principles of auditing; Audits carried out in local government; Audit reports and reporting obligations; Value for money audits in local government; Contract auditing; Computer auditing and Privatisation.

Local Government Management III – LGM311P (MAD342X)

Year module  
NQF Level: 6  
Credits: 30

Prerequisite: LGM211P  
Co-requisite: 

Purpose: Management functions pertaining to local authorities, local government finance, human resource management, town and regional planning: an introduction, municipal adminis- trative law: an introduction, answerability accountability and transparency.
### Management of Information III – MAO301P

- **Year module**
- **NQF Level:** 6
- **Credits:** 17
- **Prerequisite:** PIP201P
- **Co-requisite:**
- **Purpose:** To enable students to understand the hierarchical placement of personnel in the public sector (e.g. organisational structure and design, organisational dynamics, development and change, and the relationships between the public sector organisation and its environment).

### Public Financial and Procurement Management III – PFP301P

- **Year module**
- **NQF Level:** 6
- **Credits:** 17
- **Prerequisite:** PMM201P & PLM201P
- **Co-requisite:**
- **Purpose:** To enable students to understand the field of human resource management (e.g. personnel provision and utilisation, training and development, remuneration and maintenance).

### Program Management III – PGE301P

- **Year module**
- **NQF Level:** 6
- **Credits:** 17
- **Prerequisite:** PMN201P
- **Co-requisite:**
- **Purpose:** To enable students to analyse the nature of public policy (e.g. the administration of policy, forces that impact on the policy process, approaches to policy making, and components of the policy making process).

### Public Human Resource Management III – PHR301P

- **Year module**
- **NQF Level:** 6
- **Credits:** 17
- **Prerequisite:** PMN201P
- **Co-requisite:**
- **Purpose:** To enable students to analyse the nature of public policy (e.g. the administration of policy, forces that impact on the policy process, approaches to policy making, and components of the policy making process).

### Public Management Practice III – PMP301P

- **Year module**
- **NQF Level:** 6
- **Credits:** 17
- **Prerequisite:**
- **Purpose:** To enable students to understand the hierarchical placement of personnel in the public sector (e.g. organisational structure and design, organisational dynamics, development and change, and the relationships between the public sector organisation and its environment).

### Policy Studies III – PPA301P

- **Year module**
- **NQF Level:** 6
- **Credits:** 17
- **Prerequisite:**
- **Purpose:** To enable students to analyse the nature of public policy (e.g. the administration of policy, forces that impact on the policy process, approaches to policy making, and components of the policy making process).

### Public Management Skills – PUB3701 (PUB301E)

- **Semester module**
- **NQF Level:** 7
- **Credits:** 12
- **Prerequisite:** PUB1501 and PUB1601
- **Co-requisite:**
- **Purpose:** To enable students to understand the field of human resource management (e.g. personnel provision and utilisation, training and development, remuneration and maintenance).

### Public Human Resource Management – PUB3702 (PUB302F)

- **Semester module**
- **NQF Level:** 7
- **Credits:** 12
- **Prerequisite:** PUB1501 and PUB1601
- **Co-requisite:**
- **Purpose:** To enable students to understand the field of human resource management (e.g. personnel provision and utilisation, training and development, remuneration and maintenance).

### Public Policy – PUB3703 (PUB303G)

- **Semester module**
- **NQF Level:** 7
- **Credits:** 12
- **Prerequisite:** PUB1501 and PUB1601
- **Co-requisite:**
- **Purpose:** To enable students to understand the hierarchical placement of personnel in the public sector (e.g. organisational structure and design, organisational dynamics, development and change, and the relationships between the public sector organisation and its environment).
Public Financial Administration and Management – PUB3705 (PUB303G)

Semester module

NQF Level: 7
Credits: 12

Purpose: To enable students to understand the relationship between public finances and the realisation of management goals (e.g. prioritisation of goals, allocation, management and control of funds, and the responsibilities of financial managers).

Prerequisite: PUB1501 and PUB1601

Reflective Public Administration – PUB3706 (PUB304H)

Semester module

NQF Level: 7
Credits: 12

Purpose: The main purpose of the module in Reflective Public Administration is to provide you with systematic and fundamental information in the field of Reflective Public Administration, especially within the subject and a research context.

Prerequisite: PUB1501 and PUB1601

Ethics In Public Administration And Administrative Justice – PUB3707 (PUB305J)

Semester module

NQF Level: 7
Credits: 12

Purpose: The main purpose of this module, Ethics in Public Administration and Administrative Justice is to make available to you systematic and fundamental knowledge in the fields of ethics in public administration as well as administrative justice, more particularly within the South African context. In addition, the module is intended to help public managers increase their capacity to respond creatively to challenges that arise when dealing with relations and interaction between various role players in the state. The purpose of the module is to equip students with the ability to acquire a well-rounded and systematic knowledge base of the ethics in public administration and administrative justice in the public sector.

Prerequisite: PUB1501 and PUB1601

Local Government Finance: Control Measures III – PUB3708 (LGF381T)

Semester module

NQF Level: 7
Credits: 12

Purpose:

Local Government Finance: Functions III – PUB3709 (LGF381T)

Semester module

NQF Level: 7
Credits: 12

Purpose:

Local Government Management III – PUB3710 (offered from 2014) (LGF311P)

Semester module

NQF Level: 7
Credits: 12

Purpose:

Approaches To Programme Management III – PUB3711 (offered from 2014) (PGE301P)

Semester module

NQF Level: 7
Credits: 12

Purpose:

Aspects Of Programme Management III – PUB3712 (offered from 2014) (PGE301P)

Semester module

NQF Level: 7
Credits: 12

Purpose:

Stock And Purchasing Management III – PUB3713 (offered from 2015) (SPM311P)

Semester module

NQF Level: 7
Credits: 12

Purpose:

Postgraduate Modules

Governmental Relations IV – GOR401P

Year module

NQF Level: 7
Credits: 20

Purpose: Establish and maintain inter, intra and extra-governmental relations to ensure intersectoral collaborations. Understanding of governmental structures and policies, Comparative international principles, Understanding the legislative framework, Public/ private partnerships, Globalisation and recognitions, Networking (types, impact, improvement, advantages and disadvantages), Disaster management (principles and theory).

Prerequisite: PUB2617

Research and Information Management IV – REI401P

Year module

NQF Level: 7
Credits: 20

Purpose: Conduct institutional research to evaluate policy alternatives. Communicate management information to managerial and legislative levels to ensure accountability. Environmental scanning, Scenario building, Impact studies, Feasibility studies, Needs analysis, Audits, Research principles and techniques, Research methodology, Problem statements, Research design, Project management, Produce progress reports on goals, Produce management information, Produce review reports, Presentations.

Prerequisite: PUB2620
Labour Relations and the Public Sector – HARBVHK

Year module | NOF Level: 7 | Credits: 24
Prerequisite: | Co-requisite: |
Purpose: (a) Labour relations in political and socio-economic context; (b) Government as role player in labour relations; (c) Labour relations in the public sector.

Planning and Policy Analysis in the Public Sector – HBEBEP3

Year module | NOF Level: 7 | Credits: 24
Prerequisite: | Co-requisite: |
Purpose: (a) Planning; (b) Policy analysis; (a) and (b) must be offered simultaneously.

Theory of Science and Public Administration – HFILPAK

Year module | NOF Level: 7 | Credits: 24
Prerequisite: | Co-requisite: |
Purpose: (a) Knowledge as a component of science; (b) What is science; (c) The research process.

Management and the Public Sector – HOPBESV

Year module | NOF Level: 7 | Credits: 24
Prerequisite: | Co-requisite: |
Purpose: (a) Manifestation of administration and management in the public sector; (b) Skills for public managers; (c) Technological and analytical aids for the public sector.

Study of Organisations and the Public Sector – HORSTEH

Year module | NOF Level: 7 | Credits: 24
Prerequisite: | Co-requisite: |
Purpose: (a) Purposes and environments of organizations; (b) Organizing as function and organizing as structure; (c) Organisation culture.

Public and Municipal Personnel Administration and Management – HPERSAK

Year module | NOF Level: 7 | Credits: 24
Prerequisite: | Co-requisite: |
Purpose: (a) Theoretical perspectives; (b) Public personnel administration and management; (c) Municipal personnel administration and management.

Politics in the Public Sector – HPOLPSQ

Year module | NOF Level: 7 | Credits: 24
Prerequisite: | Co-requisite: |
Purpose: (a) Theoretical perspectives; (b) Role and influence of politics on the public service; (c) Role and influence of politics on municipal government level; (a) must be offered in conjunction with (b) or (c).

Management of Public and Municipal Finance – HRFINSE

Year module | NOF Level: 7 | Credits: 24
Prerequisite: | Co-requisite: |
Purpose: (a) Theories of public financing; (b) Public financial management; (c) Municipal financial management.

Local Government Management IV – LGM461S

Year module | NOF Level: 7 | Credits: 24
Prerequisite: | Co-requisite: |
Purpose: Local government structures in a democratic environment: an international study, the analysis of policy for development planning as applicable to local government, the creation of an awareness of the implications of town and regional development on the activities of local government, planning and practical implementation of development of projects, principles that influence policy-making at local government level.

Public Accountability IV – PCC401P

Year module | NOF Level: 7 | Credits: 24
Prerequisite: | Co-requisite: |
Purpose: Manage financial resources to recognize risk and ensure accountability. Compile and analyse budget information in terms of the short, medium and long term expenditure framework (MTEF) to ensure optimum recognition of financial resources. Provide input fort he compilation of annual financial statement and performance reports according to Prescribed guidelines. Policy requirements, Internal control design, Internal control evaluation, Internal audit involvement and liaison. Risk management and cost management analysis techniques. Financial planning based on Medium Term Expenditure Framework, Budget integration, Budget analysis, Financial report writing, Financial policy for reporting, Financial statement analysis, Financial statement compilation, Performance reporting.

Public Policy Management IV – PPO401P

Year module | NOF Level: 7 | Credits: 24
Prerequisite: | Co-requisite: |
Purpose: Analyse and evaluate executive policies to improve the formulation and implementation thereof. Formulate executive policies to ensure the implementation of government policies. Direct and control the implementation of government and executive policies to effect set objectives. Policy analysis (Principles, process, methodology and techniques), Stakeholder analysis, Organisational arrangements, Impact studies, Policy evaluation (Principles, process, methodology and techniques), Feasibility studies, Environmental scanning, Policy formulation process, Policy proposal format, Stakeholder identification and participation, Research, Procedural arrangements; inter alia; lines of authority; channels of communication. Drafting and submission of proposals, Programme and project management, Control systems, Control principles.
### Strategic Public Human Resource Management IV – SPH401P

**Year module**

Co-requisite:

**Purpose:**

- Manage conflict by following appropriate mechanisms and procedures. Participate in and facilitate labour negotiations in bargaining chambers to ensure a content workforce. Create an enabling environment based on appropriate management to maintain sound labour relations. Adhere to and implement the provisions of the legislation to ensure fair labour recognize. Appropriate legislation, Conflict management, Change management, Risk management, Public relations, Flex – management techniques, Managing diversity, Information management, Project & strategic management, Transformation, Diversity management, Salary negotiations, Collective Bargaining, Employer /Employee relations, CCMA, Bargaining chambers, Meeting procedures, Negotiation techniques, Skills w.r.t. interpreting & recognize information, Recording, Retrieving, Disseminating, Storing information, Informal and formal communication, Codes of conduct, Grievance procedures, Feedback, procedures, Interpretation of statutes, Relevant legislation, LRA observation techniques, Disciplinary hearing.

### Strategic Public Management IV – STP401P

**Year module**

Co-requisite:

**Purpose:**

- Initiate and transform institutional strategies into operational plans to ensure service excellence. Analyse the macro and intermediate environment to assess the impact on institutional operations. Strategically manage the structures, functions and resources of the institution to ensure quality service delivery. Formulate mission and vision. Identify key performance areas, Formulate strategic goals and objectives, Develop tactical and operational plans, Environmental scanning of relevant environment, Analysing of information, Develop strategic management functions and skills, Develop analytical problem solving techniques, Project management, Determining milestones, Bench – marking, Resource management.

### Research Proposal: Public Administration – HPPUB81

**Year module**

Co-requisite: HMEMS80

**Purpose:**

The purpose of this module is to equip students with the competencies required to plan a research project and write up acceptable research proposal.

### Research Report: Public Administration – HRPUB82

**Year module**

Co-requisite: HMEMS80 and HPPUB81

**Purpose:**

To enable students to demonstrate their knowledge of research methodology and write a research report.

### Leadership IV – LEA501P

**Year module**

Co-requisite:

**Purpose:**

- Leadership, change management, diversity management, recognize ons development, qualitative and quantitative decision-making techniques, MIS principles, systems and processes, evaluation of appropriate MIS systems; business planning, transformation principles and techniques, conflict resolution.

### Research Paper – MDS501M

**Year module**

Co-requisite:

**Purpose:**

To guide and enable students to plan a research project and write a dissertation of limited scope.

### Public Human Resource Management – PUB4860 (HPERSAK)

**Year module**

Co-requisite:

**Purpose:**

This paper will enable students to deal with comprehensive, systematic, recognize and clear knowledge in the field of human resources so that they will be able to prepare themselves for related tasks in human resource management in the public sector workplace and elsewhere by means of self-study, case studies, learning activities, assignments and any other research methods.

### Public Financial Management – PUB4861 (HRFINSE)

**Year module**

Co-requisite:

**Purpose:**

This paper will enable students to understand, describe and anlayse the theories of public financing; public financial management; and municipal financial management.

### Governmental Planning and Policy Analysis in the Public Sector – PUB4862 (HBESEP3)

**Year module**

Co-requisite:

**Purpose:**

The purpose of this course is to empower you with the necessary knowledge, understanding, skills and attitudes to: understand the theoretical foundation of government planning; comprehend the institutional infrastructure responsible for government planning; understand the administrative dynamics of government planning; understand the theoretical foundation of policy studies and policy analysis; comprehend the nature of policy analysis in developed and developing states; understand the need for capacity building for policy improvement.

### Study of Organisations and the Public Sector – PUB4863 (HORSTEH)

**Year module**

Co-requisite:

**Purpose:**

The purpose of the module is to equip students with the ability to acquire a comprehensive and systematic knowledge base of recognize ons studies in the public sector with a specific focus on the theories of public recognize ons.

### Labour Relations and the Public Sector – PUB4864 (HARBVHK)

**Year module**

Co-requisite:

**Purpose:**

This paper will enable students to deal with comprehensive, systematic, recognize and clear knowledge in the field of labour relations so that they will be able to prepare themselves for related tasks in labour relations management in the public sector workplace and elsewhere by means of self-study, case studies, learning activities, assignments and any other research methods.
Management and the Public Sector – PUB4865 (HOPBESV)

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<th>Year module</th>
<th>Prerequisite</th>
<th>Co-requisite</th>
<th>Purpose</th>
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<td></td>
<td></td>
<td></td>
<td>To introduce students to the concept of public management, the management functions, various interpersonal management skills and the various dynamics in the working environment of the public manager.</td>
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Politics in the Public Sector – PUB4866 (HPOLPSQ)

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<th>Year module</th>
<th>Prerequisite</th>
<th>Co-requisite</th>
<th>Purpose</th>
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<td></td>
<td>To provide students with a critical understanding of the theoretical perspectives: the role and influence of politics on the public service and the role and influence of politics on municipal government level.</td>
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Strategic Public Management – PUB4867 (STP401P)

<table>
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<tr>
<th>Year module</th>
<th>Prerequisite</th>
<th>Co-requisite</th>
<th>Purpose</th>
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<td>The purpose of this unit is to indicate the value of strategic management in the public sector.</td>
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Strategic Public Human Resource Management – PUB4868 (SPH401P)

<table>
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<th>Year module</th>
<th>Prerequisite</th>
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<th>Purpose</th>
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<td></td>
<td>To equip candidates with the knowledge to deal with meta-theoretical issues in the subject of Public Administration with a view to working in the academic field and with a view to the application of scientific research methods relevant to Public Administration.</td>
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Public Financial Accountability – PUB4870 (PPC401P)

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<th>Year module</th>
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<th>Co-requisite</th>
<th>Purpose</th>
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<td>To equip candidates with the knowledge that deals with aspects of policy analysis, evaluation and implementation in the field of Public Administration. Candidates are expected to demonstrate an advanced academic knowledge as well as theoretical understanding of these aspects.</td>
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Public Policy Management – PUB4869 (PPO401P)

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<tr>
<th>Year module</th>
<th>Prerequisite</th>
<th>Co-requisite</th>
<th>Purpose</th>
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<td></td>
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<td></td>
<td>To introduce students to the concept of public management, the management functions, various interpersonal management skills and the various dynamics in the working environment of the public manager.</td>
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Reflective Public Administration – PUB4871 (HFIILPAK)

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<th>Purpose</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>To equip candidates with knowledge and skills to deal with meta-theoretical issues in the subject of Public Administration with a view to working in the academic field and with a view to the application of scientific research methods relevant to Public Administration.</td>
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</table>

Policy studies V-PPA511P

<table>
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<tr>
<th>Year module</th>
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<th>Co-requisite</th>
<th>Purpose</th>
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<td></td>
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<td>To analyze the advanced context of policy processes in the public sector. The nature and intricacies of public policy are addressed in order to introduce students to ideal circumstances in which policies are addressed in order to introduce students to ideal circumstances in which policies are developed, implemented and evaluated. Students will be able to increase knowledge on the impact of public policies in improving functional processes of government and the outcomes of policy making processes. Furthermore, different models, instruments and approaches are considered as mechanisms to produce the desired results and policy outcomes.</td>
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Public Health

Descriptive Health Measurement – PPH4801

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<tr>
<th>Year module</th>
<th>Prerequisite</th>
<th>Co-requisite</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td>To introduce students to the concept of descriptive epidemiology, descriptive biostatistics and demography and to demonstrate how these are applied in approaches to the planning and evaluation of public health interventions.</td>
</tr>
</tbody>
</table>

Analytic Health Measurement – PPH4802

<table>
<thead>
<tr>
<th>Year module</th>
<th>Prerequisite</th>
<th>Co-requisite</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>To introduce students to the concept of analytic epidemiology and biostatistics. The module will focus on the applications of these approaches to the planning and evaluation of public health interventions.</td>
</tr>
</tbody>
</table>
**Epidemiology of Infectious Diseases, Including HIV and AIDS – PPH4803**

<table>
<thead>
<tr>
<th>Year module</th>
<th>NQF Level: 8</th>
<th>Credits: 24</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>Co-requisite:</td>
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</tr>
</tbody>
</table>

**Purpose:** To facilitate knowledge about the context, trends, impact and intervention strategies of important infectious diseases and HIV and AIDS. Students will be able to monitor, critically reflect and act appropriately at a strategic level on these infectious diseases.

**Introduction to Population Studies and Reproductive Health – PPH4804**

<table>
<thead>
<tr>
<th>Year module</th>
<th>NQF Level: 8</th>
<th>Credits: 24</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>Co-requisite:</td>
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</tbody>
</table>

**Purpose:** To facilitate knowledge about the context, trends and impact on health on populations. Students will be able to monitor, critically reflect and act appropriately on population trends as relevant to health, health systems and health service delivery.

**Principles and Methods of Health Research – PPH4805**

<table>
<thead>
<tr>
<th>Year module</th>
<th>NQF Level: 8</th>
<th>Credits: 24</th>
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</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>Co-requisite:</td>
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</tbody>
</table>

**Purpose:** To update and increase the student’s knowledge of scientific approach and of each step of the research process. Qualifying students will be able to critically evaluate research reports and articles.

**Pulp and Paper Technology**

**Introduction to Pulp and Paper Making I – IPM101P**

<table>
<thead>
<tr>
<th>Year module</th>
<th>NQF Level: 5</th>
<th>Credits: 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>Co-requisite:</td>
<td></td>
</tr>
</tbody>
</table>

**Purpose:** History of papermaking; pulp and paper markets and stakeholders; production, consumption and international trade; pulp and paper raw materials; formation of wood in a growing tree; fibrous raw materials and secondary fibres; pulp and paper support systems; finishing and converting; production planning; human resources; quality management; safety management and engineering systems.

**Pulp and Paper Chemistry II – PCY201P**

<table>
<thead>
<tr>
<th>Year module</th>
<th>NQF Level: 6</th>
<th>Credits: 17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>CHE181T and CHE1PRA</td>
<td>Co-requisite:</td>
</tr>
</tbody>
</table>

**Purpose:** Structure of wood and fibres; chemical composition and distribution of fibres; fibrous raw material to the paper industry; qualities and properties of paper; end-use requirements of paper; sources of variation in paper; factors influencing paper properties; structural and strength properties of paper; optical properties of paper and paper testing; water treatment processes; coagulation; chemical feed equipment and conventional settling basins; the need for water treatment; external water treatment; chemical and thermal treatment methods; characteristics of receiving waters; sources of pollutants and in-plant treatment; standards and regulations; environmental monitoring.

**Pulp and Paper Chemistry II – PCY2601 (PCY201P)**

<table>
<thead>
<tr>
<th>Year module</th>
<th>NQF Level: 6</th>
<th>Credits: 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>Co-requisite:</td>
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</tbody>
</table>

**Purpose:** Structure of wood and fibres; chemical composition and distribution of fibres; fibrous raw material to the paper industry; qualities and properties of paper; end-use requirements of paper; sources of variation in paper; factors influencing paper properties; structural and strength properties of paper; optical properties of paper and paper testing; water treatment processes; coagulation; chemical feed equipment and conventional settling basins; the need for water treatment; external water treatment; chemical and thermal treatment methods; characteristics of receiving waters; sources of pollutants and in-plant treatment; standards and regulations; environmental monitoring.

**Pulp and Paper Chemistry III – PCY3601 (PCY301P)**

<table>
<thead>
<tr>
<th>Year module</th>
<th>NQF Level: 6</th>
<th>Credits: 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>Co-requisite:</td>
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</tbody>
</table>

**Purpose:** The application of additive in the production of paper and the chemistry thereof; the chemistry and the process of alkaline pulping; chemical recovery and the overall chemistry of the recovery process.

**Pulp and Paper Technology I – PTL101P**

<table>
<thead>
<tr>
<th>Year module</th>
<th>NQF Level: 5</th>
<th>Credits: 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>Co-requisite:</td>
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</tr>
</tbody>
</table>

**Purpose:** Bagasse storage and handling; wood preparation technology; wood-yard sampling practices; variations in log and wood quality; cleaning and screening process; cleaning and screening technology; mechanical pulping process and pulping technology; raw material product quality; stock preparation process and technology; feedstock and products; process variations.

**Pulp and Paper Practice I – PUP1501 (PUP101P)**

<table>
<thead>
<tr>
<th>Year module</th>
<th>NQF Level: 5</th>
<th>Credits: 60</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>Co-requisite:</td>
<td></td>
</tr>
</tbody>
</table>

**Purpose:** The industrial importance of bleaching; bleaching chemicals; chemicals reactions in bleaching; the bleaching process; oxygen bleaching process conditions for delignification; coating processes and equipment; the size press; size press operation; processes associated with coating; coating mix formulation; drying of paper coatings; paper quality requirements; calendaring; supercalendering; sheeting; trimming; winding; sorting; inspection and packaging; warehousing; shipping and receiving of paper products; structure and recognition of the printing industry; the printing process; printing links, varnishes and coatings; paper types and their suitability for printing; printing technology; printing ink technology; printing machine technology.
### Pulp and Paper Technology II – PTL2601 (PTL201P)

**Year module**

**NQF Level:** 6  
**Credits:** 12

**Prerequisite:** PTL101P  
**Co-requisite:**

**Purpose:** Chemical pulping processes and equipment; cooking liquor preparation; pulp characteristics; chemical recovery operations; evaporation and re-causticizing; white liquor preparation; lime recovery; the recovery of by-products; the approach flow system; the headbox and forming section; press section; vacuum systems; white water, save-all and broke systems; shower and machine clothing systems; roll crowning, doctors and wet-end chemicals; dryer operation; dryer screens and hood ventilation systems; condensation; convection and radiant drying; drying cycle; factors influencing dryer performance; dryer efficiency and heat transfer efficiency; steam and condensate systems; Yankee drying; pulp drying machines.

### Pulp and Paper Technology III – PTL3601 (PTL301P)

**Year module**

**NQF Level:** 6  
**Credits:** 12

**Prerequisite:**  
**Co-requisite:**

**Purpose:** The industrial importance of bleaching; bleaching chemicals; chemical reactions in bleaching; the bleaching process; oxygen bleaching; process conditions for delignification; coating processes and equipment; the size press; size press operation; processes associated with coating; coating mix formulation; drying of paper coatings; paper quality requirements; calendaring; supercalendering; sheeting; trimming; winding; inspection and packaging; warehousing, shipping and receiving of paper products; structure and recognize one of the printing industry; the printing process: printing links, varnishes and coatings; paper types and their suitability for printing; printing technology; printing ink technology; printing machine technology.

### Pulp and Paper Practice II – PUP2601 (PUP201P)

**Year module**

**NQF Level:** 6  
**Credits:** 60

**Prerequisite:**  
**Co-requisite:**

**Purpose:** To provide the learner with an opportunity to apply their technical knowledge to relevant problem situations in the Pulp and Paper Industry, and to gain exposure to typical organizational culture, human relations and working conditions. The focus is on Plant operation, troubleshooting and system development skills.

### Pulp and Paper Practice III – PUP3601 (PUP301P)

**Year module**

**NQF Level:** 6  
**Credits:** 60

**Prerequisite:**  
**Co-requisite:**

**Purpose:** To provide the learner with Advanced plant operation, troubleshooting and system development skills. The third period of training is primarily focused on the application of chemical engineering techniques related to the Pulp and Paper Industry. The student will be concerned with advanced plant operations, troubleshooting, improvements and recognize on projects.

### Quantitative Management

**Quantitative Management (For the Bcom (General))

**Major combinations:**

- **NQF Level:** 5: DSC1520
- **NQF Level:** 6: DSC1630, DSC2602, DSC2604, DSC2605, DSC2606
- **NQF Level:** 7: Any five of DSC3702, DSC3703, DSC3704, DSC3705, DSC3706, DSC3707

**Quantitative Management for the Bcom (Quantitative Management)

**Major combinations:**

- **NQF Level:** 5: DSC1620
- **NQF Level:** 6: DSC1630, DSC2602, DSC2604, DSC2605, DSC2606
- **NQF Level:** 7: Any five of DSC3702, DSC3703, DSC3704, DSC3705, DSC3706, DSC3707

### Elementary Quantitative Methods – QMI1500

For other Bcom degrees where recommended

**Semester module**

**NQF Level:** 5  
**Credits:** 12

**Prerequisite:**  
**Co-requisite:**

**Purpose:** To introduce the student to elementary mathematical recognition, financial mathematics, elementary descriptive statistics and index numbers.

### Quantitative Modelling I – DSC1520 (QMG101P)

**Semester module**

**NQF Level:** 5  
**Credits:** 12

**Prerequisite:**  
**Co-requisite:**

**Purpose:** To introduce the student to basic mathematical recognition and computational skills for application in the business world.

### Mathematical Modelling I – DSC1620 (QMS101D)

**Semester module**

**NQF Level:** 6  
**Credits:** 12

**Prerequisite:**  
**Co-requisite:**

**Purpose:** To equip the student with the mathematical skills necessary for other modules. The focus is on key aspects of pre-calculus, calculus and linear algebra.

### Introductory Financial Mathematics – DSC1630

**Semester module**

**NQF Level:** 6  
**Credits:** 12

**Prerequisite:**  
**Co-requisite:**

**Purpose:** To enable the student to derive and apply the fundamental formulae of financial mathematics.

### Rational Decision Making – DSC2602

**Semester module**

**NQF Level:** 6  
**Credits:** 12

**Prerequisite:** DSC2602 and DSC2601 or DSC2605 and DSC2606  
**Co-requisite:**

**Purpose:** To introduce the student to basic statistical concepts and to recognize the student with the use of selected techniques from operations research, including decision analysis, project management and network recognition.
### Financial Modelling – DSC2604 (OPS205P)

- **Semester module**
- **NQF Level:** 6
- **Credits:** 12
- **Prerequisite:** DSC1630
- **Purpose:** To introduce the student to the essential approaches and concepts of financial management, analysis and decision-making.

### Linear Mathematical Programming – DSC2605

- **Semester module**
- **NQF Level:** 6
- **Credits:** 12
- **Prerequisite:** DSC1510 or DSC1520 or DSC1620
- **Purpose:** To enable the learner to model and solve recognize on problems with linear programming techniques and to introduce the learner to basic linear algebra.

### Nonlinear Mathematical Programming – DSC2606

- **Semester module**
- **NQF Level:** 6
- **Credits:** 12
- **Prerequisite:** DSC1510 or DSC1520 or DSC1620
- **Purpose:** To enable the learner to model and solve recognize on problems with techniques of differential calculus and nonlinear programming.

### Production Modelling – DSC2607

- **Semester module**
- **NQF Level:** 6
- **Credits:** 12
- **Prerequisite:** DSC1510 or DSC1520 or DSC1620
- **Purpose:** To introduce the learner to a mathematical approach to operations management in a production environment.

### Optimisation of Resources – DSC3702

- **Semester module**
- **NQF Level:** 7
- **Credits:** 12
- **Prerequisite:** DSC2602 and DSC2601 or DSC2605 and DSC2606
- **Purpose:** To equip the student with the skills to formulate, solve and analyse the results of linear, goal and integer programming models.

### Simulation – DSC3703

- **Semester module**
- **NQF Level:** 7
- **Credits:** 12
- **Prerequisite:** DSC2602 and DSC2601 or DSC2605 and DSC2606
- **Purpose:** To provide the student with a theoretical basis for structuring and solving simulation models in practice.

### Models for Strategic Decision-Making – DSC3704

- **Semester module**
- **NQF Level:** 7
- **Credits:** 12
- **Prerequisite:** DSC2602 and DSC2601 or DSC2605 and DSC2606
- **Purpose:** To introduce the student to the theory and practice of multi-criteria decision-making.

### Financial Risk Modelling – DSC3705

- **Semester module**
- **NQF Level:** 7
- **Credits:** 12
- **Prerequisite:** DSC2602 and DSC2604 and DSC2601 or DSC2605 and DSC260
- **Purpose:** To introduce the student to principles and methodologies for the treatment of uncertainty and risk in financial ecogniz.

### Selected Topics for Operations Research – DSC3706

- **Semester module**
- **NQF Level:** 7
- **Credits:** 12
- **Prerequisite:** DSC2602 and DSC2601 or DSC2605 and DSC2606
- **Purpose:** To recognize o the student with the philosophy of Operations Research and some aspects of heuristics, game theory and forecasting.

### Mathematical Modelling II – DSC3707

- **Semester module**
- **NQF Level:** 7
- **Credits:** 12
- **Prerequisite:** DSC2602 and DSC2601 or DSC2605 and DSC2606
- **Purpose:** To introduce the learner to a wide-ranging overview of elementary mathematical ecogniz in the economic and financial environments.

### Postgraduate Modules

#### Applied Stochastic Modelling – HONASMB

- **Year module**
- **NQF Level:** 7
- **Credits:** 12
- **Prerequisite:** Co-requisite: HONSM1A
- **Purpose:** To recognize o students with the applications of stochastic theory in practical situations.

#### Discrete Financial Modelling – HONCS1Y

- **Year module**
- **NQF Level:** 7
- **Credits:** 12
- **Prerequisite:** Co-requisite:
- **Purpose:** To introduce the learner to the financial theory of security markets through discrete time models.
<table>
<thead>
<tr>
<th>Course</th>
<th>Year module</th>
<th>NQF Level</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decision Analysis – HONDAN E</td>
<td></td>
<td>7</td>
<td>12</td>
</tr>
<tr>
<td>Prerequisite: Co-requisite:</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Purpose: To recognize students with recognize techniques for solving decision problems in practice.</td>
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</tr>
<tr>
<td>Financial Mathematics – HONFIN6</td>
<td></td>
<td>7</td>
<td>12</td>
</tr>
<tr>
<td>Prerequisite: Co-requisite:</td>
<td></td>
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</tr>
<tr>
<td>Purpose: To enable students to do advanced interest rate calculations; specifically annuity and yield calculations (including the effects of capital gains tax).</td>
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</tr>
<tr>
<td>Forecasting – HONFORP</td>
<td></td>
<td>7</td>
<td>12</td>
</tr>
<tr>
<td>Prerequisite: Co-requisite:</td>
<td></td>
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<tr>
<td>Purpose: To recognize students with forecasting techniques that enable them to fit the most appropriate forecasting model to a given data set.</td>
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<tr>
<td>Linear Programming – HONLINR</td>
<td></td>
<td>7</td>
<td>12</td>
</tr>
<tr>
<td>Prerequisite: Co-requisite:</td>
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</tr>
<tr>
<td>Purpose: To recognize students with the simplex method and related topics and enable them to solve concrete linear programming problems.</td>
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<tr>
<td>Introduction to the Mathematical Modelling of Derivatives 1 – HONMD1Y</td>
<td></td>
<td>7</td>
<td>12</td>
</tr>
<tr>
<td>Prerequisite: Co-requisite:</td>
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</tr>
<tr>
<td>Purpose: To introduce students to the derivative investment environment; including the mathematical models used in pricing the instruments and the use of the instruments to increase profits and reduce risk.</td>
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<tr>
<td>Introduction to the Mathematical Modelling of Derivatives II – HONMD23</td>
<td></td>
<td>7</td>
<td>12</td>
</tr>
<tr>
<td>Prerequisite: Co-requisite:</td>
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</tr>
<tr>
<td>Purpose: To develop in students the ability to derive and determine the movement of asset prices (and the prices of derived instruments based on them) by using certain stochastic processes, including the Wiener and Poisson processes.</td>
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<tr>
<td>Neural Networks – HONNNSH</td>
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<td>12</td>
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<tr>
<td>Prerequisite: Co-requisite:</td>
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<tr>
<td>Purpose: To recognize students with the theoretical background and various models of artificial neural networks.</td>
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<tr>
<td>Optimisation – HONOPTR</td>
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<td>7</td>
<td>12</td>
</tr>
<tr>
<td>Prerequisite: Co-requisite:</td>
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<tr>
<td>Purpose: To introduce students to combinatorial recognize on and the study of efficient algorithms as applied to networks and other discrete problems.</td>
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<tr>
<td>Project I – HONPR1B (HOPPRP6)</td>
<td></td>
<td>7</td>
<td>12</td>
</tr>
<tr>
<td>Prerequisite: Co-requisite:</td>
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</tr>
<tr>
<td>Purpose: To introduce students to research and to hone technical writing skills.</td>
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<tr>
<td>Project II – HONPR2C (HOPPRP6)</td>
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<td>7</td>
<td>12</td>
</tr>
<tr>
<td>Prerequisite: HONPR1B</td>
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</tr>
<tr>
<td>Purpose: To introduce students to the application of Operations Research techniques to real-life problems.</td>
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<tr>
<td>Simulation – HONSIMG</td>
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<td>7</td>
<td>12</td>
</tr>
<tr>
<td>Prerequisite: Co-requisite:</td>
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</tr>
<tr>
<td>Purpose: To recognize students with the recognize and operational analysis of industrial processes through simulation.</td>
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<tr>
<td>Stochastic Modelling I – HONSM1A (HOPSTGB)</td>
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<td>7</td>
<td>12</td>
</tr>
<tr>
<td>Prerequisite: Co-requisite:</td>
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</tr>
<tr>
<td>Purpose: To recognize students with stochastic processes and their applications in discrete Markov chains and queuing theory.</td>
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</tbody>
</table>
Religious Studies

Religious Studies (Major Combinations for Religious Studies)

Major combinations:
NQF Level: 5: RST1301
NQF Level: 6: RST1602, RST2603, RST2604
NQF Level: 7: RST2705, RST3706, RST3707, RST3708, RST3709

Introduction to History of Religions – RST1501 (RST121U)

<table>
<thead>
<tr>
<th>Semester module</th>
<th>NQF Level: 5</th>
<th>Credits: 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
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<td></td>
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<tr>
<td>Co-requisite:</td>
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<tr>
<td>Purpose: To gain insight into the religions of the world, with the possibility of concentrating on at least four of the following: African religion, Judaism, Christianity, Islam, Hinduism, Buddhism, contemporary and alternative religious movements; and to apply these insights in public and professional life.</td>
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</tbody>
</table>

Introduction to Theory of Religion – RST1602 (RST122V)

<table>
<thead>
<tr>
<th>Semester module</th>
<th>NQF Level: 6</th>
<th>Credits: 12</th>
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</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
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<td></td>
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<tr>
<td>Co-requisite:</td>
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<tr>
<td>Purpose: To enable students to demonstrate understanding of religion as an important factor in individual and public life, with reference to the following dimensions: religion and society, religion and experience, myth and ritual, religious thought, and interreligious dynamics.</td>
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</tbody>
</table>

New Religious Movements: Cults, New Age and Related Phenomenon – RST2603 (RST2255)

<table>
<thead>
<tr>
<th>Semester module</th>
<th>NQF Level: 6</th>
<th>Credits: 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
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<td></td>
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<tr>
<td>Co-requisite:</td>
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<tr>
<td>Purpose: To enable students to demonstrate their understanding of the emergence and significance of cults and new religious movements (NRMs) in modern society (including definitions, incidence and significance, typology, factors that determine the success or failure of NRMs, and NRMs with respect to violence and the media).</td>
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</tbody>
</table>

Meditation and Mysticism – RST2604 (RST3248)

<table>
<thead>
<tr>
<th>Semester module</th>
<th>NQF Level: 6</th>
<th>Credits: 12</th>
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</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
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<td></td>
</tr>
<tr>
<td>Co-requisite:</td>
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</tr>
<tr>
<td>Purpose: To enable students to demonstrate an understanding of meditation as the experiential dimension of ‘mysticism’/’spirituality’ with reference to some individual mystics, classical writings and schools, both traditionally religious and secular, past and present.</td>
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</tbody>
</table>

Divinity and Nature in Religious History – RST2705 (RST2244)

<table>
<thead>
<tr>
<th>Semester module</th>
<th>NQF Level: 7</th>
<th>Credits: 12</th>
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</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
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<tr>
<td>Co-requisite:</td>
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<tr>
<td>Purpose: To enable students to demonstrate an understanding of the “history of God” with reference to integral philosophy, pantheism, panentheism and process thought, and cosmic ecology.</td>
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</table>

World Religions – RST3706 (RST3701)

<table>
<thead>
<tr>
<th>Semester module</th>
<th>NQF Level: 7</th>
<th>Credits: 12</th>
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</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
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<tr>
<td>Co-requisite:</td>
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<td>Purpose: Students are given a choice between two clusters: Semitic or Asian. In the Semitic cluster (Judaism, Christianity and Islam: a comparative study) the purpose is to gain insight into three Abrahamic faiths, with emphasis on both their unique and related elements, and with reference to Scripture and tradition, monotheism, authority, worship and ritual, ethics, the material culture, political order, and dialogue. In the Asian option (Asian faiths: culture, religion and philosophy) the purpose is to gain understanding of the classical teachings and philosophies in various historical schools and contemporary societies of Hinduism and Buddhism.</td>
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Africa’s Religious Heritage – RST3707 (RST222Y)

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<tr>
<th>Semester module</th>
<th>NQF Level: 7</th>
<th>Credits: 12</th>
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<tbody>
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<td>Prerequisite:</td>
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<tr>
<td>Co-requisite:</td>
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<tr>
<td>Purpose: To enable students to demonstrate insight into African religion, giving attention to Christianity and Islam on the African continent, including the contemporary dynamics of African religion, African Christianity, African Islam and the coexistence of these religions in Africa.</td>
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Postmodern Philosophy of Religion – RST3708 (RST3259)

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<th>Semester module</th>
<th>NQF Level: 7</th>
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<td>Prerequisite:</td>
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<tr>
<td>Co-requisite:</td>
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<tr>
<td>Purpose: To gain insight into the implications of postmodernism with respect to religious thought, including postmodern critiques of past religiometaphysical systems, the postmodern and deconstructive renewal of the search for transcendence, and the religious dimensions of deconstructive thought.</td>
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Religion and Social Issues – RST3709 (RST328C)

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<tr>
<th>Semester module</th>
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<tr>
<td>Co-requisite:</td>
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<tr>
<td>Purpose: The module comprises Religion and public life and Religion and gender in this module. In Religion and public life the purpose is to gain insight into the role of religion in society and politics, religion-state relationships, religious freedom, religious conflict, religious nationalism, and religious pluralism in South Africa. In the Gender option the purpose is to demonstrate an understanding of the shaping of the lives of women and men and the promotion of androcentrism and male dominance through religious beliefs, practices and symbols, with reference to a variety of religions.</td>
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Postgraduate Modules

Interhistory of Religions – HRS4801 (HRS411Q)

Year module  
Prerequisite:  
Credit: 24  

Purpose: On completion of this module, students will know and understand the religious and philosophical encounter between various religious traditions. Students will be able to determine the extent of convergence and difference between these religio-philosophical systems. They will also be prepared to answer the question to what extent the respective ethical views and practices following from them might lead to cooperation as far contemporary questions (ecological crisis, etc.) is concerned. Within this framework it will be possible to concentrate on one or more clusters of religions, such as: Religions in Africa; Buddhism and Christianity; Judaism, Christianity, Islam & Bahai; Greco-Roman religion, Judaism and Christianity; Hinduism as a diasporic tradition; The pagan revival as a New Religious Movement.

Theory/Philosophy of Religion– – HRS4802 (HRS412R)

Year module  
Prerequisite:  
Credit: 24  

Purpose: This module will be useful to students in a wide range of fields where critical and creative thinking skills are required. On completion of this module, students will know and understand the great questions asked in contemporary philosophy of religion, i.e. questions such as the following: How do we as humans `fit' into the greater scheme of things?; How can a final or ultimate, that is, transcendent, reality be envisaged?; What happened to the age-old metaphysical-religious search for wholeness within a world characterized by fragmentation and conflicting interests?; and What is the status of transcendent reality in contemporary global, postmodern society?

Research Methodology and Religious Hermeneutics– – HRS4803 (HRS415U)

Year module  
Prerequisite:  
Credit: 12  

Purpose: This paper consists of three parts, of which one must be chosen: (1) research methodology for religious studies, (2) hermeneutics, and (3) methodology in Arabic and Islamic studies. Students in Arabic and Islamic studies will choose the third option on methodology in Arabic and Islamic studies.

Religion in Private and Public Life– – HRS4804 (HRS416V)

Year module  
Prerequisite:  
Credit: 24  

Purpose: The purpose of this module is to equip students with: (a) the capacity to critically engage with sociological, anthropological and psychoanalytical theories of religion; (b) the capacity to critically discuss the relationship between religion, human rights and constitutional law.

Research Report– – HRS4805

Year module  
Prerequisite:  
Credit: 36  

Purpose: To provide students with an opportunity to engage in the research process and write up a research project of approximately 7000 words or twenty-five pages. The student will put into practice the cumulative process of ‘learning by doing’, that is carrying out a research project that reinforces critical thinking, scientific evaluation and/or critical appraisal, linguistic skills or other data collection skills, demonstrating competence in the scientific methods of enquiry, interpretation, analysis of relevant data and appropriate techniques. The research report will only be accepted in English.

Research Methodology (Child and Youth Care/Youth Work)

Mini-Dissertation for Child and Youth Care and Youth Work – REM4DIS

Year module  
Prerequisite:  
Credit: 12  

Purpose: Students have to do a research project and write a mini-dissertation.

Risk Management

Risk Management for Bankers – RSK1501

Semester module  
Prerequisite:  
Credit: 12  

Purpose: The purpose of the module is to provide students with the required theoretical knowledge to carry out risk assessments in order to manage the risks that the ecognize on faces. In particular it aims to develop the competency of students to identify the risks faced by banks which need to be accepted, avoided, mitigated or transferred.

Enterprise Risk Management– – RSK2601 (MNK203R)

Semester module  
Prerequisite: MNB1601  
Credit: 12  

Purpose: This module will equip students to define and classify risks, define and implement corporate governance and propose and implement Enterprise Risk Management in their ecognize onss.


Semester module  
Prerequisite:  
Credit: 12  

Purpose: The purpose of this module is to develop the student’s knowledge of risk management concepts, to distinguish between operational and financial risks, to analyse the principles of risk management and to be capable to interpret the allocation of capital to risks.
Risk Financing and Insurance – RSK3701 (MNK302T)

Semester module
Prerequisite: RSK2601
Purpose: To enable students to gain insight into the financing of risk; the insurance industry; life assurance; short-term insurance; personal risk management.

Risk Management: Long Term Insurance – RSK3702

Semester module
Prerequisite: RSK2601
Purpose: This module will be useful to people who are involved in the risk management and insurance field. The purpose of the module is to equip learners with the necessary competencies (knowledge, values and skills) to be able to apply the fundamental concepts, principles and processes in providing long term insurance products and services.

Postgraduate Modules

Operational Risk Management – RSK4801 (ORM4801)

Year module
Prerequisite: Co-requisite:
Purpose: This module will be useful to students who are following or planning to follow a career in risk management. Students credited with this module will be able to identify various risk types, recognize the underlying factors of operational risk, apply the principles of operational risk management, develop an operational risk management framework.

Governance, Risk and Compliance Management – RSK4802

Year module
Prerequisite: Co-requisite:
Purpose: Students accredited with this module will be able to understand and analyze the Risk Management process and the role of risk management in the organization, the Compliance management process within the organization as required by specific legislation and supervisory bodies and the Corporate Governance process within the organization as it is required by the specific supervisory bodies.

Risk Financing – RSK4803

Year module
Prerequisite: Co-requisite:
Purpose: This module will be useful to students who are following or planning to follow a career in risk management. Students credited with this module will be able to interpret risk management regulations, analyze risk exposures in financial terms, determine the cost of risk control and advise management on a realistic risk appetite.

Credit Risk Management – RSK4804

Year module
Prerequisite: Co-requisite:
Purpose: Students who complete this module will be able to apply the principles and process of credit risk management, formulate lending objectives and apply the credit risk analysis framework, monitor, review and manage the credit risk, and formulate funding strategies in order to finance their current operations and support future growth.

Market Risk Management – RSK4805

Year module
Prerequisite: Co-requisite:
Purpose: People credited with this module are able to analyze, construct, price and apply derivative instruments, construct applicable hedging strategies and calculate market risk exposure by using historical simulations and other methods.

Romance Literature in English

Modern Romance Literature in English-Plays, Poems and Short Stories – RLE1501

Semester module
Prerequisite: Co-requisite:
Purpose: Prescribed 20th-century texts from the Romance literatures in English translation; sociocultural background to a selection of 20th-century plays, poems and short stories of the Romance-speaking world (where French, Italian, Portuguese and Spanish are spoken); an introduction to the thematic study of literary texts, and the study of a wide range of issues in selected works of poetry, prose and drama.

Modern Romance Literature in English– Novels – RLE1502

Semester module
Prerequisite: Co-requisite:
Purpose: Prescribed 20th-century novels from the Romance literatures in English translation; sociocultural background to four 20th-century novels from the Romance-speaking world (where French, Italian, Portuguese and Spanish are spoken); an introduction to the thematic study of novels and the study of a wide range of issues in the selected works.

Russian

Russian Language and Culture for Beginners – RSN1501

Semester module
Prerequisite: Co-requisite:
Purpose: Russian at beginners level. Development of elementary skills in reading, speaking, listening, writing and translating.
Russian Language and Culture: Basic – RSN1502

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<th>Semester module</th>
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<tr>
<td>Prerequisite:</td>
<td>RSN1501</td>
<td>Co-requisite:</td>
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<tr>
<td>Purpose:</td>
<td>Development of basic language skills in Russian and the elements of Russian culture and life-style. Grammatical translation is used as a means of teaching and evaluation.</td>
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Scripture Studies

Major Combination: Consists of 9 modules:

**NQF Level: 5:** OTS1501, ECH1501

**NQF Level: 6:** Three modules: ONE module from OTS2601, OTS2602, OTS2603, OTS2604; ONE module from ECH2601, ECH2602, ECH2603; ONE more module, chosen from either group above.

**NQF Level: 7:** Four modules: ONE module from OTS3701, OTS3702, OTS3703, OTS3704, OTS3705; ONE module from ECH3701, ECH3702, ECH3703, ECH3704, ECH3705; ONE more module, chosen from either group above.

The compulsory capstone module (BTh3720).

For Honours in Scripture Studies students should do the BTh Honours in New Testament or Old Testament.

Introduction to ancient Israelite literature – OTS1501

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<tr>
<td>Prerequisite:</td>
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<td>Co-requisite:</td>
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<tr>
<td>Purpose:</td>
<td>The purpose of the learning is to introduce students to the history and literature of ancient Israel; get a sense of the flow of ancient Israelite history; facilitate competence in the use of the literature in contemporary meaning making and interpret the Old Testament competently.</td>
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Introduction to early Christian literature, theology, history and archaeology – ECH1501

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<tr>
<td>Prerequisite:</td>
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<td>Co-requisite:</td>
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<tr>
<td>Purpose:</td>
<td>To introduce students to the scientific study of early Christian documents; to facilitate competence in the use of early Christian literature in contemporary meaning making and identity formation; and to facilitate knowledge of the context for the origins of Christianity and the early history of Christianity up to and including the second century C.E. Qualifying learners are able to describe and explain the contents, composition history, and message of the corpus of early Christian literature as well as interpret the Bible competently.</td>
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The Bible, creation and ecology – OTS2601

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<tr>
<th>Semester module</th>
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<tr>
<td>Prerequisite:</td>
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<td>Co-requisite:</td>
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<tr>
<td>Purpose:</td>
<td>The purpose of the learning is to introduce students to biblical creation narratives and creation theology and provide them with an elementary background to ecology. Certain implications of these fields of study are explored and these will enable students to critically participate in current debates on the relationship between science and faith and to contribute to discourses concerning ecological issues.</td>
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From Dan to Beersheba: An archaeological tour through ancient Israel – OTS2602

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<tr>
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<tr>
<td>Prerequisite:</td>
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<td>Co-requisite:</td>
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<tr>
<td>Purpose:</td>
<td>The purpose of this learning is to gain knowledge of the occupation history, excavation history, and Bible related history of eight well-known biblical cities.</td>
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Life orientation: Biblical perspectives – OTS2603

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<td>Prerequisite:</td>
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<td>Co-requisite:</td>
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<tr>
<td>Purpose:</td>
<td>The purpose of this learning is to assist students in gaining knowledge and honing skills that will enable them to use the Bible meaningfully in the process of life orientation. It is aimed at students' personal lives, and at situations in schools in which they act as facilitators of the learning area called &quot;Life Orientation&quot;.</td>
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The Bible and the eradication of poverty – OTS2604

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<tr>
<td>Prerequisite:</td>
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<td>Co-requisite:</td>
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<tr>
<td>Purpose:</td>
<td>The purpose of this learning is to enable students to make a contribution to the eradication of poverty through a better understanding of people's experiences of poverty in the present-day world and in ancient Israelite societies, as well as by studying various biblical perspectives on poverty.</td>
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Text interpretation theory and method – ECH2601

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<tr>
<td>Purpose:</td>
<td>The purpose of the learning is to facilitate knowledge of theories of interpretation of New Testament and early Christian literature, as well as knowledge of the context relatedness of interpretation. Qualified learners are able to use methods of interpretation and thus become competent social agents and interpreters of Christian resources.</td>
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Daily life in early Christianity – ECH2602

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<tr>
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<tr>
<td>Purpose:</td>
<td>The purpose of the learning is to enable students to describe and demonstrate understanding of daily life in New Testament times. Students who have completed this module will be able to better read, understand and interpret the documents produced in this era.</td>
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Illness, health and healing in the early Christian world – ECH2603

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<tr>
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<tr>
<td>Purpose: The purpose of the learning is to enable students to describe, compare and evaluate faith healing, exorcisms and other folk healings in early Christian communities. They will gain an understanding of illness, health and healing in the New Testament and early Christian documents as well as the role of health care systems in society. Students credited with this module will be able to analyse the role of a variety of health care practices in the formation and maintenance of religious communities in particular and society in general.</td>
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Politics, power and prophecy in ancient Israel – OTS3701

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<td><strong>Prerequisite:</strong></td>
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<tr>
<td>Purpose: The purpose of the learning is to enable students to view the politics of ancient Israel holistically and to gain an understanding of the role of the prophets in issues such as the use of power and social justice. This module will be useful to people who are interested in religion, politics, the Bible (in particular the Old Testament), spirituality and the church.</td>
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Excavating a biblical city – OTS3702

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<tr>
<td>Purpose: The purpose of the learning is to enable students to understand how archaeological excavations create knowledge of ancient societies. They will be able to read and interpret archaeological reports on the excavations of a specific city from the Old Testament world. Moreover, they will be able to interpret various archaeological finds in terms of the historical period (e.g. the Middle or Late Bronze Age, phases of the Iron Age, the Persian, Hellenistic and Roman Periods) in which it was manufactured or from which it originated.</td>
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The Bible and African cultures – OTS3703

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<tr>
<td>Purpose: The purpose of the learning is to enable learners to explore an intercultural interpretation of the Bible by discovering parallels between the cultural world of the Bible and African and Western manners and customs.</td>
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The Bible and sexuality – OTS3704

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<tr>
<td>Purpose: The purpose of the learning is to facilitate knowledge about sexuality in terms of an understanding of present-day sexual experiences and sexual meaning in ancient Israel through exploring various perspectives in predominantly Old Testament texts.</td>
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Understanding the Old Testament through archaeology – OTS3705

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<tr>
<td>Purpose: The purpose of the learning is to enable students to relate archaeological and historical geographical information to the Old Testament. This module will be useful to people who are interested in the historical background of the Bible.</td>
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Death, tombs and burials in the early Christian world – ECH3701

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<tr>
<td>Purpose: To enable students to gain insight into spectroscopy, advanced coordination chemistry, organometallic chemistry and bioinorganic chemistry.</td>
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Religion, worship and prayer in the early Christian world – ECH3702

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<tr>
<td>Purpose: The purpose of the learning is to facilitate understanding the religious landscape of the early Christian world, and how religious practices contribute to community formation and identity construction. Students will be able to describe, compare and evaluate the role of magic, sacred places and holy persons in the documents and artefacts of early Christianity as well as in contemporary Christian communities.</td>
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The Bible and human development in post-colonial Africa – ECH3703

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<tr>
<td>Purpose: The purpose of the learning is to facilitate knowledge of how different ways of interpreting the Bible can be used to facilitate human development in post-colonial Africa. Students credited with this module are able to integrate methods of Biblical interpretation and theories of people centred development. They are able to design practical models for development in Africa in which religious aspects are integrated. This learning is of interest to students engaged in development studies and activities involving social change.</td>
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Constructing of bodies, gender and sexuality in early – ECH3704 Christianity

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<tr>
<td>Purpose: Firstly to acquire knowledge on how the Graeco-Roman culture produced early Christian bodies and how early Christian experience, knowledge and bodies were interrelated. Secondly, students who complete this module can critically assess contemporary attitudes towards construction of bodies. Furthermore, students will be able to understand and evaluate how bodies and religion interact in the formation of culture and integrate this knowledge in historical studies concerned with the body such as History, Classical Studies, anthropology or Culture Studies. This module complements approaches concerned with the health of the body, such as Health Sciences and Psychology. Lastly, it provides a critical dimension to transformational approaches, such as Gender Studies, Philosophy and Ethics.</td>
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Integrated Theological Praxis – BTH3720
Semester module  NQF Level: 7  Credits: 12
Prerequisite:  Co-requisite:
Purpose: This compulsory 'capstone' module may only be done by students in the final year of their studies for the BTh degree. Qualifying learners can integrate the insights and competences they gained from doing the other 29 BTh modules, and use those insights to design and carry out a small scale ministry project in their community to address a specific societal problem.

Security Management
Security Principles and Practices I – SEP1501
Semester module  NQF Level: 5  Credits: 12
Prerequisite:  Co-requisite:
Purpose: To provide students with an introduction (basic understanding) and general orientation of security within the corporate environment or organisations (commerce and industry), and also to provide insight into the principles and practices of security, concepts and theory of security. Further more the module will cover appropriate ethics that guide the security industry.

Fire Prevention and Safety Strategies – SEP1502
Semester module  NQF Level: 5  Credits: 12
Prerequisite:  Co-requisite:
Purpose: Security officers are often designated as a company or organisation’s Safety & Fire Officer in addition to their security duties. One of the successes of security officials has been their contribution to preventing and controlling fires in the industrial, commercial and public sectors, in order to ensure profitability and levels of service within the organisations where they are employed. This module aims at educating the security official regarding his or her specific role in the prevention and control of fires (particularly after hours).

Corporate Investigation I – SEP1503
Semester module  NQF Level: 5  Credits: 12
Prerequisite:  Co-requisite:
Purpose: To provide students with an introduction and general orientation regarding the investigative terminology, basic principles and concepts. Furthermore the students will learn how to conduct investigations at the scene of a crime as well as how to take down statements. General orientation to criminal investigation including, the role.

Security Technology and Information Security I – SEP1505
Semester module  NQF Level: 5  Credits: 12
Prerequisite:  Co-requisite:
Purpose: The purpose of this module is for students to gain a general orientation to basic security technological techniques or devices ( aids ) such as alarms, surveillance-CCTV cameras, detectors, X-rays for access control, identification systems (biometrics), etc., as well as the basic principles and techniques used to protect information and data. The objective being for them to apply such knowledge and skills gained within an integrated security system: to be able to assess threats to security technology systems (equipment and information/data) and formulate and implement basic protective measures for information/data security in order to ensure the continued management and functioning of integrated security technological systems.

Industrial Security (Module 1) – SEP2601
Semester module  NQF Level: 6  Credits: 12
Prerequisite:  Co-requisite:
Purpose: To provide successful students with a theoretical framework dealing with an overview of the present security scenario in South Africa and the basic operational security (risk control) principles and measures that security supervisors (junior managers) must be able to apply in order for a security system to function appropriately in an industrial security environment.

Industrial Security (Module 2) – SEP2602
Semester module  NQF Level: 6  Credits: 12
Prerequisite:  Co-requisite:
Purpose: To enable successful students to apply sound supervisory, managerial and technical knowledge, values and skills of the basic security functions at different security workplaces as found in the highly diversified industrial security environment in South Africa. In addition, students will be analysing and evaluating the application of these various basic security functions expected of a security supervisor (junior manager).

Corporate Investigation II – SEP2603
Semester module  NQF Level: 6  Credits: 12
Prerequisite:  Co-requisite:
Purpose: For students to be equipped with the knowledge and skills of supervising corporate investigations, whether as security supervisors (security managers) or someone working as a corporate investigator.

Security Technology and Information Security II – SEP2605
Semester module  NQF Level: 6  Credits: 12
Prerequisite:  Co-requisite:
Purpose: This module is divided into two sections namely Section A: Security Technology and Section B: Information Security. The purpose of Section A is to enable students to apply sound supervisory, managerial and technical knowledge, values and skills of various security technological aids (and the supporting technology) with specific reference to the various industries/sectors in the security environment. The purpose of Section B is to enable students to process and evaluate skills and knowledge pertaining to data and information protection.
Year module | NQF Level: 7 | Credits: 12
---|---|---
Prerequisite: | Co-requisite: |

**Purpose:** Crime related risk assessments, crime related risk identification, techniques of risk identification, measurement and analyses of crime related risks in an organisation, risk control, physical and organisational elimination of crime related risks, reduction of crime related risks, insurance and other forms of risk transfer.

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**Applied Security Risk Management – SEP3701**

| Semester module | NQF Level: 7 | Credits: 12 |
| | | |
| Prerequisite: | Co-requisite: |

**Postgraduate Modules**

**Advanced Corporate Investigations IV – ACI401S**

| Year module | NQF Level: 7 | Credits: 30 |
| | | |
| Prerequisite: SEP1503, SEP2603 | Co-requisite: |

**Purpose:** To provide qualifying students with the competencies to lead and manage an investigation unit and to enhance the investigation skills of corporate investigators, so that they can effectively investigate criminal and disciplinary matters relevant to their organizational objectives. This module is intended for managers who are familiar with the corporate investigation environment.

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**Security Risk Management IV – SRM401S**

| Year module | NQF Level: 7 | Credits: 30 |
| | | |
| Prerequisite: SEP3701, SEP3702 | Co-requisite: |

**Purpose:** To enable students to apply in practice the Security Risk Management model developed to empower students at managerial in the security environment dealing with the practical implementation of improved security risk control measures in an integrated security system.

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**Semitic Languages**

**Research Proposal in Semitic Languages – HPSEM81**

| Year module | NQF Level: 8 | Credits: 12 |
| | | |
| Prerequisite: | Co-requisite: |

**Purpose:** To introduce students to research done in the field of Semitic Languages. Students should be able to identify viable topics for investigation, an appropriate research proposal for a small research project, choose a suitable methodology, and outline all the basic sources and approaches in order to do independent research within the field of study.

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**Research Report: Applied to Semitic Languages – HRSEM85**

| Year module | NQF Level: 8 | Credits: 36 |
| | | |
| Prerequisite: HPSEM81 | Co-requisite: |

**Purpose:** To apply all knowledge gained in this discipline in the writing of a research article or essay on a relevant topic or theme of the student’s choice by firstly assisting and guiding students in formulating a viable research proposal for a small research project related to the honours module which they have completed; secondly, to design a structure for a research essay or report and thirdly, to document, under the guidance of a supervisor, the outcomes of the research using standard practices in the field of Semitic Languages.

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**Integrated Security Risk Project Management – SEP3702**

| Semester module | NQF Level: 7 | Credits: 12 |
| | | |
| Prerequisite: | Co-requisite: |

**Purpose:** The purpose of this module is to provide students with a theoretical and practical framework in compiling a project plan, related to the security industry, as well as the implementation thereof. Furthermore a student will be able to conduct a return on investment exercise as a management tool in order to obtain capital expenditure for large projects. The student will also be capable of compiling, drafting and presenting an effective security risk management report to his/her clients. Finally, this module will enable security managers to identify, implement, evaluate and maintain costeffective security measures.

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**Corporate Investigation III – SEP3703**

| Semester module | NQF Level: 7 | Credits: 12 |
| | | |
| Prerequisite: | Co-requisite: |

**Purpose:** To equip students with the knowledge and skills to supervise corporate investigations, whether as a supervisor or a security manager or someone working as a corporate investigator. These abilities are crucial for students to successfully investigate crime and other irregularities within the discipline of Security Sciences.

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**Security Risk Control Measures III – SEP3704**

| Semester module | NQF Level: 7 | Credits: 12 |
| | | |
| Prerequisite: | Co-requisite: |

**Purpose:** To provide students with the ability to identify and measure security risks with the aid of statistics at a more advanced level. Students must also be empowered to be able to identify and recommend costeffective solutions to identified and measured security risks and security weaknesses at a more advanced level. Overviews of various relevant theoretical statistical and security risk management theories, principles and concepts, which must be applied, are conveyed to students. This module is contextualized at a higher level (than the 2nd year module) in relation to the protective security risk management function as a whole. Furthermore this module will enable students to identify measure and present relevant and more advanced security specific risk control measures (solutions to crime risks or problems) in order that the vulnerable assets of an organisation can be effectively protected from identified security risks on a cost-effective basis.

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**Security Technology and Information Security III – SEP3705**

| Semester module | NQF Level: 7 | Credits: 12 |
| | | |
| Prerequisite: | Co-requisite: |

**Purpose:** To enable students to apply sound supervisory, managerial and technical knowledge, values and skills of various security technological aids (and the supporting technology) with specific reference to the various industries/sectors in the security environment. In addition, to enable students to process and evaluate skills and knowledge pertaining to data and information protection.

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**Research Proposal in Semitic Languages – HPSEM81**

| Year module | NQF Level: 8 | Credits: 12 |
| | | |
| Prerequisite: | Co-requisite: |

**Purpose:** To introduce students to research done in the field of Semitic Languages. Students should be able to identify viable topics for investigation, an appropriate research proposal for a small research project, choose a suitable methodology, and outline all the basic sources and approaches in order to do independent research within the field of study.

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**Research Report: Applied to Semitic Languages – HRSEM85**

| Year module | NQF Level: 8 | Credits: 36 |
| | | |
| Prerequisite: HPSEM81 | Co-requisite: |

**Purpose:** To apply all knowledge gained in this discipline in the writing of a research article or essay on a relevant topic or theme of the student’s choice by firstly assisting and guiding students in formulating a viable research proposal for a small research project related to the honours module which they have completed; secondly, to design a structure for a research essay or report and thirdly, to document, under the guidance of a supervisor, the outcomes of the research using standard practices in the field of Semitic Languages.
Religious world of the Ancient Near East – ANE4802 (ANEREL8)

Year module
Prerequisite: Co-requisite:
Purpose: To study the religions and mythologies of the Ancient Near East in an integrated and comparative manner focussing on the ancient Egyptians, Nubians, Sumerians, Babylonians, Assyrians and the Persians.

Society of the Ancient Near East – ANE4803 (ANESOCN)

Year module
Prerequisite: Co-requisite:
Purpose: To study various features of the Ancient Near Easter society such as recreation, politics, gender, social and kinship relations as well as the influence into contemporary culture as discernable art, architecture, literature and cinema with internal options.

Material culture of the Ancient Near East – ANE4804 (ANEMATN)

Year module
Prerequisite: Co-requisite:
Purpose: To study various moulds of the Ancient Near Eastern cultures in a comprehensive way such as art, architecture, trade, economics, archives, libraries, literature with internal options.

Systematic Theology

General information: Systematic Theology is not offered as a major at undergraduate level. For information on the five undergraduate modules on offer, consult the subject “Theologies in Context”. Systematic Theology can only be taken at postgraduate level.

Approaches to theology – STH4801

Year module
Prerequisite: Co-requisite:
Purpose: To equip students with knowledge of the presuppositions of different theological theories and their related philosophies. The module incorporates in the material presented:
(a) A continuing emphasis on the question “What is theology?”
(b) An exposition of different approaches to doing theology, here noting the relationship between theology, philosophy and other sciences.
(c) The study of the presuppositions and the basic theoretical development of fundamental concepts and lines of thought of different types of theology.

History of theology – STH4802

Year module
Prerequisite: Co-requisite:
Purpose: To equip students with knowledge concerning the development of Christian thought, fundamentally focussing on:
(a) The issue of studying historical texts.
(b) The history of Systematic theology as a discipline.
(c) The theological evaluation of doctrinal development as a historical reality.
(d) The history of core doctrines in Christian circles.

Themes in theology – STH4803

Year module
Prerequisite: Co-requisite:
Purpose: To equip students with knowledge concerning one of the following themes in Christian theology:
(a) God (calling attention to, among other issues, God as a triune God, Christology, and Pneumatology)
(b) Creation (calling attention to issues concerning Providence and Theological Anthropology)
(c) Soteriology (incorporating issues concerning Sanctification)
(d) Ecclesiology
(e) Eschatology (including issue concerning views on possible afterlife)

Research in Systematic Theology – HPSTH81

Year module
Prerequisite: Co-requisite:
Purpose: To equip students with knowledge of (1) researching issues in the field of Systematic Theology, (2) the presentation of research in the form of articles, papers or a dissertation, and (3) the development of a proposal for an extended paper (mini-dissertation) on a topic of their choice in the field of Systematic Theology.

Research Report – HRSTH85

Year module
Prerequisite: Co-requisite:
Purpose: To allow students, under guidance by the supervisor, to develop their knowledge and skills in writing an extended paper (mini-dissertation) on a topic of their choice within the field of Systematic Theology.
Social Work

General Information: All the modules on all levels must be passed before modules on the next level. Students who obtain 60% and more in each of the third-level module in social work may complete the fourth year over a period of one year. Students who obtain less than 60% in any one of the third-level module in social work must complete the fourth year over a period of two years. All students who failed or need to supplement module(s) in courses other than social work must complete the fourth year over a period of two years. No student who failed third-level module in social work will be allowed to register for the fourth-level modules.

Major combinations:
NQF Level: 5: SCK1501, SCK1502, SCK1503
NQF Level: 6: SCK2601, SCK2602, SCK2603, SCK2604
NQF Level: 7: SCK3701, SCK3702, SCK3703, SCK3704, SCK3705
NQF Level: 8: SCK4801, SCK4802, SCK4803, SCK4804, SCK4805, SCK4806, SCK4807, SCK4808, SCK4810, SCK4811

Social Work (Welfare Science)
General Information: This subject may only be taken for the BA degree and Welfare Science Degree. Students who passed Welfare Science must pass the practical work for Social Work before they register for Social Work at second-year level. Credit for a degree is granted for either: (i) WFS101 and 102 (or WSC100) or SCK101 and 102 (ii) WFS301 or SCK301, (iii) WFS302 or SCK302, (iv) WFS303 or SCK303, (v) WFS304 or SCK304, (vi) WFS305 or SCK305

Welfare Policy – SCK1501

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<th>Year module</th>
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<td>Prerequisite:</td>
<td>Co-requisite:</td>
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Purpose: To develop the required knowledge, skills and competencies to understand social welfare policy and social problems, and to apply them in different contexts.

Introduction to Social Work and the Helping Process – SCK1502

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<td>Prerequisite:</td>
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Purpose: To develop the required knowledge, skills and competencies to understand the nature, scope and complexity of the social work profession, the people-centred approach, and the helping process.

Practical Work – SCK1503

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<tr>
<td>Prerequisite:</td>
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Purpose: To enable students to apply the knowledge and skills they acquired in module SCK102 in practical sessions, workshops, and simulated practical situations.

Facilitative Communication in Groups and Communities – SCK2601 (SCK2013)

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<td>Prerequisite:</td>
<td>Co-requisite:</td>
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Purpose: To enable students in the helping professions to gain knowledge and understanding of the people-centred theories, values and skills upon which the facilitation of communication with people in groups and communities are based.

Practical Work – SCK2602 (SCK2024)

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<tr>
<td>Prerequisite:</td>
<td>Co-requisite:</td>
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Purpose: To enable students in social work to demonstrate the ability to apply the people-centred theories and values through basic and advanced skills when communicating with people in groups and communities through practice sessions, workshops, group and individual supervision and simulated practical situations.

Welfare Policy – SCK2603 (SCK2035)

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<tr>
<td>Prerequisite:</td>
<td>Co-requisite:</td>
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Purpose: To enable students to develop knowledge regarding the complexity of social welfare policy, to critically analyse policy, to develop skills and to demonstrate knowledge in applying it in different contexts.

Counselling Skills – SCK2604 (SCK2046)

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<tr>
<td>Prerequisite:</td>
<td>Co-requisite:</td>
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Purpose: To enable students to develop an appreciation for the complexity and diversity of life tasks across the life span and to understand the nature of programmes focussed on helping people to effectively deal with life tasks.

Social Case Work – SCK3701 (SCK3016)

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<th>Year module</th>
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<tr>
<td>Prerequisite:</td>
<td>Co-requisite:</td>
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Purpose: To enable students to demonstrate an understanding of the personcentred approach, values and skills of social casework, assessment and evaluation of social casework, their own development as social workers.
Social Group Work – SCK3702 (SCK3028)

Year module: NA
Prerequisite: SCK1501, SCK1502, SCK1503, SCK2601, SCK2602, SCK2603 and SCK2604
Co-requisite: SCK3701 and SCK3704

Purpose: To enable students to demonstrate an understanding of group work in the helping professions, theoretical approaches to group work, developmental phases in group work, administration of group work, the integration of research in the evaluation and observation of groups.

Community Work – SCK3703 (SCK3039)

Year module: NA
Prerequisite: SCK1501, SCK1502, SCK1503, SCK2601, SCK2602, SCK2603 and SCK2604
Co-requisite: SCK3705 and SCK2604

Purpose: To enable students in the helping professions to gain knowledge and understanding of a participatory approach to working with communities, project facilitation and management.

Practical Work in Social Case and Group Work – SCK3704 (SCK304A)

Year module: NA
Prerequisite: SCK1501, SCK1502, SCK1503, SCK2601, SCK2602, SCK2603 and SCK2604
Co-requisite: SCK3701 and SCK3702

Purpose: To enable students to apply the understanding gained in modules SCK301 and SCK302 by means of workshops, practice sessions, individual and group supervision and simulated practical situations.

Practical Work: Community Work – SCK3705 (SCK305B)

Year module: NA
Prerequisite: SCK1501, SCK1502, SCK1503, SCK2601, SCK2602, SCK2603 and SCK2604
Co-requisite: SCK3705

Purpose: To enable students in social work to demonstrate the understanding gained in module SCK303 of participatory project facilitation and management with communities by means of workshops, practice sessions, individual and group supervision, and simulated practical situations.

Postgraduate Modules

Social Casework: Working with Individuals-Integrated Theory and Practice – SCK4801 (SCK401A)

Year module: NA
Prerequisite: Co-requisite: SCK4802

Purpose: To enable students to demonstrate an advanced understanding of the person-centred approach, skills and ethical issues of social casework in working with individuals, their own development as social workers and to apply this understanding through undertaking casework with individuals during their placement at an organisation.

Social Casework: Working With Couples And Families – Integrated Theory And Practice (Social Work 402) – SCK4802 (SCK402B)

Year module: NA
Prerequisite: Co-requisite: SCK4801

Purpose: To enable students to demonstrate an advanced understanding of the person-centred approach, skills and ethical issues of social casework in working with couples and families, and to apply this understanding through undertaking casework with couples and families during their placement at an organisation.

Social Group Work With Children And Youth – Integrated Theory And Practice (Social Work 403) – SCK4803 (SCK403C)

Year module: NA
Prerequisite: Co-requisite: SCK4804

Purpose: To enable students to demonstrate an advanced understanding of the theory on social group work with children and youth, the group process, types of youth groups, ethical and professional issues in conducting children and youth groups, and to apply this understanding through conducting groups with children and youth during their placement at an organisation.

Social Group Work With Adults – Integrated Theory And Practice (Social Work 404) – SCK4804 (SCK404D)

Year module: NA
Prerequisite: Co-requisite: SCK4803

Purpose: To enable students to demonstrate an advanced understanding of theory on social group work with adults, the value of group work for adults, group techniques, types of adult groups, ethical and professional issues in conducting adult groups, and to apply this understanding through conducting groups with adults during their placement at an organisation.

Community Work: Planning And Integrated Practice (Social Work 405) – SCK4805 (SCK405E)

Year module: NA
Prerequisite: Co-requisite: SCK4806

Purpose: To enable students in social work to demonstrate advanced knowledge, understanding and the ability to facilitate the planning of a participatory project with a community.

Community Work (Project) – SCK4806 (SCK406F)

Year module: NA
Prerequisite: Co-requisite: SCK4805

Purpose: To enable students in social work to demonstrate advanced knowledge, understanding and the ability to facilitate the execution of a sustainable micro-project with a community.

Year module
Prerequisite: Co-requisite: SCK4808

Purpose: To enable students to gain an understanding of the functioning of organisations and welfare organisations, the effect of the organisation in shaping the work of the professional, and to gain insight into organisations through a placement at an organisation.

Social Work Management: The Social Worker As Employee And Manager (Social Work 408) – SCK4808 (SCK408H)

Year module
Prerequisite: Co-requisite: SCK4807

Purpose: To gain understanding of social work management, the functions, tasks and operations of managers, the social worker as employee, entrepreneur and private practitioner, and to apply this understanding through working as a social work employee.

Research Project: Planning And Execution – SCK4810 (SCK410B)

Year module
Prerequisite: Co-requisite:  

Purpose: To enable students to plan and execute a research project and to apply the research phases.

Supervision Ethics – SCK4811 (SCK411C)

Year module
Prerequisite: Co-requisite: Should be taken together with SCK4807 and SCK4808

Purpose: To enable students to demonstrate advanced knowledge and the ability to practically apply statutory work, ethics, and supervision to practice.

Sociology

Major combinations:
NQF Level: 5: SOC1501, SOC1502
NQF Level: 6: SOC2C01, SOC2601 and any ONE of SOC2602, SOC2603 or SOC2604
NQF Level: 7: SOC3701, SOC3702, SOC3703, SOC3704, SOC3705. To major in Sociology completion of RSC2601 is a prerequisite for registration for SOC3701. For admission to Honours, SOC3701 and SOC3705 are compulsory.

Introduction to Sociology: Societal Structures and Processes – SOC1501

Semester module
Prerequisite: Co-requisite:  

Purpose: To gain insight into the basic concepts of sociology and the sociological perspective by studying topics such as gender, race, class, ethnicity, the family, education and religion.

Societal Structures and Processes in the South African Context – SOC1502

Semester module
Prerequisite: Co-requisite:  

Purpose: To gain a critical understanding of societal structures and processes in the South African context, with specific reference to social stratification, education, family, society and identity, and to apply this understanding to analysing personal and community development.

Theories of Social Change – SOC2601 (SOC201Y)

Semester module
Prerequisite: Co-requisite:  

Purpose: To understand the emergence and nature of industrial capitalism in terms of classical and contemporary sociological theories of social change, and to enable students to apply this understanding in the analysis of contemporary society.

Globalisation and Social Change in South Africa – SOC2602 (SOC2023)

Semester module
Prerequisite: Co-requisite:  

Purpose: To gain insight into the changing nature of social institutions such as the state, the economy and civil society, and to apply this insight to understanding social change in contemporary South Africa in the context of global capitalism.

Sociology of Population – SOC2603 (SOC2045)

Semester module
Prerequisite: Co-requisite:  

Purpose: To gain critical insight into theories about population, the structure and dynamics of population growth and change, and to apply this understanding to analysing contemporary issues concerning population and development.

Sociology of Families and Social Problems – SOC2604 (SOC2068)

Semester module
Prerequisite: Co-requisite:  

Purpose: To enable students to develop an understanding of the nature of families, gender relations as well as social problems affecting families and society as a whole. Studying the causes and consequences of social problems such as unemployment, poverty and inequality (with special reference to South Africa), will contribute to solutions of these problems. This knowledge will also assist students in analysing families and gender dynamics in different societies.
### Research in Social Sciences – RSC2601

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<tr>
<th>Semester module</th>
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<tbody>
<tr>
<td><strong>Purpose:</strong></td>
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<tr>
<td>To introduce students to research in the social sciences to enable them to understand and apply the basic principles of scientific research.</td>
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### Engaging with Society – EWS2601

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<tr>
<td><strong>Purpose:</strong></td>
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<tr>
<td>To equip BA graduates with an interdisciplinary grounding in the challenges facing our society, thus increasing their motivation to, and their capacity for, providing solutions to these challenges, as well as the capacity to connect their personal/local situation with the broader social/global environment, thus facilitating their ability to think critically and holistically, and to act effectively.</td>
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### Thinking Sociologically: Research Methodology – SOC3701 (SOC3015)

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<tr>
<td><strong>Prerequisite:</strong></td>
<td>SOC1501 and SOC1502 or SOC101V and SOC102W</td>
<td>Co-requisite:</td>
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<tr>
<td><strong>Purpose:</strong></td>
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<tr>
<td>Approaches to social science research, the research process, specific sociological research techniques, working with data, and reflecting on social research.</td>
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### Industrial Sociology – SOC3702 (SOC3049)

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<td><strong>Purpose:</strong></td>
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<tr>
<td>A critical sociological perspective on the nature of work and industrial relations, and its application to work and industrial relations in South Africa.</td>
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### Sociology Of Education – SOC3703 (SOC305A)

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<tr>
<td><strong>Purpose:</strong></td>
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<tr>
<td>Sociological analysis of relationships between education and social inequality.</td>
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### Group Dynamics – SOC3704 (SOC306B)

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</tr>
<tr>
<td>Sociological analysis of group processes, social interaction, social structure, social movements, and identity.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Theorising Modernity: Classical And Contemporary Social Theory – SOC3705 (SOC308D)

<table>
<thead>
<tr>
<th>Semester module</th>
<th>NQF Level: 7</th>
<th>Credits: 12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prerequisite:</strong></td>
<td></td>
<td>Co-requisite:</td>
</tr>
<tr>
<td><strong>Purpose:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classical and contemporary sociological theories.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Postgraduate Modules

### Problematising Modernity – SOSTH1X

<table>
<thead>
<tr>
<th>Year module</th>
<th>NQF Level: 7</th>
<th>Credits: 24</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prerequisite:</strong></td>
<td></td>
<td>Co-requisite:</td>
</tr>
<tr>
<td><strong>Purpose:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To engage with modernity as a social phenomenon in both Western and non-Western societies and studying its challenges and opportunities.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Social Change and Reconstruction Challenges in Developing Societies – SOSTH2Y

<table>
<thead>
<tr>
<th>Year module</th>
<th>NQF Level: 7</th>
<th>Credits: 24</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prerequisite:</strong></td>
<td></td>
<td>Co-requisite:</td>
</tr>
<tr>
<td><strong>Purpose:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To enable students to explore critically social change and reconstruction challenges in the fields of poverty, stratification, and development.</td>
<td></td>
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</tr>
</tbody>
</table>

### Social Behavioural Aspects in HIV/AIDS – SB7002U

<table>
<thead>
<tr>
<th>Year module</th>
<th>NQF Level: 7</th>
<th>Credits: 24</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prerequisite:</strong></td>
<td></td>
<td>Co-requisite:</td>
</tr>
<tr>
<td><strong>Purpose:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To allow students to critically engage at a theoretical level and with advanced knowledge with the social and behavioural aspects of HIV and AIDS within the African and global context to: (a) demonstrate an advanced understanding of the social and behavioural aspects of HIV and AIDS; (b) explore critically the impact of HIV and AIDS on sustainable development and population growth; and (c) develop and promote intervention directed to achieving healthy lifestyles and HIV-prevention by applying social behaviour change theories and models.</td>
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<td></td>
</tr>
</tbody>
</table>

### Designing Social Programmes in Social Sciences – SB7003V (SBH4803)

<table>
<thead>
<tr>
<th>Year module</th>
<th>NQF Level: 7</th>
<th>Credits: 24</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prerequisite:</strong></td>
<td></td>
<td>Co-requisite:</td>
</tr>
<tr>
<td><strong>Purpose:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To equip students with theoretical and applied knowledge and skills in Social Policy and Programme Design to: (a) have a comprehensive and systematic knowledge base on the purpose and use of social policies and programmes in addressing social issues such as HIV and AIDS in South Africa and Africa; (b) identify appropriate and applicable social behaviour change theories to design social policies and programmes; and (c) design a programme framework on a selected social issue like HIV and AIDS by following the steps in social programme design and development.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Statistics for the generic Bachelor of Commerce degree

NQF Level: 7:
STA3701 STA3702 STA3703 STA3704 and STA3705 or STA3710
STA2601 STA2602 STA2603 and STA2604 plus MAT1613 DSC1630 MAT2615 MAT2611

NQF Level: 6:
STA1501 STA1502 STA1503 plus MAT1512 MAT1503

NQF Level: 5:

Major combinations:
Statistics for the generic Bachelor of Science degree

STA2610 is offered for BCom students only. STA1503 and STA2610 may not both be included in one degree.

NOTE:
Department.

STA2610, (vii) either STA121 and STA123 or STA1501, (viii) either STA121 and STA124 or STA1501 (ix). Credits for other previously passed Statistics courses is at the discretion of the

Students are advised to purchase their prescribed books as early as possible. Students are referred to the first tutorial letter in each module (Tutorial Letter 101) for specific information about prescribed books, and where applicable, the content of its study package. Access to an audio cassette recorder or CD player is essential as students have to

Spanish

General information:

Practical Spanish: Beginners – SPS1501

Semester module
NQF Level: 5
Credits: 12

Prerequisite: Co-requisite:

Purpose: To develop an aptitude in the four language skills: reading, writing, speaking and listening to Spanish from beginners' level to lower intermediate level. The lively communicative

The lively communicative and context-based approach continues in this module and includes further use of audio cassette recordings.

Spanish: Lower Intermediate Level – SPS1502

Semester module
NQF Level: 5
Credits: 12

Prerequisite: SPS101B or SPS1501 Co-requisite:

Purpose: This module continues the development of aptitude in the four languages skills, reading, writing, listening and speaking Spanish from lower intermediate to intermediate level. The lively communicative and context-based approach continues in this module and includes further use of audio cassette recordings.

Statistics

General information: Acknowledge of Mathematics is absolutely essential for the statistician. Access to a computer is compulsory from the NQF Level 6 onwards as CDs form part of the study material in certain modules. Credit for a BSc degree is granted for: (i) either STS111 and STS112 or STA121, 122, 123 and 124 or STA1501 and STA1502 (ii) either STS1113 or (STA121 and 122) or STA1501 and STA1502, (ii) either STS1124 or STA1501, (iv) either STA106 or STA124, (v) either STA1510 or STA1610, (vi) either STA1503 or STA2610, (vi) either STA121 and STA123 or STA1501, (vii) either STA121 and STA124 or STA1501 (viii). Credits for other previously passed Statistics courses is at the discretion of the Department.

NOTE: The modules STA1510 and STA1610 are both service modules and do not meet the requirements for admission to any second or third level modules. The same syllabus is covered in both these service modules, but assessment at the two NQF levels differs. STA1510 and STA1610 may not both be included in one degree composition. The module STA2610 is offered for BCom students only. STA1503 and STA2610 may not both be included in one degree.

Statistics for the generic Bachelor of Science degree

Major combinations:
NQF Level: 5: STA1501 STA1502 STA1503 plus MAT1512 MAT1503
NQF Level: 6: STA2601 STA2602 STA2603 and STA2604 plus MAT1613 DSC1630 MAT2615 MAT2611
NQF Level: 7: STA3701 STA3702 STA3703 STA3704 and STA3705 or STA3710

Statistics for the generic Bachelor of Commerce degree
Semester module | NQF Level | Credits
--- | --- | ---
Descriptive Statistics and Probability – STA1501 (STS1113) | 5 | 12
Statistical Inference 1 – STA1502 (STS1124) | 5 | 12
Distribution Theory I – STA1503 (STA122N) | 5 | 12
Basic Statistics – STA1510 | 5 | 12
Introduction to Statistics – STA1610 (STS1055) | 6 | 12
Applied Statistics II – STA2601 (STA203N) | 6 | 12
Statistical Inference II – STA2602 (STA2602) | 6 | 12
Distribution Theory II – STA2603 (STA202M) | 6 | 12

Major combinations:
NQF Level: 5: STA1501, STA1502
NQF Level: 6: STA2601, STA2602, STA2603, STA2604, STA2610
NQF Level: 7: STA3701, STA3702, STA3703, STA3710, (STA3704 or STA3705)

General information:

There is an increasing demand from employers that students in statistics be trained in the use of statistical software. First-year modules include computer printouts, but computer access is not essential. In STA2610 students will be introduced to a statistical software package and access to a computer for STA2601 and STA3701 is compulsory. For all other undergraduate modules access to a computer is advised but (at this stage) not compulsory at first-year level. Access to a computer is compulsory from the NQF Level: 6 onwards as CD’s form part of the study material in certain modules. In the case of the BCom with specialisation in Quantitative Management STA2603 may be chosen as an option.

Descriptive Statistics and Probability – STA1501 (STS1113)

Prerequisite: To have an informed understanding of exploratory data analysis as used in graphical and tabular techniques; measures of central location, variability and linear relationships; simple sampling procedures. Students should be able to use probability as a tool to create discrete and continuous probability distributions, used extensively in statistical inference. The contents of this module have important applications in finance and are useful in several management sciences.

Statistical Inference 1 – STA1502 (STS1124)

Recommended: Should be taken together with MAT2611 and MAT2615 or STA3710

Purpose: To have a basic perspective of the role of the sampling distribution of the mean, a proportion and the difference between two means in statistical inference, interval estimation and hypothesis testing. Students will be able to estimate single and combinations of population parameters; understand one-way analysis of variance; apply parametric and nonparametric tests such as two Chi-squared tests and the Wilcoxon signed rank sum test. They will also be familiar with simulation linear regression and correlation, as well as with the basics of time series analysis and forecasting. The contents of this module are relevant in a wide variety of applications in business and economics and represent a significant contribution to the development of the student as a statistics practitioner.

Distribution Theory I – STA1503 (STA122N)

Prerequisite: STA1501

Purpose: Qualifying Students will have a solid fundamental introductory knowledge of and skills in statistical theory and have a clear understanding of the nature of mathematical statistics in terms of its objective, namely statistical inference. These competencies include knowledge of different theoretical distributions for populations, using probability theory, to progress to statistical inference in an accurate mathematical manner. In this process, distribution theory models will be applied in specific discrete and continuous random variables. This module will support further studies and applications in the sector of statistical theory in the field statistics, as part of the Bachelor of Science and Bachelor of Commerce qualifications. This module will be an illustration of Mathematical Statistics as a theory of information to contribute to the development of communities and of research in Southern Africa, Africa or globally, utilizing mathematics extensively, but only as a tool.

Basic Statistics – STA1510

Prerequisite: To ensure that students are introduced to the most important basic statistical concepts. After completion students should have an informed understanding of different visual descriptions of data, including graphical and tabular techniques; measures of central location, dispersion and association. They should be able to use probability as a tool to create discrete and continuous probability distribution, used extensively in statistical inference; determine confidence intervals and perform hypothesis testing involving a sample mean and proportion; apply different forms of Chi-square testing; understand simple linear regression and correlation.

Introduction to Statistics – STA1610 (STS1055)

Prerequisite: To ensure that students are introduced to the most important basic statistical concepts. After completion students should have an informed understanding of different visual descriptions of data, including graphical and tabular techniques; measures of central location, dispersion and association. They should be able to use probability as a tool to create discrete and continuous probability distributions, used extensively in statistical inference; determine confidence intervals and perform hypothesis testing involving sample means and proportions; apply different forms of Chi-square testing; understand simple linear regression and correlation.

Applied Statistics II – STA2601 (STA203N)

Prerequisite: STA501 & STA502

Purpose: To enable students to identify the correct technique, manage the statistical software JMP to do the computations and interpret the results for decisions regarding tests for normality, independence and hypotheses concerning means, variances and regression. Access to a computer is compulsory.

Statistical Inference II – STA2602 (STA2602)

Prerequisite: STA501 & STA502

Purpose: To enable students to gain insight in statistical inference using different properties of estimation and methods of estimation. Included are linear models and estimation by least squares as well as designing experiments and analysis of variance procedures.

Distribution Theory II – STA2603 (STA202M)

Prerequisite: STA1503 & MAT1512 or (STA1502 and DSC1620) or STA2610 or (STA1113 & STA1124 & MAT1512) or (STA1503 & MAT1512)

Purpose: To gain insight into the role that formal theory plays in data analytic methods, discussing a wide variety of discrete and continuous distributions simultaneously. After completion students should understand the joint probability structure of two random variables (discrete and continuous case): be able to calculate expectation, variance, covariance, conditional expectation and moment-generating functions; have insight into distributions of functions of independent random variables; prove the law of large numbers and the central limit theorem under fairly strong assumptions; comprehend how the Chi-square, t, and F distributions are derived from the normal distribution.

General information:

There is an increasing demand from employers that students in statistics be trained in the use of statistical software. First-year modules include computer printouts, but computer access is not essential. In STA2610 students will be introduced to a statistical software package and access to a computer for STA2601 and STA3701 is compulsory. For all other undergraduate modules access to a computer is advised but (at this stage) not compulsory at first-year level. Access to a computer is compulsory from the NQF Level: 6 onwards as CD’s form part of the study material in certain modules. In the case of the BCom with specialisation in Quantitative Management STA2603 may be chosen as an option.

Descriptive Statistics and Probability – STA1501 (STS1113)

Prerequisite: To have an informed understanding of exploratory data analysis as used in graphical and tabular techniques; measures of central location, variability and linear relationships; simple sampling procedures. Students should be able to use probability as a tool to create discrete and continuous probability distributions, used extensively in statistical inference. The contents of this module have important applications in finance and are useful in several management sciences.

Statistical Inference 1 – STA1502 (STS1124)

Recommended: Should be taken together with MAT2611 and MAT2615 or STA3710

Purpose: To have a basic perspective of the role of the sampling distribution of the mean, a proportion and the difference between two means in statistical inference, interval estimation and hypothesis testing. Students will be able to estimate single and combinations of population parameters; understand one-way analysis of variance; apply parametric and nonparametric tests such as two Chi-squared tests and the Wilcoxon signed rank sum test. They will also be familiar with simulation linear regression and correlation, as well as with the basics of time series analysis and forecasting. The contents of this module are relevant in a wide variety of applications in business and economics and represent a significant contribution to the development of the student as a statistics practitioner.

Distribution Theory I – STA1503 (STA122N)

Prerequisite: STA1501

Purpose: Qualifying Students will have a solid fundamental introductory knowledge of and skills in statistical theory and have a clear understanding of the nature of mathematical statistics in terms of its objective, namely statistical inference. These competencies include knowledge of different theoretical distributions for populations, using probability theory, to progress to statistical inference in an accurate mathematical manner. In this process, distribution theory models will be applied in specific discrete and continuous random variables. This module will support further studies and applications in the sector of statistical theory in the field statistics, as part of the Bachelor of Science and Bachelor of Commerce qualifications. This module will be an illustration of Mathematical Statistics as a theory of information to contribute to the development of communities and of research in Southern Africa, Africa or globally, utilizing mathematics extensively, but only as a tool.

Basic Statistics – STA1510

Prerequisite: To ensure that students are introduced to the most important basic statistical concepts. After completion students should have an informed understanding of different visual descriptions of data, including graphical and tabular techniques; measures of central location, dispersion and association. They should be able to use probability as a tool to create discrete and continuous probability distribution, used extensively in statistical inference; determine confidence intervals and perform hypothesis testing involving a sample mean and proportion; apply different forms of Chi-square testing; understand simple linear regression and correlation.

Introduction to Statistics – STA1610 (STS1055)

Prerequisite: To ensure that students are introduced to the most important basic statistical concepts. After completion students should have an informed understanding of different visual descriptions of data, including graphical and tabular techniques; measures of central location, dispersion and association. They should be able to use probability as a tool to create discrete and continuous probability distributions, used extensively in statistical inference; determine confidence intervals and perform hypothesis testing involving sample means and proportions; apply different forms of Chi-square testing; understand simple linear regression and correlation.

Applied Statistics II – STA2601 (STA203N)

Prerequisite: STA501 & STA502

Purpose: To enable students to identify the correct technique, manage the statistical software JMP to do the computations and interpret the results for decisions regarding tests for normality, independence and hypotheses concerning means, variances and regression. Access to a computer is compulsory.

Statistical Inference II – STA2602 (STA2602)

Prerequisite: STA501 & STA502

Purpose: To enable students to gain insight in statistical inference using different properties of estimation and methods of estimation. Included are linear models and estimation by least squares as well as designing experiments and analysis of variance procedures.

Distribution Theory II – STA2603 (STA202M)

Prerequisite: STA1503 & MAT1512 or (STA1502 and DSC1620) or STA2610 or (STA1113 & STA1124 & MAT1512) or (STA1503 & MAT1512)

Purpose: To gain insight into the role that formal theory plays in data analytic methods, discussing a wide variety of discrete and continuous distributions simultaneously. After completion students should understand the joint probability structure of two random variables (discrete and continuous case): be able to calculate expectation, variance, covariance, conditional expectation and moment-generating functions; have insight into distributions of functions of independent random variables; prove the law of large numbers and the central limit theorem under fairly strong assumptions; comprehend how the Chi-square, t, and F distributions are derived from the normal distribution.
Forecasting II – STA2604 (STA208T)

Semester module | NQF Level: 6 | Credits: 12
---|---|---
Prerequisite: STA1501 & STA1502 | Co-requisite: |
**Purpose:** To see forecasting as a structured process of classified techniques. After completion students can explore time series data, looking at seasonality, stationarity and trend. Classify techniques for forecasting and assess accuracy of forecasts; deal with different characteristics of time series, such as smoothing methods and seasonal models; establish credibility in forecasting and implement the forecasting process.

Statistical Distributions – STA2610 (STA313T)

Semester module | NQF Level: 6 | Credits: 12
---|---|---
Prerequisite: STA1501 | Co-requisite: STA1502 & DSC1620 |
**Purpose:** To have a sound fundamental introductory knowledge of and skills in statistical theory and have a clear understanding of the nature of mathematical statistics in terms of its objective, namely statistical inference. These competencies include knowledge of different theoretical distributions for populations, using probability theory, to progress to statistical inference in an accurate mathematical manner. In this process, distribution theory models will be applied in specific discrete and continuous random variables. This module will support further studies and applications in the sector of statistical theory in the field Statistics, as part of the Bachelor of Science and Bachelor of Commerce qualifications. This module will be an illustration of Mathematical Statistics as a theory of information to contribute to the development of communities and of research in Southern Africa, Africa or globally utilizing mathematics extensively, but only as a tool.

Applied Statistics III – STA3701

Semester module | NQF Level: 7 | Credits: 12
---|---|---
Prerequisite: STA2601 | Co-requisite: STA3703 & (MAT2611 or STA3710) |
**Purpose:** To enable students to demonstrate an understanding of one- and two-way analysis of variance, fixed effects and mixed models, and simple and multiple linear regression. Access to computer is compulsory.

Statistical Inference III – STA3702 (STA303R)

Semester module | NQF Level: 7 | Credits: 12
---|---|---
Prerequisite: STA2603 or STA2602 & STA2610 | Co-requisite: |
**Purpose:** To gain theoretical insight into likelihood, data reduction, point estimation and interval estimation.

Distribution Theory III – STA3703 (STA302Q)

Semester module | NQF Level: 7 | Credits: 12
---|---|---
Prerequisite: (STA2603 & MAT2615) or (STA2603 & STA2610) | Co-requisite: STA3710 |
**Purpose:** To gain insight into distributions and their relationships. After completion students should comprehend non-centrality; understand compounding and generalization as methods for finding parameter-rich distributions; use bivariate and multivariate distributions to describe normal and non-normal variables.

Time Series III – STA3704 (STA312S)

Semester module | NQF Level: 7 | Credits: 12
---|---|---
Prerequisite: STA2601 | Co-requisite: STA2604 |
**Purpose:** To gain insight into Box-Jenkins methodology, AR, MA and ARIMA models; also to use statistical software for practical modelling of time series.

Sampling Techniques – STA3705 (STA306U)

Semester module | NQF Level: 7 | Credits: 12
---|---|---
Prerequisite: STA2601 | Co-requisite: |
**Purpose:** To gain more advanced insight into stratified random sampling; systematic and cluster sampling; estimation of the sample size; ratio and regression estimation; sampling with unequal probabilities; complex surveys; non-response.

Mathematical Techniques in Statistics – STA3710 (STA311R)

Semester module | NQF Level: 7 | Credits: 12
---|---|---
Prerequisite: STA2603 or STA2610 | Co-requisite: |
**Purpose:** To gain a basic understanding of matrix presentations and be able to apply calculus in statistical calculations. After completion of this module students should have mastered the basics of matrix calculations, know about linear dependence and independence; determine the three matrix reductions; invert a matrix; find eigen values; apply all these techniques in statistics. Students should be able to solve problems where differentiation and integration techniques have to be applied. Other topics include generalized inverses, Kronecker products and matrix differentiation.

Postgraduate Modules

Matrix Methods in Statistics – STA4801 (STA401S)

Year module | NQF Level: 8 | Credits: 12
---|---|---
Prerequisite: | Co-requisite: |
**Purpose:** About this module: Matrices play an important role in the design of experiments, statistical estimation, statistical inference, probability theory and stochastic processes. This module concentrates on matrix topics that are particularly relevant to statistics. A study guide is included in the study material. Abbreviated contents: The study material includes topics such as orthogonal matrices, idempotent matrices, partitioned matrices, generalised inverses, systems of linear equations, characteristic roots and vectors, the singular value decomposition and the differentiation of functions of matrices.

Multivariate Distribution Theory – STA4802 (STA421W)

Year module | NQF Level: 8 | Credits: 12
---|---|---
Prerequisite: | Co-requisite: STA4801 or STA401S |
**Purpose:** About this module: Matrix notation and theory are used extensively. Therefore STA4801 is one of the prerequisite modules. It is expected that the student is familiar with basic distributions such as the normal, gamma, beta, t and F and with concepts of jointly distributed random variables, marginal distributions, moments, conditional distributions, and independence as well as characteristic functions. Abbreviated contents: The basic central distribution and building block in classical multivariate analysis is the multivariate normal distribution. The student will be introduced to the multivariate normal distribution and its properties, as well as spherical and elliptical distributions. The Jacobian of transformations are also included. The Wishart and multivariate beta distributions are covered in the study material.
### Linear Models – STA4803 (STA431Y)

**Year module**

<table>
<thead>
<tr>
<th>Module Title</th>
<th>NQF Level</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Linear Models – STA4803</td>
<td>B</td>
<td>12</td>
</tr>
</tbody>
</table>

**Prerequisite:**

Co-requisite: STA4801 or STA401S

**Purpose:**

About this module: This module teaches the underlying theories of linear models and their practical applications in business administration, economics, engineering, and the social, health, and biological sciences. Analysis of real-life data is used to help the students understand the theories and applications of linear modelling. Abbreviated contents: Generalized inverses of matrices; Distributions and quadratic forms; Regression and/or full-rank models; ANOVA and Ancova models; Mixed effects models.

### Regression – STA4804

**Year module**

<table>
<thead>
<tr>
<th>Module Title</th>
<th>NQF Level</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression – STA4804</td>
<td>B</td>
<td>12</td>
</tr>
</tbody>
</table>

**Prerequisite:**

Co-requisite: STA4801 & STA4803

**Purpose:**

About the module: This module teaches both the underlying theory of regression analysis/models and its/their practical applications in business administration, economics, engineering, and the social, health, and biological sciences. Analysis of real-life data is used to help the students understand the theories and applications of regression modeling and of making valid inferences from regression analysis. Abbreviated contents: Simple and Multiple linear regression models; Model diagnostics; General linear F-test; Model building; ANOVA and Ancova models.

### Research Project in Statistics – STA4805

**Year module**

<table>
<thead>
<tr>
<th>Module Title</th>
<th>NQF Level</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Project in Statistics – STA4805</td>
<td>B</td>
<td>12</td>
</tr>
</tbody>
</table>

**Prerequisite:**

Co-requisite: STA4806

**Purpose:**

About this module: The purpose of this module is to provide students with practical experience of conducting statistical research and of writing scientific reports on their findings. These reports will be submitted by the students for evaluation. Abbreviated contents: Introduction; Literature review; Theory and Methods; Results and Discussion; Conclusion.

### Advanced Research Methods in Statistics – STA4806

**Year module**

<table>
<thead>
<tr>
<th>Module Title</th>
<th>NQF Level</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Research Methods in Statistics – STA4806</td>
<td>B</td>
<td>24</td>
</tr>
</tbody>
</table>

**Prerequisite:**

Co-requisite: STA4801 or STA401S

**Purpose:**

About this module: This module teaches general research ethics, and the applications of advanced statistical research methods. The module provides practical experience of analyzing complex real-life data, and the correct interpretation of the results. Upon completion of this module, students will be able to critique reports and demonstrate advanced scholarship in the area of statistics. Abbreviated contents: Research report; Multiple regression; Multivariate analysis of variance; Discriminant analysis; Logistic regression; Cluster analysis; Principal component analysis; Factor analysis; Correspondence analysis; Log linear models. Research proposal which includes the following – a description of the research problem/topic to be investigated and why it should be investigated; a description of the data to be analyzed if applicable; a description of the theory of the proposed statistical methods/techniques to be used to solve the problem(s) and why they are appropriate for the problem's references.

### Time Series – STA4807 (STA4356)

**Year module**

<table>
<thead>
<tr>
<th>Module Title</th>
<th>NQF Level</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time Series – STA4807</td>
<td>B</td>
<td>12</td>
</tr>
</tbody>
</table>

**Prerequisite:**

Co-requisite: STA4801 or STA401S

**Purpose:**

Abbreviated contents: The approach in this module is both theoretical and practical. Contents include model identification, state space models, the Kalman filter, power spectrum and the transfer function. Discussions on process identification, non-stationary processes and seasonal processes and spectral estimation techniques are also covered.

### Survival Analysis – STA4808 (STA4171)

**Year module**

<table>
<thead>
<tr>
<th>Module Title</th>
<th>NQF Level</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Survival Analysis – STA4808</td>
<td>B</td>
<td>12</td>
</tr>
</tbody>
</table>

**Prerequisite:**

Co-requisite: STA4801 or STA401S

**Purpose:**

About this module: This module explores different aspects of survival analysis as data analysis methodology. The presentation is practical and accessible with statistical software enabling the learner to explore and analyze a wide spectrum of problems on time to event data. Students are prepared for the workplace as Survival Analysis has a multitude of applications in the fields of health, engineering, economics, biology and the physical sciences. Abbreviated contents: Students learn to describe the distribution of failure times (time to event), analysis times and Hazard models (Parametric and Semi-parametric). Censoring, truncation and the recording of survival data. Nonparametric analysis of survival data, the Cox proportional hazards model, building a Cox proportional hazards model, diagnostics to check model for misspecification, outliers, influential points and most importantly, the proportional hazards assumption fall within the scope of this module contents. This module makes extensive use of computer statistical software and hence a student must have access to a computer.

### Nonparametric Regression – STA4809 (STA4173)

**Year module**

<table>
<thead>
<tr>
<th>Module Title</th>
<th>NQF Level</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nonparametric Regression – STA4809</td>
<td>B</td>
<td>12</td>
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</tbody>
</table>

**Prerequisite:**

Co-requisite: STA4801 or STA401S

**Purpose:**

About this module: Special attention is given to different aspects of nonparametric regression as an explorative tool and non-linear relationships in a wide variety of applications. The presentation is practical and accessible with statistical software enabling the learner to explore and analyze a wide spectrum of data. The incentive behind the development of this module was the Honours degree in Data mining, but at the same time it prepares the student for the workplace as Nonparametric regression has applications in the fields of economy, biology and the physical sciences. Abbreviated contents: Students learn to describe the difference between parametric and nonparametric regression and the difference between model driven and data driven approaches. Attention is given to nonparametric density estimation in practice and theory for univariate and multivariate analyses as well as models for non-parametric regression and the smoothing parameters. Advanced tools such as semi-parametric regression, additive models and in particular generalised additive models are also included. This module makes extensive use of computer statistical software and hence a student must have access to a computer.

### Methods of Multivariate Analysis – STA4810 (STA4425)

**Year module**

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<tr>
<th>Module Title</th>
<th>NQF Level</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Methods of Multivariate Analysis – STA4810</td>
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<td>12</td>
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</table>

**Prerequisite:**

Co-requisite: STA4801 and STA4802 and STA4806

**Purpose:**

About the module: This module is about tests of hypotheses on means, multivariate analysis of variance, inference from covariance matrices, as well as principle components and factor structure of multivariate data. Abbreviated contents: The topics covered in this module include Hotelling’s T², multi-variate analysis of variance, analysis of repeated measurements, canonical correlation, interpretation of principle components, biplots, the evaluation of factors, the properties of factor model estimation, etc.

### Probability and Stochastic Processes – STA4811 (STA463B)

**Year module**

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<tr>
<th>Module Title</th>
<th>NQF Level</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Probability and Stochastic Processes – STA4811</td>
<td>B</td>
<td>12</td>
</tr>
</tbody>
</table>

**Prerequisite:**

Co-requisite: STA4801 or STA401S

**Purpose:**

Abbreviated contents: Probability; Conditional probability and conditional expectation; Markov chains; Exponential distribution and the Poisson Process. Continuous time Markov chains.
### Inference – STA4812 (STA412V)

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<th>Year module</th>
<th>NQF Level</th>
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<td>12</td>
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</table>

- **Prerequisite:** STA4801 or STA401S
- **Co-requisite:** STA4810 or STA412V

- **Purpose:** To introduce students to the statistical framework and study material of this module. There are three main subdivisions within statistics: efficient summarization, tabulation, and graphical display of data; design of experiments; and statistical inference. Data summarization was historically the first statistical activity. Experimental design is of crucial importance before data are collected. However, it is statistical inference which has seen most research and practical application in recent years, and it is the theory behind inference which forms the study material of this module. The most frequent approach to statistics is followed in this module. The normal approach to statistics is followed in this module. Abstracted contents: Selected topics from statistical inference namely sufficiency, minimal sufficiency, Neyman-Pearson Lemma, Cramer-Rao inequality, uniformly most powerful tests, comparison of estimators, prior distributions, etc. are included in the study material.

### Taxation

#### Taxation of Salaried Persons – TAX1501

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<th>Semester module</th>
<th>NQF Level</th>
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- **Prerequisite:** TXN201B
- **Co-requisite:**

- **Purpose:** To introduce students to the taxation framework and annual budget; to gain knowledge and the ability to apply this knowledge: taxable income of a natural person; fringe benefits; framework and basic calculations of other taxes and levies; tax administration.

#### The Taxation of Individuals – TXN201B

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<th>Semester module</th>
<th>NQF Level</th>
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- **Prerequisite:** FAC1601 or ACN102N
- **Co-requisite:**

- **Purpose:** To gain knowledge of and insight into the following topics and the ability to apply this knowledge: basic principles of taxation; calculation of taxable income; prepaid taxes; fringe benefits; retirement benefits; the taxation of investment income; the taxation of non-residents; the taxation of farmers; capital gains tax.

#### Deceased and Insolvent Estates – TXN202C

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<tr>
<th>Semester module</th>
<th>NQF Level</th>
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<td>12</td>
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</table>

- **Prerequisite:** FAC1601 or ACN102N
- **Co-requisite:**

- **Purpose:** To gain knowledge of and insight into the following topics and the ability to apply this knowledge: administration of deceased estates; executor’s accounts; wills; estate duty; the administration of insolvent estates; donations tax.

#### Taxation of Business Income – TXN203D

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<tr>
<th>Semester module</th>
<th>NQF Level</th>
<th>Credits</th>
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</table>

- **Prerequisite:** FAC1601
- **Co-requisite:**

- **Purpose:** To gain knowledge of and insight into the following topics and the ability to apply this knowledge: the taxation of business income; partnerships, companies and close corporations; taxation of trusts; tax administration; Value-Added Tax (VAT); capital gains tax.

#### Preparation of Tax Opinion Writing Skills – TAX3705 (TAX338A)

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<tr>
<th>Semester module</th>
<th>NQF Level</th>
<th>Credits</th>
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</table>

- **Prerequisite:** FAC1601 and TAX2601 or ACN102N and TXN203D
- **Co-requisite:**

- **Purpose:** The aim of this module is to equip students to prepare and evaluate tax opinions prepared for clients. The tax opinions will be evaluated with specific reference to interpretation of tax laws, gross income definition, general deduction formula, writing and referencing techniques.

### Postgraduate Modules

#### Advanced Taxation Practice – GEVBEPP

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<tr>
<th>Year module</th>
<th>NQF Level</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>TXN201B and TXN203D</td>
<td>7</td>
<td>24</td>
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</tbody>
</table>

- **Prerequisite:**
- **Co-requisite:**

- **Purpose:** To gain knowledge of the fundamental theories and principles of taxation to serve as preparation for the studies of the master’s and doctoral degrees: taxation laws and interpretation; gross income and income (including non-residents); general deduction formula; tax avoidance; administrative procedures; estate and retirement planning; capital gains tax (CGT); miscellaneous provisions.

#### Advanced Taxation – NTA4861 – (Namibian students only)

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<tr>
<th>Year module</th>
<th>NQF Level</th>
<th>Credits</th>
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<td>24</td>
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</table>

- **Prerequisite:**
- **Co-requisite:**

- **Purpose:** To equip students to collect, analyse and critically evaluate information for business ventures to identify the various tax issues, tax risks and compliance requirements, evaluate the normal tax, dividends tax and value added tax implications of transactions and proposed transactions, and provide advice on how to limit the liabilities within the legal framework of the different Acts. Prepare tax opinions and advise business entities on practical issues with reference to legislation and relevant case law.

#### Applied Taxation – NTA4862 – (Namibian students only)

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<tr>
<th>Year module</th>
<th>NQF Level</th>
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<td>24</td>
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</table>

- **Prerequisite:**
- **Co-requisite:**

- **Purpose:** To equip students to collect, analyse and critically evaluate information related to individuals to identify the various tax risks and compliance requirements, evaluate the taxation implications of transactions and proposed transactions, and provide advice to taxpayers on limiting their liabilities within the legal framework of the different Acts. Prepare evaluate tax and estate planning proposals and advise individuals on use of business entities and other estate planning instruments.
Advanced Taxation – TAX4861 (DIPAC38)

Year module  
NQF Level: 8  
Credits: 24

Prerequisite:  
Co-requisite:  

Purpose: To equip students to collect, analyse and critically evaluate information for business ventures to identify the various tax issues, tax risks and compliance requirements. Evaluate the normal tax, dividends tax and value-added tax implications of transactions and proposed transactions, and provide advice on how to limit the liabilities within the legal framework of the different Acts. Prepare tax opinions and advise business entities on practical issues with reference to legislation and relevant case law.

Applied Taxation – TAX4862 (TOE409X)

Year module  
NQF Level: 8  
Credits: 24

Prerequisite:  
Co-requisite:  

Purpose: To equip students to collect, analyse and critically evaluate information related to individuals to identify the various tax risks and compliance requirements. Evaluate the taxation implications of transactions and proposed transactions, and provide advice to taxpayers on limiting their liabilities within the legal framework of the different Acts. Prepare evaluate tax and estate planning proposals and advise individuals on use of business entities and other estate planning instruments.

Advanced Tax Case Law – TAX4863

Year module  
NQF Level: 8  
Credits: 24

Prerequisite:  
Co-requisite:  

Purpose: To equip students to collect, analyse and critically evaluate information for business ventures to identify the various tax issues, tax risks and compliance requirements. Evaluate the normal tax, dividends tax and value-added tax implications of transactions and proposed transactions and provide advice how to limit the liabilities within the legal framework of the different Acts. Identify, understand and explain the principles arising from case law, apply the principles so arising from case law to everyday tax problems.

Advanced Tax Capita Selecta I – TAX4864

Year module  
NQF Level: 8  
Credits: 24

Prerequisite:  
Co-requisite:  

Purpose: To equip students to collect, analyse and critically evaluate information for business ventures to identify the various tax issues, tax risks and compliance requirements. Evaluate the normal tax, dividends tax and value-added tax implications of transactions and proposed transactions and provide advice how to limit the liabilities within the legal framework of the different Acts. Identify, understand and explain the principles arising from case law, apply the principles so arising from case law to everyday tax problems.

Advanced Tax Capita Selecta II – TAX4865

Year module  
NQF Level: 8  
Credits: 24

Prerequisite:  
Co-requisite:  

Purpose: To equip students to collect, analyse and critically evaluate information for business ventures to identify the various tax issues, tax risks and compliance requirements. Evaluate the normal tax, dividends tax and value-added tax implications of transactions and proposed transactions and provide advice how to limit the liabilities within the legal framework of the different Acts. Identify, understand and explain the principles arising from case law, apply the principles so arising from case law to everyday tax problems.

Theologies in Context

A major in the Theologies in Context track consists of 9 modules:

2 modules at NQF level 5,  
3 modules at level 6, and  
4 modules at level 7 (which includes the “capstone” module – BTH3720).

Reflections of Faith – TIC1501

Semester module  
NQF Level: 5  
Credits: 12

Prerequisite:  
Co-requisite: CGM1501

Purpose: To enable students to portray the sense making pointers and patterns of three areas of Faith Studies that is theology, religiology and theories of faith; to make sense of the historical contexts in which theologies, religiologies and theories of faith emerged; to distinguish between different sense making and trendsetting approaches within the three areas of Faith Studies and to become aware and be able to reflectively contextualize his or her own patterns and experiences of faith.

Introduction to the Study of Church History – TIC1502

Semester module  
NQF Level: 5  
Credits: 12

Prerequisite:  
Co-requisite: CGM1501

Purpose: To help people to understand the history of their own Christian communities by providing a wide picture of the church to locate specific denominations within history Students learn to recognize how different individuals, groups, organizations, societies, cultures, countries and nations have interacted in the past and how those interactions have affected the church.

Faith, Church and Culture – TIC2601

Semester module  
NQF Level: 6  
Credits: 12

Prerequisite:  
Co-requisite:  

Purpose: To help students explore the meaning of the church as a faith community in the context of society; reflect on the influence culture has in terms of a person's personal faith-experience and the experience of faith within the context of a specific group of Christians, especially the church and to understand the significance of culture in terms of ecclesiastical diversity and the call for unity in Christian circles.

Christianity and a Changing South Africa – TIC2602

Semester module  
NQF Level: 6  
Credits: 12

Prerequisite:  
Co-requisite:  

Purpose: To help the learner explore the origins, development and the societal impact of Christianity in South Africa. People credited with this unit standard are able to outline, describe and explain the origins, development and the societal impact of Christianity in South Africa.
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<tr>
<th>Course Title</th>
<th>Semester module</th>
<th>NQF Level</th>
<th>Credits</th>
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<tr>
<td>Faith, Jesus and Social Change – TIC2603</td>
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<tr>
<td>World Christianity and Ecumenism – TIC2604</td>
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<td>Faith, The Spirit and The Future – TIC3701</td>
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<td><strong>Prerequisite:</strong></td>
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<td>Faith, Philosophy and Science – TIC3702</td>
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<td>Church and Society Across the Ages – TIC3703</td>
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<td>Christianity in Africa – TIC3704</td>
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<td><strong>Prerequisite:</strong></td>
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<td>Christian Foundations: The Early Centuries – TIC3705</td>
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<tr>
<td>Integrated Theological Praxis – BTH3720 (= “capstone” module)</td>
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<td><strong>Prerequisite:</strong></td>
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<tr>
<td>Theological Ethics</td>
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<tr>
<td><strong>General information:</strong> Theological Ethics is not offered as a major at undergraduate level. For information on the five undergraduate modules on offer, consult the subjects Community Ministry and Congregational Ministry. Theological Ethics can only be taken at postgraduate level.</td>
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<tr>
<td>Human Rights, Values and Social Transformation – HRV1601</td>
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<td><strong>Prerequisite:</strong></td>
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## Postgraduate Modules

### Approaches to Research in Theological Ethics – HPTHE81 (THE427T)

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<tr>
<th>Year module</th>
<th>NQF Level: 8</th>
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<td>Prerequisite:</td>
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**Purpose:** This module is designed to equip students with knowledge and skill to: identify and evaluate different approaches to the discipline of Theological Ethics; do research in the specific field of Theological Ethics; recognize and distinguish different research frameworks, designs and methodologies; evaluate the strengths and weaknesses of various research approaches; develop and critique basic research proposals.

### Research Report in Theological Ethics – HRTHE85 (THE428U)

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<tr>
<th>Year module</th>
<th>NQF Level: 8</th>
<th>Credits: 36</th>
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<td>Prerequisite:</td>
<td>Co-requisite:</td>
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</table>

**Purpose:** To allow students, under the guidance of a supervisor, to further develop their research skills. This will include the collation of reading and research material; the advancement of writing skills; the formulation and execution of an extended research report on a topic of their own choice within the broader field of Theological Ethics. The research design includes the submission of a viable proposal and the objective to develop and sustain interactive academic dialogue with the supervisor or promoter.

### Research Approaches to Christian Leadership – HPCLC81

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<th>Year module</th>
<th>NQF Level: 8</th>
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<td>Prerequisite:</td>
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**Purpose:** This module introduces students to the Honours BTh programme in Christian Leadership, as a whole. Attention is given to the nature, theoretical foundations, methodological approaches and practical implications of approaches to Christian Leadership in national and international contexts. Students credited with this module are able to reflect critically on various approaches to Christian Leadership, compare and evaluate the main trends in Christian Leadership, and to defend their own approach to Christian leadership in a research context.


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<tr>
<th>Year module</th>
<th>NQF Level: 8</th>
<th>Credits: 24</th>
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<tr>
<td>Prerequisite:</td>
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**Purpose:** This module will be useful to people who wish to identify the challenges facing Christian leaders, distinguish between different schools of thought on leadership and apply leadership principles in general and more specifically within their Christian context.

### Facilitating Christian Discipleship and Leadership Development – CLC4802 (BTHCDL9)

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<th>Year module</th>
<th>NQF Level: 8</th>
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<td>Prerequisite:</td>
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**Purpose:** This module will be useful to people who are in leadership positions and need to understand and evaluate both leadership styles and the interrelation of personality, character and culture from the perspective of Christian theology and ethics. Learners will further be encouraged and enabled to engage in self-reflection concerning their own leadership development and, where appropriate, facilitate the development of other leaders.

### Comparative Religious Ethics or Sexual Ethics or Medical Ethics – THE4801 (THE429V)

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<th>Year module</th>
<th>NQF Level: 8</th>
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<td>Prerequisite:</td>
<td>Co-requisite:</td>
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</table>

**Purpose:** To enable students to become acquainted with frameworks for comparing the ethical orientations of religious traditions; or to address issues falling within the broad spectrum of human sexual behaviour; or to study of moral values and judgments as they apply to medicine.

### Social or Environmental Ethics – THE4802 (THE426S)

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<th>Year module</th>
<th>NQF Level: 8</th>
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<td>Prerequisite:</td>
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**Purpose:** To equip students with the ability to understand ethical issues in contemporary society thus increasing their capacity for providing solutions to these challenges. The module thus focuses substantially on the following: Social or Environmental ethical issues from a Christian perspective.

### Feminist/Womanist Ethics or Ethics and Spirituality – THE4803 (THE425R)

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<th>Year module</th>
<th>NQF Level: 8</th>
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<td>Prerequisite:</td>
<td>Co-requisite:</td>
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</table>

**Purpose:** To enable students to become conversant with contemporary ethical discourses with reference to either Feminist/Womanist ethics or Ethics and spirituality to provide learners with the necessary applied and theoretical competences to enable them to engage ethical issues in contemporary society, thus contributing to the enhancement of life in their respective communities.

### Research Report in Christian Leadership – HRCLC85

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<tr>
<th>Year module</th>
<th>NQF Level: 8</th>
<th>Credits: 36</th>
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<tr>
<td>Prerequisite:</td>
<td>Co-requisite:</td>
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</table>

**Purpose:** To allow students, under the guidance of a supervisor, to further develop their research skills. The research design includes the submission of a viable proposal and the objective to develop and sustain interactive academic dialogue with the supervisor or promoter. This module will further include the collation of reading and research material; developing basic empirical research skills; the advancement of writing skills; and the formulation and execution of an extended research report on a topic of their own choice within the broader field of Christian Leadership.
# Theory of Literature

**General Information:** THL821Y, THL8223 and THL8234 will be presented as NQF Level: 6 modules until end 2013 for students registered in the BA (with Specialisation in Creative Writing) (02283 – CRW). Students who registered for the NQF Level: 6 Theory of Literature major in 2011, will take THL2601 and THL2602.

**Major combinations:**
- **NQF Level: 5:** THL1501, THL1502
- **NQF Level: 6:** THL2601, THL2602
- **NQF Level: 7:** THL3701, THL3702, THL3703, THL3704, THL3705

## Introduction to Theory of Literature – THL1501

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<thead>
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<th>Semester module</th>
<th>NQF Level: 5</th>
<th>Credits: 12</th>
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<td>Prerequisite:</td>
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<tr>
<td>Purpose:</td>
<td>To introduce students to the theoretical approach and to show how it differs from other approaches in literature; to familiarise students with definitions of literature and other aesthetic objects; to acquire the ability to understand or interpret literature, and to appreciate or evaluate literature and other cultural and aesthetic objects.</td>
<td></td>
</tr>
</tbody>
</table>

## Introduction to Literary Genres – THL1502

<table>
<thead>
<tr>
<th>Semester module</th>
<th>NQF Level: 5</th>
<th>Credits: 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>Co-requisite:</td>
<td></td>
</tr>
<tr>
<td>Purpose:</td>
<td>To provide an introduction to literary genres; to introduce students to the main types and characteristic features of oral and written literature, and to familiarise students with the analysis and interpretation of poetic, narrative and dramatic texts.</td>
<td></td>
</tr>
</tbody>
</table>

## Theory of the Sign in Literature and Culture – THL2601

<table>
<thead>
<tr>
<th>Semester module</th>
<th>NQF Level: 6</th>
<th>Credits: 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>THL1501/THL801U</td>
<td>Co-requisite:</td>
</tr>
<tr>
<td>Purpose:</td>
<td>To introduce students to the theories on structuralism and semiotics, those beyond semiotics and those on reading and interpretation.</td>
<td></td>
</tr>
</tbody>
</table>

## Structuralist and Semiotic Theories of Genre – THL2602

<table>
<thead>
<tr>
<th>Semester module</th>
<th>NQF Level: 6</th>
<th>Credits: 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>THL1502 or THL802V</td>
<td>Co-requisite:</td>
</tr>
<tr>
<td>Purpose:</td>
<td>To take the genre studies at introductory level to an intermediary level. Structuralist and semiotic theories are applied to the reading, analysis, interpretation and appraisal of poetry, narrative and drama with reference to selected texts from South African and world literatures.</td>
<td></td>
</tr>
</tbody>
</table>

## Introduction to Creative Writing: A Practical Course – KSK1601

<table>
<thead>
<tr>
<th>Semester module</th>
<th>NQF Level: 6</th>
<th>Credits: 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>KSK2601 or THL1016</td>
<td>Co-requisite:</td>
</tr>
<tr>
<td>Purpose:</td>
<td>To introduce students to the aesthetics and practice of creative writing in the various literary genres.</td>
<td></td>
</tr>
</tbody>
</table>

## Advanced Creative Writing: A Practical Course – KSK2601

<table>
<thead>
<tr>
<th>Semester module</th>
<th>NQF Level: 6</th>
<th>Credits: 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>THL1502 or THL802V</td>
<td>Co-requisite:</td>
</tr>
<tr>
<td>Purpose:</td>
<td>To further develop and advance the knowledge and practical skills required for creative writing in various genres.</td>
<td></td>
</tr>
</tbody>
</table>

## Advanced Narrative – THL821Y

<table>
<thead>
<tr>
<th>Semester module</th>
<th>NQF Level: 6</th>
<th>Credits: 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>THL1502 or THL802V</td>
<td>Co-requisite:</td>
</tr>
<tr>
<td>Purpose:</td>
<td>To introduce students to two main components: advanced structuralist theory and strategies for reading contemporary and/or postmodernist narrative texts. The module has two parts: the first is a critical analysis of complementary theories on the complexities of narrative structure, and the second entails an in-depth study of contemporary narrative texts aimed at developing greater understanding of narrative texts.</td>
<td></td>
</tr>
</tbody>
</table>

## Theory of Drama – THL8223

<table>
<thead>
<tr>
<th>Semester module</th>
<th>NQF Level: 6</th>
<th>Credits: 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>THL1502 or THL802V</td>
<td>Co-requisite:</td>
</tr>
<tr>
<td>Purpose:</td>
<td>To introduce students to the semantics of drama and theatre and the social dimension of drama and theatre; to familiarise them with a critical introduction to contemporary theories on drama, theatre and performance, to make them aware of the social dimension of drama and theatre by analysing recent productions.</td>
<td></td>
</tr>
</tbody>
</table>

## Theory of Poetry – THL8234

<table>
<thead>
<tr>
<th>Semester module</th>
<th>NQF Level: 6</th>
<th>Credits: 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>THL1502 or THL802V</td>
<td>Co-requisite:</td>
</tr>
<tr>
<td>Purpose:</td>
<td>To introduce students to a detailed exposition of aspects of poetic structure, for example metaphorical constructions, syntactic-typographic organisation, sound exploitation, rhythm and metre, and to the intertextual and extratextual relationships in poetic texts; to provide a critical introduction to intratextual, intertextual and extratextual relationships in poetry, and to develop the necessary analytical skills to arrive at a profound understanding of poetic communication.</td>
<td></td>
</tr>
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</table>

## Creative Writing Workshop and Portfolio – KSK3701

<table>
<thead>
<tr>
<th>Semester module</th>
<th>NQF Level: 7</th>
<th>Credits: 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>KSK2601 or THL204D</td>
<td>Co-requisite:</td>
</tr>
<tr>
<td>Purpose:</td>
<td>To provide practical assistance for students to enable them to produce a portfolio of creative writing in the language of their major.</td>
<td></td>
</tr>
</tbody>
</table>
### Advanced Theory of Narrative – THL3701

<table>
<thead>
<tr>
<th>Semester module</th>
<th>NQF Level: 7</th>
<th>Credits: 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite: THL201A or THL2601, THL2602</td>
<td>Co-requisite:</td>
<td>Purpose: This module will equip students with the capacity to participate in and critically reflect on the discourses that are prevalent in and among various research traditions, and the methodological frameworks invoked in language and literary studies.</td>
</tr>
</tbody>
</table>

### Advanced Theory of Drama – THL3702

<table>
<thead>
<tr>
<th>Semester module</th>
<th>NQF Level: 7</th>
<th>Credits: 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite: THL201A or THL2601, THL2602</td>
<td>Co-requisite:</td>
<td>Purpose: This module will equip students with the capacity to participate in and critically reflect on the discourses that are prevalent in and among various research traditions, and the methodological frameworks invoked in language and literary studies.</td>
</tr>
</tbody>
</table>

### Advanced Theory of Poetry – THL3703

<table>
<thead>
<tr>
<th>Semester module</th>
<th>NQF Level: 7</th>
<th>Credits: 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite: THL201A or THL2601, THL2602</td>
<td>Co-requisite:</td>
<td>Purpose: This module will equip students with the capacity to participate in and critically reflect on the discourses that are prevalent in and among various research traditions, and the methodological frameworks invoked in language and literary studies.</td>
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</tbody>
</table>

### Theory and Practice of South African Literary Studies – THL3704 (THL8245)

<table>
<thead>
<tr>
<th>Semester module</th>
<th>NQF Level: 7</th>
<th>Credits: 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite: THL1502, THL2602 or THL802V, THL2602</td>
<td>Co-requisite:</td>
<td>Purpose: To introduce students to the theories, methods and practical skills for comparative and interdisciplinary learning in South African Literary Studies.</td>
</tr>
</tbody>
</table>

### Literary Theory in Context – THL3705

<table>
<thead>
<tr>
<th>Semester module</th>
<th>NQF Level: 7</th>
<th>Credits: 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite: THL201A or THL2601, THL2602</td>
<td>Co-requisite:</td>
<td>Purpose: To introduce students to literary and cultural theories from contexts beyond literature such as ideology and materialism, Bakhtin and dialogism, psychoanalysis speech act theory and the discourse theory of M. Foucault.</td>
</tr>
</tbody>
</table>

### Postgraduate Modules

#### Critical Theory – THL4801

<table>
<thead>
<tr>
<th>Year module</th>
<th>NQF Level: 8</th>
<th>Credits: 24</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>Co-requisite:</td>
<td>Purpose: This module will equip students with the capacity to participate in and critically reflect on the discourses that are prevalent in and among various research traditions, and the methodological frameworks invoked in language and literary studies.</td>
</tr>
</tbody>
</table>

#### Theory of Narratology and Poetry – THL4802

<table>
<thead>
<tr>
<th>Year module</th>
<th>NQF Level: 8</th>
<th>Credits: 24</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>Co-requisite:</td>
<td>Purpose: To introduce students to the theories, methods and practical skills for comparative and interdisciplinary learning in South African Literary Studies.</td>
</tr>
</tbody>
</table>

#### Theory of Drama – THL4803

<table>
<thead>
<tr>
<th>Year module</th>
<th>NQF Level: 8</th>
<th>Credits: 24</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>Co-requisite:</td>
<td>Purpose: To introduce students to the theories, methods and practical skills for comparative and interdisciplinary learning in South African Literary Studies.</td>
</tr>
</tbody>
</table>

#### Research Methodology – HMATL880

<table>
<thead>
<tr>
<th>Year module</th>
<th>NQF Level: 8</th>
<th>Credits: 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>Co-requisite:</td>
<td>Purpose: To introduce students to the theories, methods and practical skills for comparative and interdisciplinary learning in South African Literary Studies.</td>
</tr>
</tbody>
</table>
## Research Report – HRATL81

<table>
<thead>
<tr>
<th>Year module</th>
<th>NQF Level: 8</th>
<th>Credits: 36</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td></td>
<td></td>
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<tr>
<td>Co-requisite:</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Purpose:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To empower students to make a relevant research contribution to the communities served by Afrikaans and Theory of Literature. Students will complete a research project that articulates with contextual factors prevailing in one of the following fields: Afrikaans linguistics, Afrikaans and Dutch literary studies or Theory of Literature. They will be expected to propose a research problem and follow the relevant research steps towards a final presentation of their findings. The module will ensure that students who choose to continue with Master’s studies will become familiar with the basic research requirements expected from students at Master’s level.</td>
<td></td>
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</tr>
</tbody>
</table>

## Tourism Management

### Major combinations:

- **NQF Level: 5**
  - TRT101X
  - MNB1501
  - MNB1601
- **NQF Level: 6**
  - TRT2601
  - MNG2601
  - MNG2033
- **NQF Level: 7**
  - TRT3018
  - TRT3029
  - TRT303A
  - TRT304B
  - TRT305C

### Major combinations:

- **NQF Level: 5**
  - DTM1501
  - DTM 1502
  - DTM 1503
- **NQF Level: 6**
  - DTM1604
  - DTM2601
  - DTM2602
  - DTM2603
  - DTM2604
  - DTM2605
- **NQF Level: 7**
  - DTM3701
  - DTM3702
  - DTM3703
  - DTM3704
  - DTM3705
  - DTM3706
  - DTM3707

## Travel Operations – DTM1501 (TTP1M1T)

<table>
<thead>
<tr>
<th>Semester module</th>
<th>NQF Level: 5</th>
<th>Credits: 12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prerequisite:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Co-requisite:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Purpose:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To equip students with the operational knowledge and skills required in the various sector of the travel operation industry. These sectors include air, rail and coach transportation as well as car hire, cruises and accommodation. Students will have an informed understanding of the concepts and workings of foreign exchange and travel insurance. Qualifying students will be able to understand and use travel operations language and interpret codes, terms and definitions that are commonly used in the travel industry.</td>
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</tbody>
</table>

## Tourism Destinations I – DTM1502 (TTP1M2T)

<table>
<thead>
<tr>
<th>Semester module</th>
<th>NQF Level: 5</th>
<th>Credits: 12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prerequisite:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Co-requisite:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Purpose:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To equip students with knowledge about major natural, heritage and cultural attractions, geographical location, climatic variations, transportation and accessibility, language, social and cultural profile as well as health requirements of all the provinces of South Africa. Students will have a fundamental understanding of the economic and socio-cultural benefits that tourism can bring to the local communities and how natural and cultural attractions of South Africa can be knowledgeably put into community use through tourism development.</td>
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</tbody>
</table>

## Tourism Development IA – DTM1503 (TDV101T)

<table>
<thead>
<tr>
<th>Semester module</th>
<th>NQF Level: 5</th>
<th>Credits: 12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prerequisite:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Co-requisite:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Purpose:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>This module introduces students to the tourism industry and provides them with a broad overview of tourism demand. Students will have an informed understanding of important terms, rules, concepts, principles and theories in tourism. Qualifying students can identify with tourism in a development context, define key tourism terminology and will have an insight into tourism demand.</td>
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</tbody>
</table>

## Tourism Management IA – TRT1501 (TRT101X)

<table>
<thead>
<tr>
<th>Semester module</th>
<th>NQF Level: 5</th>
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</thead>
<tbody>
<tr>
<td><strong>Prerequisite:</strong></td>
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<td></td>
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<tr>
<td><strong>Co-requisite:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Purpose:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The purpose of this learning unit is to equip learners with a fundamental knowledge base of the tourism industry in terms of the structure, component activities and operating environment thereof. Qualifying students will have the ability to demonstrate an understanding of the main concepts, principals and theories relating to the tourism industry as a system within a broad context and in relation to society. This module is also foundational in nature by creating a solid knowledge base necessary to articulate to Tourism Management 1B (TRT1601).</td>
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</tbody>
</table>

## Hospitality Management – TRT3018

<table>
<thead>
<tr>
<th>Semester module</th>
<th>NQF Level: 6</th>
<th>Credits: 12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prerequisite:</strong></td>
<td>MNG2016 or MNG2601</td>
<td></td>
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<tr>
<td><strong>Co-requisite:</strong></td>
<td></td>
<td></td>
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<tr>
<td><strong>Purpose:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To enable students to demonstrate an understanding of the hospitality industry, the hospitality product, hospitality marketing, location and market feasibility analysis of hospitality products, financial requirements and analysis, accommodation management, food and beverage services management and gaming management.</td>
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</tr>
</tbody>
</table>

## Tourism Development 1B – DTM1604 (TDV101T)

<table>
<thead>
<tr>
<th>Semester module</th>
<th>NQF Level: 6</th>
<th>Credits: 12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prerequisite:</strong></td>
<td>DTM1503</td>
<td></td>
</tr>
<tr>
<td><strong>Co-requisite:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Purpose:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>This module is introduces students to tourism supply and the impacts of tourism. Students will have a fundamental understanding of important terms, rules, concepts, principles and theories in tourism. Qualifying students will be able to identify elements of tourism supply, and will be equipped to assess the different impacts of tourism.</td>
<td></td>
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</tbody>
</table>

## Hospitality Operations – DTM2601 (TTP2M1T)

<table>
<thead>
<tr>
<th>Semester module</th>
<th>NQF Level: 6</th>
<th>Credits: 12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prerequisite:</strong></td>
<td>DTM1501 or TTP1M2T</td>
<td></td>
</tr>
<tr>
<td><strong>Co-requisite:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Purpose:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To equip students with a broad overview of the hospitality sector within the tourism industry. Students will have an informed understanding of important terms, concepts and principles, and will be aware of the environment in which hospitality organisations operate.</td>
<td></td>
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</tr>
</tbody>
</table>
### Tourism Destinations II – DTM2602 (TTP2M2T)

**Semester module**  
**NQF Level:** 6  
**Credits:** 12  

**Prerequisite:** DTM1502 or TTP1M2T  
**Co-requisite:**  

**Purpose:** To equip students with a knowledge to identify the major tourism destinations found in Europe, South America, Middle East and the Caribbean as well as assess the key natural, heritage and cultural attractions; and explain climatic conditions, transportation, language, socio-cultural profile, entry and health requirements. Students will have the ability to apply international standards and principles when planning, developing and marketing of international tourism destinations.

### Tourism Development IIA – DTM2603 (TDV201T)

**Semester module**  
**NQF Level:** 6  
**Credits:** 12  

**Prerequisite:** DTM1503 or TDV101T  

**Purpose:** To introduce students to the various tourism development types and equip them with a sound knowledge of the development and management of tourism attractions, facilities and services. Students will have a sound understanding of terms, rules, concepts principles and theories of the different types of tourism development and attraction, facility and services management and development. Qualifying students will have insight on a typology of tourism development as well as applying their knowledge to the development and management of tourism attractions, facilities and services.

### Tourism Development IIB – DTM2604 (TDV201T)

**Semester module**  
**NQF Level:** 6  
**Credits:** 12  

**Prerequisite:** DTM1604 or TDV101T  

**Purpose:** To introduce students to the nature and scope of tourism planning which is aimed at integrated and sustainable development of tourism. Students will have a sound understanding of role of government and policy formulation in tourism, which will support the economic, social and environmental goals of government. Qualifying students will be able to prepare and review tourism plans.

### Cultural Tourism I – DTM2605 (CTR101J)

**Semester module**  
**NQF Level:** 6  
**Credits:** 12  

**Prerequisite:** DTM1503 or TDV101T  

**Purpose:** Culture and cultural tourism; cultural resources, cultural attraction's selection process and cultural tourism products; types of heritage in formal and informal education and tourism; elements of demand in cultural tourism, typology of cultural tourists; host communities and cultural tourism, indigenous communities and heritage tourism; socio-cultural impacts of tourism.

### Tourism Management IB – TRT1601 (TRT101X)

**Semester module**  
**NQF Level:** 6  
**Credits:** 12  

**Prerequisite:** TRT1501  

**Purpose:** The purpose of these learning units is to equip learners with a fundamental knowledge base of the tourism industry in terms of the structure, component activities and operating environment thereof. Qualifying students will have the ability to demonstrate an understanding of the main concepts, principals and theories relating to the tourism industry as a system within a broad context and in relation to society. These modules are also foundational in nature by creating solid knowledge base necessary to articulate to NQF Level 6 studies. TRT1501 and TRT1601 should be viewed as a unit and the purpose applies to both modules.

### Transport for Tourism – TRT2601 (TRT2014)

**Semester module**  
**NQF Level:** 6  
**Credits:** 12  

**Prerequisite:** TRT1601 or TRT101X  

**Purpose:** To gain insight into the role of the various transport modes (air, sea, rail, bus, coach, taxi, private car, car rental) in tourism, the technological and technical characteristics of transport, the regulation of transport and the transport product from a tourism view point.

### Leisure and Business Travel – TRT3029

**Semester module**  
**NQF Level:** 6  
**Credits:** 12  

**Prerequisite:** MMN4203  

**Purpose:** To gain insight into various issues of the travel and tourism industry such as types of leisure/business tourists and their characteristics, the tour product and tour marketing, strategic destination development, tour management and management of attractions, events and conferences.

### Cultural Tourism II – DTM3605

**Semester module**  
**NQF Level:** 7  
**Credits:** 12  

**Prerequisite:** DTM2605  

**Purpose:** This module introduces students to the cultural tourism industry and provides a framework of knowledge for analysing the complexity of cultural tourism. Students will have an informed understanding of important terms, concepts, principles and theories of cultural tourism. Qualifying students are able to critically analyse complex concepts and developments within the cultural tourism context.

### Tourism In A Practical Work Context IIIA– DTM3606

**Semester module**  
**NQF Level:** 7  
**Credits:** 12  

**Prerequisite:** DTM1604 and TDV101T  

**Purpose:** The purpose of this module is to develop students’ practical competence in applying their theoretical knowledge to simulated situations within the tourism environment. Qualifying students will gain valuable insight into the practicalities of the travel sector of the tourism industry.

### Tourism In A Practical Work Context IIIB – DTM3607 (TPM201R)

**Semester module**  
**NQF Level:** 7  
**Credits:** 12  

**Prerequisite:** DTM1604 and TDV101T  

**Purpose:** The purpose of this module is to develop students’ practical competence in applying their theoretical knowledge to simulated situations within the tourism environment. Qualifying students will gain valuable insight into the practicalities of the hospitality sector of the tourism industry.
Meetings Incentives Conferences Events Operations – DTM3701 (TTP3M1T)

Semester module: DTM3701
NQF Level: 7
Credits: 12

Prerequisite: DTM2601 or TTP2M1T
Co-requisite:

Purpose: The purpose of this module is to provide the students with a well-rounded and systematic knowledge base of the meetings, incentives, conferences and events (MICE) operations. Qualifying students will have a coherent and critical understanding of important terms, concepts and principles used in each sector. Qualifying students will have a coherent and critical understanding of meetings, incentives and events and will be able to present and communicate information and own ideas and opinions in well-structured arguments with confidence to industry members, and will demonstrate an effective selection and application of essential procedures, operations and techniques to successfully plan and co-ordinate a small conference.

Tourism Destinations III – DTM3702 (TTP3M2T)

Semester module: DTM3702
NQF Level: 7
Credits: 12

Prerequisite: DTM2602 or TTP2M2T
Co-requisite:

Purpose: The purpose of this module is to equip students with knowledge about major natural, heritage and cultural attractions, geographical location, climatic variations, transportation and accessibility, language, social and cultural profile and health requirements of major countries in North America, Asia and the Pacific. Qualifying students will be able to apply international standards and principles when planning, developing and marketing tourism destinations.

Tourism Destinations III – DTM3703 (TDV301T)

Semester module: DTM3703
NQF Level: 7
Credits: 12

Prerequisite: DTM2603
Co-requisite:

Purpose: The purpose of this module is to equip students with knowledge about major natural, heritage and cultural attractions, geographical location, climatic variations, transportation and accessibility, language, social and cultural profile and health requirements of major countries in North America, Asia and the Pacific. Qualifying students will be able to apply international standards and principles when planning, developing and marketing tourism destinations.

Tourism Development IIIIB – DTM3704 (TDV301T)

Semester module: DTM3704
NQF Level: 7
Credits: 12

Prerequisite: DTM2604
Co-requisite:

Purpose: The purpose of this module is to equip students with detailed knowledge of the general principles of the implementation of tourism development as well as how various management tools can be applied in tourism development. Students will have a coherent and critical understanding of terms, rules, concepts, principles and approaches of sustainable tourism development and integrated environmental management. Qualifying students will have insight on managing environmental and socio-economic impacts to achieve sustainable tourism as well as applying their knowledge to the development and management of tourism.

Hospitality Management – TRT3701 (TRT3018)

Semester module: MNG2601 or MNG2601
Co-requisite:

Purpose: The purpose of this module is to equip students with a broad overview of the hospitality sector within the tourism industry. Students will have an informed understanding of important terms, concepts and principles, and will be aware of the environment in which hospitality operations operate. Qualifying students can identify different types of hospitality establishments, and are able to make an effective selection and application of the fundamental procedures, operations and techniques within each of the departments within the hospitality sector.

Special Interest Tourism – TRT3702

Semester module: MNG2601 or MNG2601
Co-requisite:

Purpose: The purpose of this module is to equip learners with a well-rounded, systematic knowledge base of special interest tourism. Qualifying students will have the ability to demonstrate a coherent and critical understanding of the concepts, principals and theories relating to nature based tourism (eco-tourism), adventure tourism and culture tourism, special events (with specific reference to festival tourism, food – and wine tourism and sport tourism) as well as cruise tourism and space tourism.

Tourism Distribution – TRT3703 (TRT303A)

Semester module: MNG2601 or MNG2601
Co-requisite:

Purpose: The purpose of this module is to equip learners with a well-rounded, systematic knowledge base of the functioning of the tourism distribution system within the context of tourism management. Qualifying students will have the ability to demonstrate a coherent and critical understanding of the concepts, principals and theories relating to the role of information and information technology in tourism; the channels of distribution in the tourism industry and more specifically in the airlines, hotel industry and specific destinations; distribution via the internet and competitive strategies and future trends in tourism distribution.

Air Transport for Tourism – TRT3704 (TRT304B)

Semester module: TRT2601 or TRT2014
Co-requisite:

Purpose: The purpose of this module is to equip learners with a well-rounded, in-depth knowledge base of the air transport through a thorough understanding of the tourist industry within the context of tourism management. Air transport is a major sector of the world’s largest industry. Consequently, students should be able to analyse the air transport system and environment, the airline industry, competition issues, route networks, scheduling through hubs, pricing power and the role, control and management of airports with reference to South Africa.

Tourism Governance – TRT3705 (TRT305C)

Semester module: MNG2601 or MNG2601
Co-requisite:

Purpose: The purpose of this module is to equip the learners with a well-rounded and systematic knowledge base in tourism and a detailed knowledge of tourism governance. Students that successfully complete this module will be equipped with the ability to identify conceptualise and demonstrate the legislation and policies with regard to tourism destinations and products, future trends in tourism, managing the impact of tourism and ensuring sustainability of the tourism destination or product.
Postgraduate Modules

Advanced E-Travel and E-Tourism – TRT4803

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<tr>
<th>Year module</th>
<th>NQF Level: B</th>
<th>Credits: 24</th>
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<tbody>
<tr>
<td>Prerequisite:</td>
<td>Co-requisite:</td>
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</table>

Purpose: The purpose of this module is to equip students with a comprehensive and systematic knowledge base in advanced events and visitor attractions management. This will enable them to critically analyse the context and business environment and to develop competence in planning and organizing successful events and visitor attractions. It will provide them with an integrated, in-depth understanding of key management and marketing functions within the event organization encompassing methods and practical applications, coordinating, staffing, financing, marketing, and controlling. Finally, it will also help them to critically analyse some special issues, such as risk management, evaluation and impact assessment and sustainability.

Advanced Strategic Tourism Management – TRT4861 (AST471G)

<table>
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<tr>
<th>Year module</th>
<th>NQF Level: B</th>
<th>Credits: 24</th>
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</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>Co-requisite:</td>
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</table>

Purpose: The purpose of this module is to equip students with a comprehensive and in-depth knowledge of tourism development and ecotourism. Students will have a detailed informed understanding of the economics of tourism, international cooperation in tourism, tourism demand and forecasting, and ecotourism as a form of sustainable tourism development. Qualifying students can identify with tourism in a development context and understand the challenges faced when implementing tourism in developing countries. Insight will be gained into key terminology, concepts, principles and theories regarding tourism economics, development, and ecotourism.

Advanced Tourism Development and Ecotourism – TRT4862

<table>
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<tr>
<th>Year module</th>
<th>NQF Level: B</th>
<th>Credits: 24</th>
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</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>Co-requisite:</td>
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</table>

Purpose: This module equips students with a comprehensive and in-depth knowledge of tourism development and ecotourism. Students will have a detailed informed understanding of the economics of tourism, international cooperation in tourism, tourism demand and forecasting, and ecotourism as a form of sustainable tourism development. Qualifying students can identify with tourism in a development context and understand the challenges faced when implementing tourism in developing countries. Insight will be gained into key terminology, concepts, principles and theories regarding tourism economics, development, and ecotourism.

Advanced Events and Attractions Management – TRT4863

<table>
<thead>
<tr>
<th>Year module</th>
<th>NQF Level: B</th>
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<tbody>
<tr>
<td>Prerequisite:</td>
<td>Co-requisite:</td>
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</table>

Purpose: The purpose of this module is to equip students with a comprehensive and systematic knowledge base in advanced events and visitor attractions management. This will enable them to critically analyse the context and business environment and to develop competence in planning and organizing successful events and visitor attractions. It will provide them with an integrated, in-depth understanding of key management and marketing functions within the event organization encompassing methods and practical applications, coordinating, staffing, financing, marketing, and controlling. Finally, it will also help them to critically analyse some special issues, such as risk management, evaluation and impact assessment and sustainability.

Advanced Destination and Marketing Management – TRT4864

<table>
<thead>
<tr>
<th>Year module</th>
<th>NQF Level: B</th>
<th>Credits: 24</th>
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<tbody>
<tr>
<td>Prerequisite:</td>
<td>Co-requisite:</td>
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</table>

Purpose: The purpose of this module is to equip students with a comprehensive and systematic knowledge base in the discipline of advanced destination and tourism marketing management. Emphasis will be placed on the consumer and the marketing mix in travel and tourism, planning for marketing strategy and short-term operational objectives and campaigns, communicating with and influencing consumers and applying marketing in the main sectors of travel and tourism.

Research Proposal: Tourism Management – HPTRT81

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<thead>
<tr>
<th>Semester module</th>
<th>NQF Level: B</th>
<th>Credits: 12</th>
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</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>Co-requisite:</td>
<td>HMEMS80</td>
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</tbody>
</table>

Purpose: The purpose of this module is to equip students with the competencies required to plan a tourism management research project and write up an acceptable research proposal.

Tourism Project – TOP401T

<table>
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<tr>
<th>Year module</th>
<th>NQF Level: B</th>
<th>Credits: 24</th>
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<tbody>
<tr>
<td>Prerequisite:</td>
<td>Co-requisite:</td>
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</table>

Purpose: The purpose of this module is to equip learners with the basic research skills based on the practical tourism project in the tourist industry within the context of tourism management. The tourism project provides analytical and problem solving skills, development of independent research skills and application of academic knowledge in the investigation of a business problem issue.

Transport Economics and Logistics

Transport Economics

Major combinations:
NQF Level: 5: ECS1501 plus any THREE of ECS1602 or MNB1501 or MNB1601
NQF Level: 6: TRL2601, TRL2602
NQF Level: 7: TRL3701, TRL3702 and ANY 3 of TRL3706 or TRL3704 or TRL3705 or TRL3706

Logistics

Major combinations:
NQF Level: 5: ECS1501, ECS1602 or MNB1501, MNB1601
NQF Level: 6: TRL2601, TRL2604, TRL2603
NQF Level: 7: TRL3701, TRL3707, TRL3708, TRL3709, MNP3701
<table>
<thead>
<tr>
<th>Module Title</th>
<th>Semester</th>
<th>NQF Level</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transport Management 1 – TRL2601 (TRL201X)</td>
<td></td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td>Prerequisite: MNB1601 and MNB102E</td>
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<tr>
<td>Co-requisite:</td>
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<tr>
<td>Purpose: To gain insight into important principles in managing a transport business, such as the transport management environment; transport management and policy; demand and supply requirements; transport operations; transport costs; transport financing; and the principles underlying tariff-making.</td>
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<tr>
<td>Transport Economics – TRL2602 (TRL202Y)</td>
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<td>6</td>
<td>12</td>
</tr>
<tr>
<td>Prerequisite: ECS1601 or ECS102B</td>
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<tr>
<td>Co-requisite:</td>
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<tr>
<td>Purpose: To demonstrate an understanding of the fundamental concepts underlying the economics of transportation such as demand for and supply of transport; direct and external costs of transport; economic structure of transport; pricing in transport; investment in transport, and transport policy.</td>
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<tr>
<td>Transport Theory – TRL2603 (TRL2033)</td>
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<td>6</td>
<td>12</td>
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<tr>
<td>Prerequisite: ECS1601 or ECS102B</td>
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<tr>
<td>Co-requisite:</td>
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<tr>
<td>Purpose: To enable students to demonstrate an understanding of the meaning and interpretation of a wide range of economic indicators, including various national accounting concepts, price indices and balance of payments statistics, and to apply this understanding to recent South African economic data.</td>
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<tr>
<td>Integrated Logistics – TRL2604 (TRL2044)</td>
<td></td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td>Prerequisite: MNB1601 and MNB102E</td>
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<tr>
<td>Co-requisite:</td>
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<tr>
<td>Purpose: The purpose of this module is to provide you with the basic knowledge and skills of logistics. This, in turn, will enable you to make a positive contribution to the integration of internal processes within a firm and the total supply chain, thus making it possible to meet customer requirements at the lowest possible total logistics cost.</td>
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<tr>
<td>Transport Management 2 – TRL3701 (TRL3014)</td>
<td></td>
<td>7</td>
<td>12</td>
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<tr>
<td>Prerequisite: TRL2601 or TRL201X</td>
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<tr>
<td>Co-requisite:</td>
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<tr>
<td>Purpose: The purpose of this module is for you to develop an understanding of transport management and the operation of transport enterprise. In this module, we also aim to study transport management within the context of transport system whereby supply and demand become reconciled through the integrated transport management, the influence of regulation on transport management, decision making in transport, fleet planning, financial control within the enterprise and marketing of transport services. After working through this module, you should be familiar with the principles underlying the efficient operation of transport enterprises.</td>
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<tr>
<td>Transport Planning and Investment – TRL3702 (TRL3025)</td>
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<td>12</td>
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<tr>
<td>Prerequisite: TRL2602</td>
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<td>Co-requisite:</td>
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<tr>
<td>Purpose: To enable learners to plan the provision of transport facilities and infrastructure correctly and efficiently in order to ensure that investment decisions are taken that are economically efficient. These planning and investment decisions should be related to the transport policy that should be followed.</td>
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<tr>
<td>Air Transport – TRL3703 (TRL3036)</td>
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<td>12</td>
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<tr>
<td>Prerequisite: TRL2601 or TRL201X</td>
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<tr>
<td>Co-requisite:</td>
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<tr>
<td>Purpose: To enable learners to plan the provision of air transport services and facilities necessary for air operations and the supporting infrastructure. To understand the environment and functions performed by an airline so that decisions are taken that are economically efficient.</td>
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<tr>
<td>Sea Transport – TRL3704 (TRL3048)</td>
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<td>7</td>
<td>12</td>
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<tr>
<td>Prerequisite: TRL2601 TRL201X</td>
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<tr>
<td>Co-requisite:</td>
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<tr>
<td>Purpose: To enable students to plan and manage efficiently and effectively the provision of sea transport services, the facilities necessary for sea operations and the supporting infrastructure. To understand the theoretical concepts that is applicable to the shipping industry, the national and international environment within which it operates and the functions performed by an sea transport enterprise so that decision are economically efficient and effectively made.</td>
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<tr>
<td>Rail Transport and Pipelines – TRL3705 (TRL3059)</td>
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<td>7</td>
<td>12</td>
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<tr>
<td>Prerequisite: TRL2601 or TRL201X</td>
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<tr>
<td>Co-requisite:</td>
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<tr>
<td>Purpose: The purpose of this module is for you to develop an understanding of rail transport and pipeline operations. In this module, we also aim to study rail transport within the context of a rail transport system whereby supply and demand become reconciled through the interaction and manipulation of infrastructure and vehicle and control systems. After working through this module, you should be familiar with the principles underlying the efficient operation of rail transport enterprises and pipelines.</td>
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<tr>
<td>Road Transport – TRL3706 (TRL306A)</td>
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<td>12</td>
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<tr>
<td>Prerequisite: TRL2601 or TRL201X</td>
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<td>Co-requisite:</td>
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<tr>
<td>Purpose: To enable students to deal with specific issues concerning the management of road transport with particular emphasis on economic aspects, regulation, operations, marketing, costs, tariffs and financing.</td>
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<tr>
<td>Logistics Activities – TRL3707 (TRL307B)</td>
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<td>7</td>
<td>12</td>
</tr>
<tr>
<td>Prerequisite: TRL2604 or TRL2044</td>
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<tr>
<td>Co-requisite:</td>
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<tr>
<td>Purpose: The purpose of this module is to familiarise the student with the principles, role and performance of the logistics activities that will enable the student to make rational logistical decisions. An integrated approach is followed so that the student can make a positive contribution to the implementation of lowest total logistics costs across the total supply chain. This module is also foundational in nature by creating solid knowledge base necessary to articulate to B.Com. Honours Logistics.</td>
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</tbody>
</table>
Logistics Systems – TRL3708 (TRL308C)

Semester module

Prerequisites: TRL2601 or TRL2604 or TRL2044 or TRL201X

Co-requisite: TRL2604 or TRL2044.

Purpose: The purpose of this module is to equip students with the necessary competencies that will enable students to contribute to designing effective and responsive logistics information systems and logistics networks. This module will make it easier for organisations and companies to provide superior logistics service at the lowest possible cost.

Logistics Strategy – TRL3709 (TRL309D)

Semester module

Prerequisites: TRL2604 or TRL2044.

Purpose: The purpose of this module is to provide you with the knowledge and skills of logistics strategy. This, in turn, will enable students to make a positive contribution to the integration of internal processes within a firm and the total supply chain, thus making it possible to meet customer needs at the lowest possible total logistics cost.

Postgraduate Modules

Advanced Transport Management – TRL4861 (TRAMANJ)

Year module

Prerequisites: TRL3701 or TRL3014

Co – requisites: TRL3703, TRL3704, TRL3705, or TRL3706

Purpose: The purpose of this module is to enable students to execute a transport economic research project and write an acceptable research report. (“dissertation of limited scope”).

Advanced Transport Finance and Marketing – TRL4863 (TRAEBFN)

Year module

Prerequisites: TRL3701 (TRL3014 and ONE of the following

Co – requisites: TRL3703, TRL3704, TRL3705 or TRL3706

Purpose: Finance and financial management; Costing as basis for tariff quoting; Financial planning and control; Sources of financing; Investment decision making; Market-oriented strategic planning; Marketing management, Market research and market segmentation; Tariff policy; Product and distribution policy; Marketing communications policy and public relations.

Integrated Logistics Management – TRL4864 (TRIOMG)

Year module

Prerequisites: TRL3707 (TRL3078) or TRL201X

Co – requisites: TRL3708 or TRL3709

Purpose: To provide students with a sound knowledge of management and marketing issues in electronic travel and tourism services. Therefore, its aim is to present the application of information and communication technologies (ICT) to the management of travel and tourism services; to analyse technologies (hardware and software) used in the electronic marketing of travel and tourism services; and to explain the process of electronic marketing of travel and tourism services, from the perspective of the tourism provider; the intermediary; and the consumer.

Advanced Inventory Management – TRL4865 (TRINMA5)

Year module

Prerequisites: TRL3708 (TRL3078) and ONE of the following

Co – requisites: TRL3708 or TRL3709

Purpose: Role and objectives of inventory management; Meeting customer requirements; Demand management; Inventory Control; Just in time management; Setting optimum inventory levels; Forecasting Methods; Material Requirements Planning; Stock distribution.

Research Proposal: Transport Economics-HPTRE81

Semester module

Prerequisites: HMEMS80

Co – requisites: TRL3705 or TRL3703 or TRL3702 or TRL3706

Purpose: The purpose of this module is to equip students with the competencies required to plan a transport economic research project and write up an acceptable research proposal.

Research Report: Transport Economics –HRTRE82

Year module

Prerequisites: HPTRE81

Co – requisites: TRL3703 or TRL3704 or TRL3705 or TRL3706

Purpose: The purpose of this module is to enable students to execute a transport economic research project and write an acceptable research report. (“dissertation of limited scope”).

Research Proposal: Logistics Management-HPTRL81

Semester module

Prerequisites: HMEMS80

Co – requisites: TRL3705 or TRL3704 or TRL3705 or TRL3706

Purpose: The purpose of this module is to equip students with the competencies required to plan a logistics research project and write up an acceptable research proposal.

Research Report: Logistics Management – HRTRL82 (TRRESPD)

Year module

Prerequisites: HMEMS80 and HPTRL81

Co – requisites: TRL3703 or TRL3704 or TRL3705 or TRL3706

Purpose: The purpose of this module is to enable students to execute a logistics research project and write an acceptable research report. (“dissertation of limited scope”).

Advanced Transport Planning and Development – TRL4862 (TRABEDC)

Year module

Prerequisites: TRL3702 or TRL3025

Co – requisites: TRL3703 or TRL3704 or TRL3705 or TRL3706

Purpose: To enable learners to plan the provision of transport facilities and infrastructure correctly and efficiently. To indicate how transport planning and development is planned and carried out by means of surveys so that through modal integration it leads to development of an urban area.
### Multimedia Studies

**Two Dimensional Imaging – TDM1501 (TDM101L)**

<table>
<thead>
<tr>
<th>Year module</th>
<th>NQF Level</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>TDM1501</td>
<td>5</td>
<td>24</td>
</tr>
</tbody>
</table>

**Prerequisite:** To provide students with basic skills in two-dimensional image making and to develop creative thinking through the guidance of projects which investigate traditional art making principles combined with raster and vector digital image possibilities.

**Form and Motion – FRM1501 (FRM1015)**

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<tr>
<th>Year module</th>
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<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>FRM1501</td>
<td>5</td>
<td>24</td>
</tr>
</tbody>
</table>

**Prerequisite:** To provide students with basic skills training in three-dimensional design and motion studies. The module aims at developing creative thinking through the guidance of projects and incorporates traditional art making skills with a focus on video and three-dimensional digital image design. This module should preferably be taken simultaneously with or after the completion of TDM1501.

**Graphic Processes – GAR2601 (GAR211A)**

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<tr>
<th>Year module</th>
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<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>GAR2601</td>
<td>5</td>
<td>24</td>
</tr>
</tbody>
</table>

**Prerequisite:** To advance upon the methodologies and techniques introduced at NQF Level 5 of visual arts studies and to enable students to investigate various themes within contemporary culture with a range of graphic media. By focusing on formal and conceptual aspects an independent research methodology will be developed. Although students are introduced to the module through the discipline of drawing, expanding the visual research base to include alternative forms of graphic expression is encouraged. Students will explore ways of engaging with metaphor in art and are advised to develop a critical attitude to utilizing media and creative conventions. Multimedia students will learn to produce a short animation (two or three dimensional) and expand upon the new media production concepts and techniques explored in VAR2601.

### Visual Arts

**Purpose:**
- To introduce the student to the discipline of sculpture and to provide students with basic skills training in sculpture. The module aims at developing creative thinking through the guidance of projects and incorporates both methodologies inherent to art practice and the principles and techniques of sculpture.

**Prerequisite:**
- GAR1501 (GAR1116) or TDM1501 (TDM101L)

**Co-requisite:**
- GAR2601 (GAR211A) or TDM1501 (TDM101L)

**General information:**
- These study units may only be taken for the B.A. degree in Art. Students are advised to follow the advice given in the various modules. Credit for a degree is granted for modules: (i) either VAR2601-2602 or VAR201-204, (ii) either VAR3701-3702 or VAR301-304, (iii) either VAR4801-4802 or VAR401-404.

The study unit PMP3701 may only be taken by students registered for the B.A degree with specialisation in Multimedia Studies. Professional Multimedia Practice must be registered for in conjunction with VAR3701.

**Purpose:**
- To provide students with basic skills training in three-dimensional design and motion studies. The module aims at developing creative thinking through the guidance of projects and incorporates both methodologies inherent to art practice and the principles and techniques of sculpture.

**Prerequisite:**
- GAR1501 (GAR1116) or TDM1501 (TDM101L)

**Co-requisite:**
- GAR2601 (GAR211A) or TDM1501 (TDM101L)

**Purpose:**
- To introduce the student to the discipline of drawing and to provide students with basic skills training in drawing. The module aims at developing creative thinking through the guidance of projects and incorporates both methodologies inherent to art practice and the principles and techniques of drawing.

**Prerequisite:**
- GAR1501 (GAR1116) or TDM1501 (TDM101L)

**Co-requisite:**
- GAR2601 (GAR211A) or TDM1501 (TDM101L)

**Purpose:**
- To introduce the student to the discipline of painting and to provide students with basic skills training in painting. The module aims at developing creative thinking through the guidance of projects and incorporates both methodologies inherent to art practice and the principles and techniques of painting.

**Prerequisite:**
- GAR1501 (GAR1116) or TDM1501 (TDM101L)

**Co-requisite:**
- GAR2601 (GAR211A) or TDM1501 (TDM101L)

**Purpose:**
- To introduce the student to the discipline of sculpture and to provide students with basic skills training in sculpture. The module aims at developing creative thinking through the guidance of projects and incorporates both methodologies inherent to art practice and the principles and techniques of sculpture.

**Prerequisite:**
- GAR1501 (GAR1116) or TDM1501 (TDM101L)

**Co-requisite:**
- GAR2601 (GAR211A) or TDM1501 (TDM101L)

**Purpose:**
- To advance upon the methodologies and techniques introduced at NQF Level 5 of visual arts studies and to enable students to investigate various themes within contemporary culture with a range of graphic media. By focusing on formal and conceptual aspects an independent research methodology will be developed. Although students are introduced to the module through the discipline of drawing, expanding the visual research base to include alternative forms of graphic expression is encouraged. Students will explore ways of engaging with metaphor in art and are advised to develop a critical attitude to utilizing media and creative conventions. Multimedia students will learn to produce a short animation (two or three dimensional) and expand upon the new media production concepts and techniques explored in VAR2601.

**Purpose:**
- To introduce the student to the discipline of painting and to provide students with basic skills training in painting. The module aims at developing creative thinking through the guidance of projects and incorporates both methodologies inherent to art practice and the principles and techniques of painting.

**Prerequisite:**
- GAR1501 (GAR1116) or TDM1501 (TDM101L)

**Co-requisite:**
- GAR2601 (GAR211A) or TDM1501 (TDM101L)

**Purpose:**
- To advance upon the methodologies and techniques introduced at NQF Level 5 of visual arts studies and to enable students to investigate various themes within contemporary culture with a range of graphic media. By focusing on formal and conceptual aspects an independent research methodology will be developed. Although students are introduced to the module through the discipline of drawing, expanding the visual research base to include alternative forms of graphic expression is encouraged. Students will explore ways of engaging with metaphor in art and are advised to develop a critical attitude to utilizing media and creative conventions. Multimedia students will learn to produce a short animation (two or three dimensional) and expand upon the new media production concepts and techniques explored in VAR2601.
### Visual Arts 1 – VAR2601 (VAR211D)

**Year module**

**Prerequisite:** For BVA degree: GAR1501/GAR1116 and TWF1501/TWF111X and THF1501/THF111E. For BA degree with specialisation in Multimedia: TDM1501 or TDM101L and FRM1501 or FRM101S.

**Co-requisite:**

**Purpose:** To enable students to formally and conceptually explore the visual and metaphorical potential of the notion of mass culture. The learning takes place through the exploration of various formal manifestations such as drawing, painting, sculpture, traditional and non-traditional rendering, digital prints and photographic images. Multimedia students will learn to produce a short animation (two or three dimensional) and will expand upon the new media production concepts and techniques explored in TDM1501 and FRM1501.

**Credits:** 24

### Visual Arts 2 – VAR2602 (VAR212E)

**Year module**

**Prerequisite:** For BVA degree: GAR1501/GAR1116 and TWF1501/TWF111X and THF1501/THF111E. For BA degree with specialisation in Multimedia: TDM1501 or TDM101L and FRM1501 or FRM101S.

**Co-requisite:**

**Purpose:** To enable students to formally and conceptually explore the visual and metaphorical potential of the notion of mass culture. Expressive figurative manifestations of reinterpretation, deconstruction and application of historical as well as contemporary cultural phenomena, signs and myths are encouraged. The learning takes place through the investigation of various formal, traditional as well as nontraditional methodologies and media. Multimedia students will expand upon the new media production, concepts and techniques explored in VAR2601.

**Credits:** 24

### Visual Arts 3 – VAR3701 (VAR311G)

**Year module**

**Prerequisite:** VAR2601 or VAR211D and VAR212E or VAR2602

**Co-requisite:**

**Purpose:** To provide students with competency in the medium of a student’s choice. No specific assignments are set. Students submit a proposal in which the area of research, subject matter, methodology, strategy and choice of materials are identified. Understanding and manipulating form-content dynamics is a strong focus. The final practical work must be presented in a professional venue such as a gallery and accompanied by the necessary exhibition documentation.

**Credits:** 24

### Visual Arts 4 – VAR3702 (VAR312H)

**Year module**

**Prerequisite:** VAR2601 or VAR211D and VAR212E or VAR2602

**Co-requisite:**

**Purpose:** This module extends the focus and concerns of Visual Arts 3 and will enable students to acquire an advanced level of competency. Students continue their practical visual research based on the proposal that was presented for VAR3701.

**Credits:** 24

### Professional Multimedia Practice – PMP3701 (PMP311Y)

**Year module**

**Prerequisite:** VAR2601 or VAR211D and VAR212E or VAR2602

**Co-requisite:**

**Purpose:** To provide third level Multimedia students with theoretical information on professional multimedia practice. Comprehensive guidance is given on professional multimedia practice with an emphasis on the use of multimedia within contemporary visual arts practice. Students are given training as to participating as a professional visual artist with regard to the art market, exhibitions, residencies and competitions. Students are guided in the writing, preparation and production of professional art catalogues (which is extended into both a printed and interactive catalogue format for Multimedia students). The module also entails teaching students to write up an academic research proposal and research essay which prepares students to engage with an Honours level degree.

**Credits:** 24

### Postgraduate Modules

### Visual Arts 5 – VAR4801 (VAR411K)

**Year module**

**Prerequisite:** VAR3701/VAR311G and VAR3702/ VAR312H, PAT301F

**Co-requisite:**

**Purpose:** Students present a proposal in which they formulate their own area of visual research with regard to concept, methodology and strategy. Students continue with their practical visual research according to the proposal. No specific assignments are set and the final practical work must be presented in a professional venue such as a gallery and accompanied by the necessary exhibition documentation.

**Credits:** 24

### Visual Arts 6 – VAR4802 (VAR412L)

**Year module**

**Prerequisite:** VAR3701/VAR311G and VAR3702/ VAR312H, PAT301F

**Co-requisite:**

**Purpose:** This module entails continuance of VAR4801 and the practical visual research. No specific assignments are set and the final practical work must be presented in a professional venue such as a gallery and accompanied by the necessary exhibition documentation.

**Credits:** 24

### Arts Practice (Advanced University Diploma in Fine Arts) – DFA4801

**General information:** Students must contact the Department of Art History, Visual Arts and Musicology before registering for this module. Students must have a 3-year qualification in Fine Arts, Visual Arts or a related area and submit a representative body of their practical work or a proposal of intended research.

**Year module**

**Prerequisite:**

**Co-requisite:**

**Purpose:** To provide a bridging platform for students with 3-year qualification to enter Master studies in the Visual Art discipline.

**Credits:** 120
World Languages and Literatures

Major combinations:
NQF Level: 5: any two NQF Level: 5 modules. The following are recommended:
- German: GEM1501, GEM1502
- Italian: ITN1501, ITN1502
- Russian: RSN1501, RSN1502
- Spanish: SPS1501, SPS1502
- Modern Romance Literatures in English: RLE1501 and RLE1502
NQF Level: 6: WLL2601, WLL2602
NQF Level: 7: WLL3702, WLL3703 and any THREE of the following: ITN801W, ITN802X, RSN822, RSN824

German Language and Culture for Beginners I – GEM1501 (GEM1014)

Semester module | NQF Level: 5 | Credits: 12
--- | --- | ---
Prerequisite: | Co-requisite: |
Purpose: To enable students with no previous (or minimal) knowledge of German to comprehend basic written and oral German and to introduce them to basic aspects of German life and culture.

German Language and Culture: Intermediate II – GEM1502 (GEM1025)

Semester module | NQF Level: 5 | Credits: 12
--- | --- | ---
Prerequisite: GEM1501 or GEM1014 | Co-requisite: |
Purpose: To enable students with some knowledge of German to consolidate and develop their language skills and their knowledge of German life and culture.

Italian: Beginners – ITN1501 (ITN1019)

Semester module | NQF Level: 5 | Credits: 12
--- | --- | ---
Prerequisite: | Co-requisite: |
Purpose: To develop an aptitude in the four language skills: reading, writing, speaking and listening from beginners’ level to lower intermediate level. The lively communicative approach includes extensive use of authentic documents and audio cassette recordings.

Italian Language: Lower Intermediate – ITN1502 (ITN102A)

Semester module | NQF Level: 5 | Credits: 12
--- | --- | ---
Prerequisite: ITN1501 or ITN1019 | Co-requisite: |
Purpose: To develop an aptitude in the four languages skills – reading, writing, speaking and listening from lower intermediate to intermediate level. The lively communicative approach continues in this module and includes further use of authentic documents and audio cassette recordings.

Russian Language and Culture for Beginners – RSN1501 (RSN101V)

Semester module | NQF Level: 5 | Credits: 12
--- | --- | ---
Prerequisite: | Co-requisite: |
Purpose: Russian at beginners’ level. Development of elementary skills in reading, speaking, listening and translating.

Russian Language and Culture: Basic – RSN1502 (RSN102W)

Semester module | NQF Level: 5 | Credits: 12
--- | --- | ---
Prerequisite: RSN1501 or RSN101V | Co-requisite: |
Purpose: Development of basic language skills in Russian and the elements of Russian culture and life-style. Grammatical translation is used as a means of teaching and evaluation.

Practical Spanish: Beginners – SPS1501 (SPS101B)

Semester module | NQF Level: 5 | Credits: 12
--- | --- | ---
Prerequisite: | Co-requisite: |
Purpose: To develop an aptitude in the four language skills: reading, writing, speaking and listening to Spanish from beginners’ level to lower intermediate level. The lively communicative and context-based approach includes extensive use of audio cassette recordings.

Spanish: Lower Intermediate Level – SPS1502 (SPS102C)

Semester module | NQF Level: 5 | Credits: 12
--- | --- | ---
Prerequisite: SPS1501 | Co-requisite: |
Purpose: This module continues the development of aptitude in the four languages skills: reading, writing, listening to and speaking Spanish from lower intermediate to intermediate level. The lively communicative and context-based approach continues in this module and includes further use of audio cassette recordings.

Modern Romance Literature in English-Plays, Poems and Short Stories – RLE1501 (RLE8018)

Semester module | NQF Level: 5 | Credits: 12
--- | --- | ---
Prerequisite: | Co-requisite: |
Purpose: Prescribed 20th-century texts from the Romance literatures in English translation; sociocultural background to a selection of 20th-century plays, poems and short stories of the Romance-speaking world (where French, Italian, Portuguese and Spanish are spoken); an introduction to the thematic study of literary texts, and the study of a wide range of issues in selected works of poetry, prose and drama.

Modern Romance Literature in English-Novels – RLE1502 (RLE8029)

Semester module | NQF Level: 5 | Credits: 12
--- | --- | ---
Prerequisite: | Co-requisite: |
Purpose: Prescribed 20th-century novels from the Romance literatures in English translation; sociocultural background to four 20th-century novels from the Romance-speaking world (where French, Italian, Portuguese and Spanish are spoken); an introduction to the thematic study of novels and the study of a wide range of issues in the selected works.
Cultural Diversity in Literary Contexts – WLL2601

Semester module
Prerequisite: Any TWO first level Language modules
Co-requisite: 
Purpose: This module will be of interest to students who wish to develop their competency in understanding the relationship between textual production and the making of films (i.e. the possibilities and limitations of different genres, problems in transpositions between literature and film in the context of mass media, different audience involvements, as well as the basic elements of reception theory). The acquisition of a critical terminology will aid the student in the art of writing within a multimedia environment. Students will also be encouraged to reflect critically on their own writing practice. The selection of texts and films will be from around the world, from Portuguese-, Spanish-, Italian-, German – and Russian-speaking countries, of which students will be expected to study one combination of text and film in depth. All study material will be in English, but students will also be given access to primary texts in the original language if they wish to further their language skills.

Semester 1 only
Prerequisite: 
Co-requisite: 
Purpose: To introduce students to the culture in contemporary Italy from perspectives such as literature, social history, media studies, cultural anthropology, etc.

Visions of the Renaissance – ITN802X

Semester 2 only
Prerequisite: 
Co-requisite: 
Purpose: To introduce students to visions of the Renaissance through art, literature, social and political thought and cultural anthropology; to develop analytical skills and creative thinking from the reading and interpretation of selected texts from the rich cultural inheritance of Italy.

19th century Russian Literature – RSN822S

Semester module
Prerequisite: 
Co-requisite: 
Purpose: A brief survey of the literary trends in 19th century Russia is complemented by excerpts from selected literary works.

20th century Russian Literature – RSN824U

Semester module
Prerequisite: 
Co-requisite: 
Purpose: Developments of Russian literature of the 20th century, examining selected literary works representative of the avant – garde, socialist realism and dissident writing.

Alternative Worlds in Fiction – WLL3702

Semester module
Prerequisite: 
Co-requisite: 
Purpose: This module follows on the NQF Level: 6 module Cultural Diversity, and deals with literature illustrating where diversity and individuality are targeted as harmful to the wellbeing of a collective. Students who complete this module will be able to understand and critically review the nature of Utopia/Dystopia as a literary genre, and identify various strategies which authors use in creating the utopian/dystopian universe in their work.

War and Literature – WLL3703

Semester module
Prerequisite: 
Co-requisite: 
Purpose: In this module students will engage in an interdisciplinary study of the relationship between culture, militarisation, propaganda, resistance, trauma and memory. In the process students will focus on examples of text, photography and film from a variety of genres such as the short story, the historical novel, testimony, journalism, propaganda. Qualifying students will be able to understand and critically review these texts and images and identify various strategies which authors and artists use in creating spaces for contestations around war and visions for peace.

Youth Development

Commonwealth Values in Youth in Development – DYD111Q

Semester module
Prerequisite: 
Co-requisite: 
Purpose: Covers democratic and human rights principles, gives a general introduction to the Commonwealth, and provides training in democratic styles of leadership, consensual decision-making, adapting to groups of differing backgrounds or with disabilities, ensuring equal participation by young women, and understanding different values, religions and traditions.

Young People and Society – DYD112R

Semester module
Prerequisite: 
Co-requisite: 
Purpose: Relates the theory and practice of youth in development work to the social context. It explores differences and commonalities in the transition from child to adult in different societies.
<table>
<thead>
<tr>
<th>Course Title</th>
<th>Semester module</th>
<th>NQF Level:</th>
<th>Credits:</th>
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<tbody>
<tr>
<td>Principles and Practices of Youth in Development work – DYD113S</td>
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<td>5</td>
<td>12</td>
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<td>Prerequisite:</td>
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<td>Purpose: Focusses on the professional role of the practitioner, and the process of informal education. It analyses contemporary approaches' crisis intervention, prevention, empowerment, centralised and outreach work. The module includes project work in a youth organisation.</td>
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<tr>
<td>Working with People in their Communities – DYD114T</td>
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<td>Prerequisite:</td>
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<td>Purpose: Builds knowledge and skills to work successfully with young individuals and groups. Youth in development is presented as a planned developmental process, and study includes the theory and practice of community development.</td>
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<tr>
<td>Gender and Development – DYD115U</td>
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<td>Prerequisite:</td>
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<td>Purpose: Explores ways to ensure equality of outcomes for young women and men, covering the range of theoretical perspectives. It develops techniques to encourage equal participation by young women and skills in gender-sensitive planning, implementation and evaluation.</td>
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<tr>
<td>Learning Process – DYD116V</td>
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<td>Prerequisite:</td>
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<td>Purpose: Centring on the youth in development worker as an educator, it shows how people learn and how they can be helped to learn. It includes face-to-face work with young people in training situations.</td>
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<tr>
<td>Management Skills – DYD117W</td>
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<td>Prerequisite:</td>
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<tr>
<td>Purpose: Focusing on the youth in development worker as a leader, it covers self-management, managing staff, organisational development, needs assessment and analysis, budgeting, scheduling and evaluation.</td>
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<tr>
<td>Youth and Health – DYD118X</td>
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<td>Prerequisite:</td>
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<tr>
<td>Purpose: Drawing on health issues of the region, this module covers sexual health, drugs, nutrition and diet, exercise and healthy living. It also develops skills in fostering relationships with health agencies and NGOs.</td>
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<tr>
<td>Youth and Health – DYD211T</td>
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<td>6</td>
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<td>Prerequisite:</td>
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<td>Purpose: Develops the knowledge and skills necessary to design, deliver and assess a project. It covers all the processes from identifying the need, through bidding for funds to bringing the project to self-sustainability.</td>
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<tr>
<td>Policy, Planning and Implementation – DYD212U</td>
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<td>Prerequisite:</td>
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<tr>
<td>Purpose: Including an action research focus, this module develops skills in influencing policy-making processes. It centres on the study of national youth policy analysing existing policies and seeking ways to improve them or create new ones.</td>
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<tr>
<td>Conflict Resolution Strategies and Skills – DYD213V</td>
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<td>Prerequisite:</td>
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<tr>
<td>Purpose: Explores conflict, mediation and negotiation, studying the nature of competing perspectives both among youth and between youth and established society and strategies to express differences positively and work towards consensus or accommodation.</td>
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<tr>
<td>Promoting Enterprise and Economic Development – DYD214W</td>
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<td>Prerequisite:</td>
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<tr>
<td>Purpose: Equips students with basic enterprise development skills; it gives a practical grounding in the opportunities and pitfalls of self-employment, in communication with and providing leadership among marginalised young men and women, so enabling graduates to provide training and support and to run projects in small-scale enterprise.</td>
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<tr>
<td>Sustainable Development and environmental Issues– DYD215X</td>
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<td>Prerequisite:</td>
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<tr>
<td>Purpose: Shows how the youth in development worker can stimulate awareness of environmental issues among young people and help them make an active contribution to sustainable development.</td>
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</tbody>
</table>
Psychosocial Support of Orphans and Vulnerable Children – DYD2184

Semester module  
NOF Level: 6  
Credits: 12  
Prerequisite: 
Co-requisite: 
Purpose: This module explores the concept and functions of a family system. Roles of individuals in family life education are also discussed. The problems of adolescence, sexuality and reproductive health and ways of responsible living are also main areas of discussion.

Orphans and Vulnerable Children (OVC) Programme Management and Policy Development – DYD2195

Semester module  
NOF Level: 6  
Credits: 12  
Prerequisite: 
Co-requisite: 
Purpose: To provide students with thorough knowledge of the aspects and policy development issues pertaining to orphans and vulnerable children (OVC) and to also equip students with skills on how to conduct impact assessment of OVC and also analyse responses of different stakeholders to the Orphan crisis.

Zoology

Animal Diversity 1 – ZOL1501 (ZOL121Q)

Semester module  
NOF Level: 5  
Credits: 12  
Prerequisite: 
Co-requisite: 
Purpose: To gain insight into the diversity, phylogeny, morphology and adaptations of higher invertebrate animals.

Animal Diversity 2 – ZOL1502 (ZOL122R)

Semester module  
NOF Level: 5  
Credits: 12  
Prerequisite: 
Co-requisite: 
Purpose: To gain insight into the diversity, phylogeny, morphology and adaptations of higher invertebrate and chordate animals.

Zoology 1 (Practical) – ZOL1603 (ZOL124T)

Semester module  
NOF Level: 6  
Credits: 12  
Prerequisite: 
Co-requisite: ZOL1501 or ZOL1502 
Purpose: To develop practical skills in the use of research and dissection microscopes and basic dissection techniques; to recognise the diagnostic characteristics on which classification systems are based, and to gain insight into the structural and functional diversity of invertebrate and vertebrate animals.

Comparative Animal Physiology – ZOL2601 (ZOL221T)

Semester module  
NOF Level: 6  
Credits: 12  
Prerequisite:  
Co-requisite: ZOL1501 or ZOL1502 
Purpose: To enable students to understand on a comparative basis, with the aid of theoretical knowledge and experimental examples, how animals are physiologically adapted to their environments.

Cytogenetics and Embryology – ZOL2602 (ZOL223V)

Year module  
NOF Level: 6  
Credits: 12  
Prerequisite:  
Co-requisite: ZOL1501 or ZOL1502 
Purpose: To obtain a basic knowledge on the transfer and the expression of genetic material inside an animal cell, the transfer to offspring, as well as the early embryonic development of Branchiostoma, Amphibia, AVes and Mammalia.

Theory of Evolution – ZOL2603 (ZOL225X)

Year module  
NOF Level: 6  
Credits: 12  
Prerequisite:  
Co-requisite: ZOL1501 or ZOL1502 
Purpose: To enable the student to gain knowledge and competencies concerning the theory of evolution as the basis for biology, and to gain understanding of the history of the theory and its basic concepts and mechanisms.

Zoology II (Practical) – ZOL2604 (ZOL224W)

Year module  
NOF Level: 6  
Credits: 12  
Prerequisite: CHE1501 or CHE1502 and ZOL1603  
Co-requisite: Any TWO of ZOL2601, ZOL2602 or ZOL2603 
Purpose: To enable students to gain practical skills in zoology.

Zoology Practical – ENZ224D

Year module  
NOF Level: 6  
Credits: 12  
Prerequisite:  
Co-requisite: Any two of the following: ZOL2601, ZOL2603, ZOL3701, ZOL3702 
Purpose: Practical work based on the syllabus of ZOL221, 222, ZOL321, 322.

Ethology and Project – ZOL3701 (ZOL311U)

Year module  
NOF Level: 7  
Credits: 12  
Prerequisite:  
Co-requisite: Any two of the following: ZOL2601, ZOL2602, ZOL2603 
Purpose: Enables students to demonstrate knowledge of the fundamental principles of animal ethology (including the cause, ontogeny, adaptive value and evolution of behavioural patterns) as well as the application of ethology in environmental management.
### Ecology – ZOL3702 (ZOL321W)

<table>
<thead>
<tr>
<th>Component</th>
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<tr>
<td><strong>Year module</strong></td>
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<tr>
<td><strong>Prerequisite</strong></td>
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<tr>
<td><strong>Co-requisite</strong></td>
<td>Any two of the following modules: ZOL2601, ZOL2602, ZOL2603</td>
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<tr>
<td><strong>Purpose</strong></td>
<td>To acquire insight into knowledge of, and skills in the interaction between the biotic and abiotic environments as well as the population dynamics and community ecology of ecosystems from an applied perspective.</td>
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</table>

### Applied Zoology – ZOL3703 (ZOL323Y)

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<th>Component</th>
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<td><strong>Semester module</strong></td>
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<tr>
<td><strong>Prerequisite</strong></td>
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<tr>
<td><strong>Co-requisite</strong></td>
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<td><strong>Purpose</strong></td>
<td>To identify and classify selected parasite species, and to obtain a basic knowledge of parasite-host interactions, epidemiologies and control measures.</td>
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</tbody>
</table>

### Zoology III (Practical) – ZOL3704 (ZOL3243)

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<th>Component</th>
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<tr>
<td><strong>Year module</strong></td>
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<tr>
<td><strong>Prerequisite</strong></td>
<td>ZOL2604</td>
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<tr>
<td><strong>Co-requisite</strong></td>
<td>Any two of the following: ZOL3701, ZOL3702, ZOL3703</td>
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<tr>
<td><strong>Purpose</strong></td>
<td>To enable students to acquire practical skills in the applied aspects of ecology and parasitology.</td>
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<td>Course Code/Title</td>
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<tr>
<td>18th century Russian Literature – RSN822S</td>
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<td>20th century Russian Literature – RSN824U</td>
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<tr>
<td>A Detailed Study of a Primary Text – KEG4802 (KEG405)</td>
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<tr>
<td>A Detailed Study of a Theme or a Theologian – KEG4803 (KEG403C)</td>
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<tr>
<td>A Research Paper – ENN4805</td>
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<tr>
<td>A Thorough Study of a Period in The History of Philosophy – PLS4802</td>
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<tr>
<td>A Thorough Study of an Approved Philosophical Problem – PLS4804</td>
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<td>Abet Teaching Practice – ABT2620</td>
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<tr>
<td>Abnormal Behaviour and Mental Health – PYC3702 (PYC302A)</td>
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- Radio Engineering III (Practical) – RAEPRA3 (RAE3PRA)
- Radio Engineering III (Theory) – RAE3601 (RAE341X)
- Radio Engineering IV (Practical) – RAE4PR4 (RAE4PRA)
- Radio Engineering IV (Theory) – RAE4701 (RAE401E)
- Rail Transport and Pipelines – TRL3705 (TRL3059)
- Rational Decision Making – DSC2602
- Rational Decision Making – DSC2602
- Reactor Technology IV – RTE4701 (RTE401C)
- Reading and Writing in Applied Linguistics – HAPL483
- Reading Basics – ENL114Q
- Reading in Additional Language – MAP4083
- Reading in Additional Language – MAP4094
- Reading the Old Testament – OTS4803
- Reading the Old Testament – OTS4803
- Reading and Writing in Spelling-First Language – PRS320A
- Reading, Writing and Spelling: First and Second Language – PCF4076
- Reading, Writing and Spelling-Second Language – PCF4078
- Real Analysis – MAT2613
- Real Analysis – MAT2711
- Reception Year – PCP407J
- Reception Year and Foundation Phase Didactics – PCF4065
- Redeeming memories: constructing new mission histories – MSG4802
- Reflections of Faith – TIC1501
- Reflective Public Administration – PUB3706 (PUB304H)
- Reflective Public Administration – PUB4871 (HFLP4X)
- Refrigeration and Air Conditioning IV – RAC401M
- Regression – STA4804
- Reinforced Concrete and Masonry Design III (Project) – RCD3602 (RCD39T)
- Reinforced Concrete and Masonry Design III (Theory) – RCD3601 (RCD301C)
- Reinforced Concrete Design IV – RCD4701 (RCD401C)
- Reinforced Concrete Design IV (Project) – RCD49RT
- Relationship Marketing – MNM3014
- Religion and Social Issues – RST3709 (RST328C)
- Religion in Private and Public Life – HRS4804 (HRS416V)
- Religion, worship and prayer in the early Christian world – ECH3702
- Religion, worship and prayer in the early Christian world – ECH3702
- Religious Education – EDT301Q
- Religious Education and Christian Ministry – PTH4803
- Religious World of the Ancient Near East – ANE4802
- Religious world of the Ancient Near East – ANE4802 (ANEREL8)
- Reproduction Management (Practical) – APR6076
- Re-Reading the Literary Canon – HML4801 (HMLBLRQ)
- Research and Evaluation in ODL – ODL301M
- Research and Information Management IV – RIM401P
- Research Approaches to Christian Leadership – HPC4801
- Research Article – CMY4805
- Research Article In Penology – PEN4803 (KRPNL6A)
- Research article/essay: applied to Judaic Studies – HRE16V85
- Research in Ancient Near Eastern Studies – HPAE81
- Research in Biblical Archaeology – HPHABA1
- Research in Information Technology – RT4801
- Research in Misssiology – HPMG80
- Research in Practical Theology – HPT4801
- Research Proposal in Semitic Languages – PHSEM81
- Research in Social Sciences – RSC2601
- Research in Systematic Theology – HPS4801
- Research in the Old Testament – HOTS381
- Research in the Old Testament – OTS4801
- Research Literacy for Law – SCL1502
- Research Methodology – HMEMV80 (HESRMEC)
- Research Methodologies in Musicology – MJUS4803 (HMHML9)
- Research Methodology – CMY4802
- Research Methodology – CSR4801 (CLO4013)
- Research Methodology – HMA4802 (HMA4802)
- Research Methodology – HMA4802
- Research Methodology – HMF4802
- Research Methodology – HMP4802 (PSY4715S)
- Research Methodology – PSY4175
- Research Methodology – RM101Q
- Research Methods and Proposal – HPM4802
- Research Methods and Religious Hermeneutics – HRS4803 (HRS415U)
- Research Methods and Religious Hermeneutics – HRS4803 (HRS415U)
- Research Methods and Religious Hermeneutics – HRS4803 (HRS415U)
- Research Methodology in Development Studies (HMDVA81)
- Research Methodology in History – HNY4801
- Research Methods – ABT302
- Research Methods – REM06P
- Research Methods and Proposal – HPC4801 (CSG462T)
- Research Paper – MD5501M
- Research Project – ABT3729
- Research Project – CSR4803 (CSR403Q)
- Research Project – HESPRX
- Research Project (only for pipe-line and repeater students) – HESPRX
- Research project – HRMS582
- Research Project – HROTS85
- Research Project – HESRPRX
- Research in Biblical Archaeology – HRIBAB5
- Research Project in Statistics – STA4805
- Research Project Report in Consumer Psychology – HRIOB82
- Research Project Report in Employee and Organisational Wellness – HRIOP81
- Research Project Report in Employment Relations – HRIOB83
- Research Project Report in Organisation Development – IKP4868
- Research Planning And Execution – SCK4810 (SCK410B)
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*This list is not exhaustive and only includes courses related to human anatomy and physiology.*
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<td>Transformation in Southern Africa in the 19th Century: Colonisation, Migr</td>
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<td>Translation and Editing Techniques – LIN3702 (LIN304A)</td>
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<td>Translation for Specific Purposes – HTR4802</td>
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<td>Translation for Specific Purposes – LEKPERQ</td>
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<td>Translation Method and Function – HTR4801</td>
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<td>Translation Research and Professional Practice – METECTNR</td>
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<td>Transport Economics – TR2602 (TR201Y)</td>
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<td>Transport for Tourism – TRT2601 (TRT2014)</td>
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<td>Transport Management 1 – TR2601 (TR201X)</td>
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<td>Transport Management 2 – TR2L701 (TR2L014)</td>
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<td>Transport Planning and Investment – TR2L702 (TR2L025)</td>
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<td>Transport Theory – TR2L603 (TR2L033)</td>
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<td>Transportation Engineering II (Project) – TPE2602 (TPE212P)</td>
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<td>Travel Operations – DTM1501 (TP1151T)</td>
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<td>Trends in Contemporary Philosophy – PLC5403</td>
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<td>Turbo Machines IV – TMA401M</td>
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<td>Turfgrass Culture I – TGC111L (TGC1615)</td>
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<td>Two Dimensional Imaging – TDM1501 (TDM101L)</td>
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<td>Understanding Political Behaviour and Participation – PLC2601 (PLC201U)</td>
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<td>Understanding the Old Testament – OTS54802</td>
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<td>Understanding the State – PLC1502 (PLC102S)</td>
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<td>Using Information: The Role of Information Behaviour – INS3703 (INS3036)</td>
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<td>Using the Internet as a Reference Tool – INS1501 (INS107C)</td>
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<td>Verbal Communication in the Ancient Near East – ATC2601 (ATC2016)</td>
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