KING BHEKUZULU HALL

**UNIVERSITY OF ZULULAND**

University of Zululand
Private Bag X1001
KwaDlangezwa
3886

035 902 6000

www.facebook.com/unizulu

@UNIZULUongoye

UNIZULU Official

@unizulu_official

**2019**

**Faculty Handbook**

**UNIVERSITY OF ZULULAND**

**Faculty of Commerce, Administration and Law**

**Restructured for Relevance**

www.unizulu.ac.za

# UNIVERSITY OF ZULULAND

**FACULTY OF ARTS**

**VISION**

To be a leading Faculty, locally, nationally and globally, based in a rural setting, providing quality career-focused programmes and service through our teaching, research and community engagement.

**MISSION**

1. To provide access to students from diverse backgrounds to an enabling and caring teaching and learning environment.
2. To respond to local, national and global demand for human capital development by training learners in relevant academic and career focused programmes.
3. To generate knowledge through research in the Arts and to disseminate it through publications, teaching, development and information sharing.

*Promoting Academic Excellence through*
*Active and Systematic Participation*

**\*All courses in the Faculty of Arts are subject to possible change**

# CONTACT DETAILS

**FACULTY OF ARTS**          2

      **DEAN:**                          **VACANT**
      Phone:                             (035) 9026044
      E-mail:

**DEPUTY DEAN:**                    **TEACHING & LEARNING**
                                         **PROF A.T. NZAMA**
      Phone:                             (035) 9026720
      E-mail:                            NzamaA@unizulu.ac.za

**DEPUTY DEAN:**                    **RESEARCH & INTERNATIONALISATION**
                                         **PROF D. N. OCHOLLA**
      Phone:                             (035) 9026484
      E-mail:                            OchollaD@unizulu.ac.za

**FACULTY MANAGER:**               **MS X. XOTHONGO**
      Phone:                             (035) 9026572
      E-mail:                            XothongoX@unizulu.ac.za

**FACULTY ACADEMIC COORDINATOR:**  **MS N.F. NDLOVU**
      Phone:                             (035) 9026366
      E-mail:                            NdlofuNF@unizulu.ac.za

**DEAN'S SECRETARY**:              **MS A. BIKITSI**
      Phone:                             (035) 9026087
      E-mail:                            BikitsiA@unizulu.ac.za

**MESSENGER/COPIER**               **MS T. MTETWA**
      Phone:                             (035) 9026083
      E-Mail:                            MtetwaT@unizulu.ac.za

**DEAN'S OFFICE**:                 UPPER GROUND FLOOR
                                         INKANYISO BUILDING

**POSTAL ADDRESS**:                THE DEAN
                                         Faculty of Arts
                                         University of Zululand
                                         Private Bag X1001
                                         KwaDlangezwa
                                         3886

# BOARD OF THE FACULTY OF ARTS

## Members of the Faculty Board

**Dean**: Vacant
**Deputy Dean: Teaching and Learning**: Prof A.T. Nzama
**Deputy Dean**: **Research and Internationalization**: Prof D.N.Ocholla

| | | |
|---|---|---|
| Prof C.A. Addison | Dr N.R. Ngcobo | Mr. E.S. Ncube |
| Prof M.J. Hooper | Dr G.S. Nkosi | Mr. J. Guambe |
| Prof L.Z.M. Khumalo | Dr G.M. Ntaka | Mr. W.S. Nkabinde |
| Prof P.B. Mbele | Dr B.X.S. Ntombela | Mr. A. Peiris |
| Prof M.V. Mpepo | Dr S.H. Ntuli | Mr. T. Pillay |
| Prof J.M. Ras | Dr S.L. Ntuli | Mr. T.Z. Ramphele |
| Prof H. Rugbeer | Dr N.M.A.R. Nzuza | Mr. M.M. Shabalala |
| Prof H.S. Simelane | Dr M.M. Reddy | Mr. N. Smith |
| Prof J.D. Thwala | Dr M.Z. Shamase | Mr. G.J. Zondi |
| Prof G.V. Jiyane | Dr N.G. Tshabalala | Mr K. Moshounyane |
| Prof P.F. Stewart | Dr S.P. Tshabalala | Mr B. Buthelezi |
| Dr T.C. Adetiba | Dr S.P.T. Zikhali | Mr M.D. Kekana |
| Dr Z.G. Buthelezi | Dr C.Z. Zondi | Ms A.C. Austin |
| Dr S. C. Cele | Dr A. Akpome | Ms M.J. Boloka |
| Dr P.J. Coetzee | Dr M.O. Ayoola | Ms T.H. Chiliza |
| Dr N.D. Evans | Dr A. Moonasamy | Ms N.P. Dlamini |
| Dr I.O. Ezeuduji | Dr I.S. Nojiyeza | Ms M. Govender |
| Dr A.A. Fawole | Dr P Dimo | Ms E.M. Latecka |
| Dr K. Gqibithole | Dr P.N. Dlamini | Ms L.P. Luthuli |
| Dr C. Hermann | Dr. D.H.D. Ngobese | Ms A.R. Maphoto |
| Dr M.S. Nkwanyana | Dr. S.S. Nhlabathi | Ms S.D. Mbokazi |
| Dr L. Mafu | Dr V. Ndabayakhe | Ms T. Mwandla |
| Dr M.R. Metso | Mr.T.I Sithole | Ms N.B. Ndlovu |
| Dr E.M. Mncwango | Mr.J.M. Magagula | Ms J.B. Ngubane |
| Dr J. M. Mdiniso | Mr. K.L. Makhoba | Ms S.S. Nxumalo |
| Dr M.Z. Mthembu | Mr. M. Malimela | Ms F.M. Ringwood |
| Dr P. Mwipikeni | Mr. M. Manenye | Ms I.B. Rawlins |
| Dr G.M. Naidoo | Mr. G.T. Marovatsanga | Ms H.N. Seleke |
| Dr S Ndlovu | Mr. V.C. Mathe | Ms C.H.N. Shongwe |
| Dr S. Smith | Mr. T.G. Mokgosi | Ms A.D. Singh |
| Dr M. Buthelezi | Mr. M.W. Molefe | |

## Representatives from other Faculties
Faculty of Education: Dean and his or her representative
Faculty of Commerce and Administration: Dean and his or her representative
Faculty of Science: Dean and his or her representative
Assessor Member: The University Librarian or his or her representative

## FACULTY RULES AND REGULATIONS

**Definition of terms**

| | |
|---|---|
| **Module :** | Unit of study.  Each such unit is given a code.<br>**The code structure is as follows:**<br>First Number:    Faculty Indicator (1 = Arts)<br>Next letters:  Department or discipline indicator (e.g. ZUL, COR, etc)<br>First Number after letters:  Year of study (1, 2, 3, etc)<br>Second Number:  Distinguishes between modules offered in the same year and semester (1, 2, 3, etc)<br>Third number:  Semester (1 = first semester, 2 = second semester, 0 = module offered in both semesters, 9 = year length module) |
| **Elective (module):** | A module selected from a given list |
| **Pre-requisite:** | A module which must be passed before the registration of a module having the pre-requisite |
| **Co-requisite:** | A module which must be passed prior to or registered for in the same semester as the proposed module |
| **Curriculum:** | The modules that comprise a qualification |
| **Programme:** | A structured curriculum leading to a qualification |
| **Assessment:** | The evaluation of a student's work satisfying the requirements of his or her programme, and includes tests, seminars, assignments, projects and examinations |
| **Continuous Assessment Mark (CAM):** | The mark awarded to the module and arises from an assessment of the module but excludes the final examination and the syllabus indicates how this mark is calculated |
| **Notional study hours:** | The learning time required for a student of average ability to meet the outcomes for the module |
| **Credits points (credits):** | One credit point is the value assigned to ten notional study hours of learning and assessment |
| **Senate:** | The Senate of the University of Zululand |
| **University:** | University of Zululand |
| **Level of Study:** | The level at which a student is positioned within the curriculum of the qualification for which he or she is registered: |

(a) first year of study if he or she has not yet obtained a minimum of 90 credits, i.e. passed six semester modules or passed eight modules in those programmes that have ten modules in their first year;

(b) second year of study if, either –
   i.    in a three year programme, he or she has obtained a minimum of 90 credits, but has not yet registered for such modules which, if passed, will lead to the completion of the degree; or
   ii.  in a four year programme, he or she has obtained at least 90 credits, but has not yet obtained 50% of the credits needed for the qualification;

(c) third year of study if, either –
   i. in a three year programme, he or she has registered for such modules which, if passed, will lead to the completion of the degree; or
   ii. in a four year programme, he or she has obtained at least 50% of the credits required, but not yet registered for such modules which, if passed, will lead to the completion of the degree; and
(d) fourth year of study if he or she is in a four-year programme and has registered for such modules which, if passed, will lead to the completion of the degree

**Faculty rules supersede Departmental rules. Therefore:**
(a)   Departmental rules should be in line with those of the Faculty.
(b)   Where Departmental rules are in conflict with those of the Faculty, Faculty rules will apply.

## CLASSIFICATION OF MODULE CODES PER DEPARTMENT
## (NB: CHANGE OF MODULE CODES AFFECTS ONLY FIRST TIME ENTERING STUDENTS)

| | |
|---|---|
| African Languages and Culture | 1ZUL |
| Afrikaans | 1AFR |
| Anthropology and Development Studies | 1DEV |
| Communication Science | 1COM |
| Creative Arts | 1PVA & 1PVV |
| Criminal Justice | 1COR |
| English | 1ENG |
| General Linguistics and Modern Languages | 1GEN |
| Geography & Environmental Studies | 4GES |
| German | 1GER |
| History | 1HIS |
| Information Studies | 1INF |
| Philosophy and Applied Ethics | 1PHP & 1PHS |
| Politics and International Studies | 1POL |
| Psychology | 1PSY |
| Social Work | 1SWK |
| Sociology | 1SGY & 1SGI |
| Recreation and Tourism | 1RTO |

## PROGRAMMES OFFERED PER DEPARMENT
## (NB:  CHANGE OF PROGRAMME CODES AFFECTS ONLY FIRST TIME ENTERING STUDENTS)

**African Languages and Culture**

| | |
|---|---|
| BA Honours in IsiZulu | 1HON14 |
| BA Honours in SeSotho (not offered in 2019) | 1HON15 |
| BA Honours in SiSwati | 1HON16 |
| Master of Arts in IsiZulu | 1MAS14 |
| Master of Arts in SeSotho (not offered in 2019) | 1MAS15 |

| | |
|---|---|
| Master of Arts in SiSwati (not offered in 2019) | 1MAS16 |
| Doctor of Philosophy in IsiZulu | 1DPH14 |
| Doctor of Philosophy in SeSotho (not offered in 2019) | 1DPH15 |
| Doctor of Philosophy in SiSwati (not offered in 2019) | 1DPH16 |

**Afrikaans**

| | |
|---|---|
| BA Honours in Afrikaans | 1HON01 |
| Master of Arts in Afrikaans | 1MAS01 |
| Doctor of Philosophy in Afrikaans | 1DPH01 |

**Anthropology and Development Studies**

| | |
|---|---|
| BA in Development Studies | 1DDEG1 |
| BA Honours in Development Studies | 1HON07 |
| BA Honours in Anthropology | 1HON40 |
| Master of Arts in Development Studies | 1MAS07 |
| Master of Arts in Anthropology | 1MAS40 |
| Doctor of Philosophy in Development Studies | 1DPH07 |
| Doctor of Philosophy in Anthropology | 1DPH40 |

**Communication Science**

| | |
|---|---|
| Diploma in Public Relations Management | 1CPDP1 |
| Diploma in Media Studies | 1CMDP1 |
| Bachelor of Arts in Intercultural Communication | 1CDEG1 |
| BA Honours in Communication Science | 1HON03 |
| Master of Arts in Communication Science | 1MAS03 |
| Doctor of Philosophy in Communication Science | 1DPH03 |

**Creative Arts**

| | |
|---|---|
| Bachelor of Arts in Drama Theatre and Performance | 1UDEG2 |

**Criminal Justice**

| | |
|---|---|
| BA in Correctional Studies | 1JDEG2 |
| BA Honours in Criminology | 1HON04 |
| Honours in Penology | 1HON05 |
| Master of Arts in Criminology | 1MAS04 |
| Doctor of Philosophy in Criminology | 1DPH04 |

**English**

| | |
|---|---|
| BA Honours in English | 1HON08 |
| Master of Arts in English | 1MAS08 |
| Doctor of Philosophy in English | 1DPH08 |

**General Linguistics**

| | |
|---|---|
| BA Honours in General Linguistics | 1HON09 |
| Master of Arts in Linguistics | 1MAS09 |
| Doctor of Philosophy in Linguistics | 1DPH09 |

**Geography and Environmental Studies**
BA Environmental Planning and Development                                            4GBA01
BA Honours in Geography                                                              1HON10
Master of Arts in Geography                                                          1MAS10
Doctor of Philosophy in Geography                                                    1DPH10

**German**
BA Honours in German (not offered in 2019)                                           1HON11
Master of Arts in German (not offered in 2019)                                       1MAS11
Doctor of Philosophy in German (not offered in 2019)                                 1DPH11

**History**
BA Honours in History (not offered in 2019)                                          1HON12
Master of Arts in History (not offered in 2019)                                      1MAS12
Doctor of Philosophy in History (not offered in 2019)                                1DPH1

**Information Studies**
Post-graduate Diploma in Library and Information Science (not offered in 2019)        1IDIP1
Bachelor of Arts in Information Science                                               1IDEG1
Bachelor of Library and Information Science                                           1IDEG2
Bachelor of Arts Honours in Information Sciences                                      1HON13
Master of Arts in Information Sciences                                                1MAS13
Doctor of Philosophy in Library and Information Science                               1DPH13

**Philosophy and Applied Ethics**
Bachelor of Arts Honours in Philosophy                                               1HON17
Master of Arts in Philosophy                                                         1MAS17
Doctor of Philosophy in Philosophy                                                   1PHD17

**Politics and International Studies (POLIS modules are offered in BA – ABDEG1)**

**Psychology**
Bachelor of Honours in Psychology (not offered in 2019)                              1HON18
Master of Arts in Clinical Psychology (not offered in 2019)                          1MAS18
Master of Arts in Counselling Psychology (not offered in 2019)                       1MAS19
Master of Psychology (not offered in 2019)                                           1MAS20
Doctor of Philosophy in Community Psychology                                         1DPH19
Doctor of Philosophy in Psychology (not offered in 2019)                             1DPH18

**Recreation and Tourism**
Bachelors of Tourism Studies                                                         1RDEG1
Bachelor of Arts Honours in Recreation and Tourism                                   1HON21
Post-graduate Diploma in Recreation and Tourism                                      1PDRT1
Master of Tourism (Coursework)                                                       1MAS21
Master of Tourism (Research only)                                                    1MAS22
Doctor of Philosophy in Tourism and Recreation                                       1DPH21

**Not offered in 2019**
*Bachelors of Tourism Studies in Ecotourism Management*      *1RDEG2*
*Bachelors of Tourism Studies in Outdoor Recreation Management*      *1RDEG3*
*Bachelors of Tourism Studies in Indigenous Tourism Development*      *1RDEG4*
*Bachelors of Tourism Studies in Events Management*      *1RDEG5*


**Social Work**
Bachelor of Social Work **(Offered only to pipeline students who registered before 2013)** AWDEG1
Master of Social Work      1MAS24
Master of Arts in Community Work      1MAS23
Doctor of Philosophy in Social Work      1DPH23
Postgraduate Diploma in Community Development      1DIP23

**Sociology**
Bachelor of Arts in Sociology      1SDEG1
Bachelor of Arts in Industrial Sociology      1SDEG2
Bachelor of Arts Honours in Sociology      1HON26
Master of Arts in Sociology      1MAS26
Doctor of Philosophy in Sociology      1DPH26
Doctor of Philosophy in Industrial Sociology      1DPH27

## GENERAL CRITERIA FOR ADMINISTRATION

1.      **General Admission requirements for undergraduate programmes offered in the Faculty of Arts**
   To register for any undergraduate programme, prospective students must meet the following requirements for the particular programme:

**Table 1: Faculty of Arts Admission Requirements**

| Qualification Title | Year/s | Minimum Admission Requirements |
|---|---|---|
| Bachelor's Degree | 3 | (a) The minimum admission requirement is a National Senior Certificate (NSC) as certified by Umalusi (The Quality Council) with an achievement rating of 4 (Adequate achievement, 50-59%) or better in four subjects chosen from the following recognized 20-credit NSC subjects (known as the "designated subject list"): Accounting, Agricultural Sciences, Business Studies, Consumer Studies, Dramatic Arts, Economics, Engineering Graphics and Design, Geography, History, Information Technology, Languages (one language of learning and teaching at a higher education institution and two other recognized language subjects), Life Sciences, Mathematics, Mathematical Literacy, Music, Physical Sciences, Religion Studies, Tourism, Visual Arts; an achievement of 3 (40 - 49%) in Life Orientation; and an achievement |
| Professional Degree | 4 | |

| | | rating of 3 (40-49%) in English as First Additional Language (FAL); or 4 (50-59%) in English as a Home Language.<br>(b) Entry based on Matriculation exemption.<br>(c) Entry based on Conditional exemption (be at least 23 years of age and have passed 4 subjects with at least "E" symbol in each subject) with a certificate of conditional exemption as endorsed by Universities South Africa (USA).<br>(d) Entry based on recognition of prior learning (RPL) or any programme at the discretion of the Faculty Board and approval by Senate (or both).<br>(e) Entry based on Age exemption (be 45 years and above) with a certificate of conditional exemption as endorsed by Universities South Africa (USA).<br>(f) The Minimum Entry Requirement for a Bachelor's Degree is 26 points. |
|---|---|---|
| Diploma | 3 | The minimum admission requirement is an NSC as certified by Umalusi with an achievement rating of 3 (moderate Achievement, 40-49%) or better in four recognized NSC 20-credit subjects; an achievement of 3 (40 - 49%) in Life Orientation; and an achievement rating of 3 (40-49%) in English as First Additional Language (FAL); or 4 (50-59%) in English as a Home Language.<br>The Minimum Entry Requirement for a Diploma is 24 points. |

**Table 2: Minimum Statutory admission requirements for NC(V) 4 level applicants**

Since NC(V) programmes are highly specialized, NC(V) applicants will be considered for admission into programmes only of a similar specialization.

| Qualification | Minimum entry requirement |
|---|---|
| **Diploma** | All statutory requirements for NC(V) 4 to be met; 50% in three fundamental subjects one of which must be English; 60% in three compulsory vocational modules. |
| **Bachelor's degree** | All statutory requirements for NC(V) 4 to be met; 60% in three fundamental subjects one of which must be English; 70% in three compulsory vocational modules. |

The Faculty Board of Arts, on the recommendation of the relevant Department, will evaluate applications for recognition of equivalent status of programmes, qualifications and modules from other tertiary institutions within South Africa.

For candidates coming from outside South Africa, verification of foreign qualifications by the South African Qualifications Authority (SAQA) is mandatory.

**2. Registration**

(a)     Students can register for a diploma or degree under a specific qualification. Also refer to G5 of the General University Calendar.

**3. Curriculum Design**

Diploma (three years) [NQF 6]
Advanced Diploma (one year) [NQF7]
Degree (three years) [NQF 7]
Degree (four years) [NQF 8]

The minimum duration and the number of credits for postgraduate programmes are indicated below:

Honours (1 year) [NQF 8]                                                      [120 credits]
Masters (1 year Full-Time and 2 years Part-Time) [NQF 9]      [180 credits]
PhD (2 years Full-Time and 3 years Part-Time) [NQF 10]        [360 credits]

**4. Language requirements**
Students must pass at least two language modules (first and second semester of the same language) for each undergraduate degree.

**5. Study materials**
Students shall, at the start of each module, receive a module outline and/or study guide including:
(a)     a contact time-table;
(b)     the scope of material to be covered;
(c)     a list of prescribed texts or study materials, and
(d)     an explanation of the mode or modes of assessment.

**6. Number of modules that can be registered simultaneously in a specific semester**
(a)     To be considered a full-time student a student must register for at least **2** modules – that's a minimum of **1** module.
(b)     A maximum of **4** modules per semester.
(c)     In special circumstances final-year students may add one extra module per semester, on the recommendation of the Head of Department and with the approval of the Dean of the Faculty.
(d)     No student may take a higher-level module in a subject before he or she has completed a lower level module in that subject.

**7. Assessment**
(a)     Assessment will be conducted on a continuous basis.
(b)     A final mark is based on both continuous assessment and a final examination.
(c)     At least 50% of the assessment should be based on written assignments, tests, practicals, project reports, etc., which can be moderated.
(d)     Checking of marks or re-assessment can be done on written request by the student after payment of fees as required by the Senate.
(e)     Promotion rules

(i)        To pass, a candidate must obtain a final mark of at least 50% per module.

(ii)       To obtain the diploma or degree with merit, a candidate shall obtain a final mark of at least 65%.

(iii)     To obtain the diploma or degree with distinction a candidate shall obtain an average mark of at least 75%.

(iv)     All prescribed modules comprising a qualification will be taken into consideration in determining the pass level.

(f)       Methods of assessment that may be used in a module:

- Interim tests during the module
- Practical assessments
- Assignments
- Fieldwork assessments
- Work-place assessments
- Simulation (application of theory to practice)
- Self-assessments
- Peer assessments
- Portfolios
- Open-book assessments
- Oral assessments
- Other written assessments (book reviews, letters, articles etc.)
- End notes (notes written by learners at the end of a learning session to display knowledge gained)
- Learning journals (diary of learning created during the module)
- Quick reviews of knowledge gained during learning sessions

The relevant Department may choose amongst these methods of assessment. Assessment criteria can differ from module to module. The final mark of a student should be based on a minimum of 4 assessments.

## 8.    Examining and moderation

(a)      A first and second internal assessor is to be appointed annually for each module by the Faculty Board.

(b)      An external assessor and an alternative are to be appointed annually for each qualification by the Faculty Board at its first meeting of the year.

(c)      An appointment of a specific external assessor should not exceed a consecutive period of 3 years. However, re-appointment of the specific external examiner can occur after 3 years from the date of the cessation of the previous appointment.

## 9.    Viability of Modules

A minimum number of 10 students must enroll at first year undergraduate level for a module to be considered viable. The Faculty may choose not to offer a module if the minimum number is not enrolled.

## 10.   Repetition of modules

A specific module may not be attempted more than twice without the recommendation of the Head of Department (HOD) and the approval of the Dean of the Faculty.

11. **Evaluation of teaching and learning, modules, practicals and tutorials**
    (a)    Students shall have the opportunity to evaluate teaching, learning and modules at the end of each module.
    (b)    The Quality Assurance Unit in consultation with the Dean of the Faculty shall regularly supervise such evaluations with reports to the Faculty and the Senate.

12. **International Students**
    An international student must have his or her qualifications verified by USA for undergraduates and SAQA for postgraduates who have foreign undergraduate qualifications. For professional qualifications students must register with the appropriate Professional Board. The Office for International Students should be contacted for additional information.

13. **Recognition of Prior Learning and Credits from other Institutions**
    The recognition of prior learning (RPL) may be considered subject to the policies of the University and acceptance by the University Senate or the designated University authority. In this regard guidance will be available from the Office of the Registrar.

**Postgraduate Diploma** – **NQF Level 8** (Departmental rules will apply).
   **Departments**
   - ❖ Recreation and Tourism
   - ❖ Social Work
   - ❖ Information Studies

**Bachelor of Arts (Honours) – NQF Level 8**
   The degree may be conferred in the following departments:
   - ❖ African Languages and Culture (IsiZulu, SeSotho and SiSwati)
   - ❖ Anthropology and Development Studies
   - ❖ Afrikaans
   - ❖ Communication Science
   - ❖ Criminal Justice
   - ❖ General Linguistics
   - ❖ German
   - ❖ Geography
   - ❖ History
   - ❖ Information Studies
   - ❖ English
   - ❖ Philosophy and Applied Ethics
   - ❖ Psychology
   - ❖ Recreation and Tourism
   - ❖ Sociology

   **Admission requirements**
   A minimum 60% average in the final-year modules in the specific discipline is required.
   Where an applicant does not meet this requirement, an HOD shall tender before Faculty a motivation for admission in terms of the following criteria:

   (a)    Academic record: A scrutiny of the student's full academic record may convince the Faculty that the student has the potential to deliver work of the required standard.

(b) Maturity: evidence that the student had been working in the relevant field should be favourably considered.

(c) Special achievements: Any achievements supporting the view that the student has the ability to pursue postgraduate studies with success should be considered (like obtaining another degree, or publishing a book of verse).

**Curriculum**

The curriculum and special requirements are indicated in the syllabuses of the relevant departments.

**Duration of Qualification**

The qualification shall extend over at least one year. Subject to rule G32, this period may be extended at the discretion of the HOD.

**Examinations**

The examinations shall be held in June or November.

(a) To pass, a candidate who writes all the required papers in the same examination shall obtain an average of at least 50%, with a minimum of 45% allowed in 1 paper in an Honours examination with 5 papers, or a minimum of 45% allowed in 2 papers in an Honours examination with six papers.

(b) A candidate who does not comply with the requirements set in (a) but who obtained at least 50% in each of 3 or more papers in an examination with 5 papers, or at least 50%, in each of four or more papers in an examination with 6 papers, shall retain credit for the papers passed and repeat only those papers that he or she failed.

(c) A candidate who does not comply with the requirements set in (a) or (b) shall repeat the course as a whole, i.e. all papers.

(d) A candidate who writes the examination in 2 parts must obtain an average of at least 50% in each part, and is allowed one minimum of 45% in a part of the examination which comprises 3 papers.

(e) A candidate who does not comply with the requirements set in a) but who failed only 1 paper in a part of the examination, shall retain credit for the paper or papers passed and repeat only the paper failed.

(f) A candidate who does not comply with the requirements set in either (a) or (b) shall repeat that part of the examination as a whole, i.e. all the papers of that part.

(g) A candidate who writes the examination in two parts and who fails one part of the examination must pass this part within 3 years, following the general rule which reads:
"No student may present himself more than twice for a similar examination in the same department without the permission of the Senate; this also applies to each of the 2 parts where the examination is taken in 2 parts."

(h) Unless otherwise provided for in the rules of a Department, a year or semester mark, which may or may not include a practical component, is generally taken into account only for the purpose of admission to the examination. In the absence of stipulations to the contrary, the year or semester mark carries the same weight as the examination mark in determining the final mark in those departments where a year or semester mark is provided for in the Departmental rules.

(i) The normal requirements for internal and external examiners apply to ensure the maintenance of standards.

Other examination requirements are indicated in the syllabuses of the relevant departments.

To obtain the degree with distinction a candidate shall obtain a distinction aggregate.

**Master of Arts – NQF Level 9**

**Departments**
African Languages and Culture (IsiZulu, SeSotho and SiSwati)
Afrikaans
Anthropology and Development Studies
Communication Science
Criminal Justice
English
General Linguistics
Geography
German
History
Information Studies
Philosophy and Applied Ethics
Psychology
Recreation and Tourism
Social Work
Sociology

**Admission requirements and examination**
(a)     A student shall hold the Bachelor of Arts (Honours) degree or its equivalent.
(b)     Departments may have specific entry requirements approved by the Faculty Board.
(c)     Where a student is registering for an unrelated postgraduate programme / discipline, motivation must be provided by the particular Head of Department to the Dean and the Faculty Board.
(c)     The degree shall not be conferred until at least two years after the Bachelor of Arts degree was obtained.
(d)     The examination requirements are as set out in the syllabuses of the relevant departments.
(e)     The degree may be conferred with distinction.

**Duration of Qualification**
The qualification shall extend over at least one year. Subject to rule **G34 of the University Rules,** this period may be extended at the discretion of the HOD.

**Doctor of Philosophy – NQF Level 10**

**Admission and registration**
The general rules apply:
(a)     A student who wishes to enroll shall have obtained a Master's degree in the Faculty concerned, unless a provision to the contrary exists in the rules of the Faculty, or equivalent status shall have been conferred on him or her and he or she shall satisfy the Senate as to his or her proficiency in the prescribed field of study.

(b)     Admission shall further be subject to approval by the Board of the Faculty on the recommendation of the HOD concerned.

(c)     A candidate shall register annually not later than 30 March.

## BA (DUAL MAJOR) ABDEG1 NQF – Level 7 (LAST YEAR OF INTAKE IS 2019)

The great merit of this degree is its versatility. Everyone who graduates with a BA (Dual Major) will automatically be qualified for more than one career. The first career options will depend on the nature of the two major subjects chosen. A student who chooses two language majors will be qualified for a career as a translator, writer, publisher, editor or language practitioner. Communication Science will prepare a person to go into public relations, journalism or advertising. History will open up the field of heritage, enabling careers such as museum curator, archivist and historian. Political Science will qualify a person to work in many different departments and organizations of government or to become a political analyst, consultant or researcher. Selections in Psychology, Philosophy, Political Science, Sociology, Tourism and Information Studies will allow entry into these subjects' own specialised fields. Moreover, students enrolled in the Dual Major BA may take at least 2 teaching subjects (one in second year and another in third year level) which will, after graduation, provide the opportunity of pursuing a career in teaching. (A 1-year PGCE offered in the Faculty of Education to become fully qualified as teachers.) And, of course, any combination of majors in this degree can lead to an academic career for a student who achieves the requisite marks to progress to an Honours degree and then continues from Honours to Master's and, eventually, to the level of Doctorate.

**Conditions:**
1. From the lists below, you need to choose 2 major subjects and either 1 or 2 minor subjects. At least 2 out of these subjects must be teaching subjects – if you wish to do PGCE after graduation. You will progress in all of these subjects from first year to second year (2 modules per year, per subject, at each level). You will then progress in your 2 major subjects to third year, at which level you will take 4 modules in each of your majors.
2. In order to graduate with a BA (Dual Major), you must pass 24 semester modules altogether, with a minimum requirement of at least 8 first-year-level modules, 6 second-year-level modules and 8 third-year-level modules. The other 2 modules (the second-year elective) can be taken either at first-year or at second-year level.
3. You must include at least level 1 of **ANY** language offered in the Faculty of Arts – semester one and two modules of the chosen language.  In case you choose English, it should either be 1ENG111 and 1ENG112 **OR** 1ENG121 and 1ENG122, **NOT BOTH**).
4. You may take 2 semester modules of an elective such as computer applications in the first year.
5. You may take 2 semester modules of an elective in second year. This elective may be at first-year level in one of the subjects available to Dual Major BA students which you have not chosen as a major or a minor subject. Alternatively, all of the subjects taken in second year may comprise the second year of subjects that you took in first year. In this situation, your degree will include only major and minor subjects, with no electives at all.
6. If Psychology is one of your major subjects, please note that at second-year level you choose either: APSY211 – Social Psychology and APSY222 – Developmental Psychology **OR** APSY 221 – Personality Psychology and APSY222 – Developmental Psychology.
7.  In order to progress to the second year from the first year, and to the third year from the second year, in any subject, both semester modules of the earlier year for that subject must be passed, unless special permission is obtained from the relevant HOD or HODs.
8. Would-be teachers need to do a PGCE in an education faculty once they have completed this degree (consult the Faculty of Education for their entry requirements into the PGCE programme).

16

9. Student numbers and timetable restrictions may prevent some combinations of major and minor subjects from being offered in some years.

| Teaching Subjects | Non-Teaching Subjects |
|---|---|
| Afrikaans | Anthropology |
| Drama | Communication Science |
| English | *Computer Applications (first-year only) |
| Geography | General Linguistics |
| History | German |
| IsiZulu | Information Science |
| Psychology | Library Science |
| SiSwati | Philosophy |
| SeSotho | Political Science |
| Tourism | Sociology |

**YEAR 1**

| SEMESTER 1 | SEMESTER 2 |
|---|---|
| **Major 1** (first-year level, semester 1) | **Major 1** (first-year level, semester 2) |
| **Major 2** (first-year level, semester 1) | **Major 2** (first-year level, semester 2) |
| **Minor 1** (first-year level, semester 1) | **Minor 1** (first-year level, semester 2) |
| **Elective 1** (first-year level, semester 1) | **Elective 1** (first-year level, semester 2) |

**YEAR 2**

| SEMESTER 1 | SEMESTER 2 |
|---|---|
| **Major 1** (second-year level, semester 1) | **Major 1** (second-year level, semester 2) |
| **Major 2** (second-year level, semester 1) | **Major 2** (second-year level, semester 2) |
| **Minor 1** (second-year level, semester 1) | **Minor 1** (second-year level, semester 2) |
| **Elective 2** (first-year level, semester 1) or **Minor 2** (second-year level, semester 1) | **Elective 2** (first-year level, semester 2) or **Minor 2** (second-year level, semester 2) |

**YEAR 3**

| SEMESTER 1 | SEMESTER 2 |
|---|---|
| **Major 1** (third-year level, semester 1a) | **Major 1** (third-year level, semester 2a) |
| **Major 1** (third-year level, semester 1b) | **Major 1** (third-year level, semester 2b) |
| **Major 2** (third-year level, semester 1a) | **Major 2** (third-year level, semester 2a) |
| **Major 2** (third-year level, semester 1b) | **Major 2** (third-year level, semester 2b) |

## Elective Subject Options

These modules are possible options for Elective 1 or Elective 2. They do not form part of a Major or Minor subject since they do not normally lead on to a second year in the same discipline. Please note that the first-year modules of any of the subjects offered as Majors in this degree may also be used as Electives.

### Computer Applications

| Year 1 | 4CPS121: Computer Literacy 1 | 4CPS122: Computer Literacy 2 |
|--------|------------------------------|------------------------------|

### Practical English
**(CREDIT WILL NOT BE GIVEN FOR BOTH PRACTICAL ENGLISH AND FIRST YEAR ENGLISH)**

| Year 1 | 1ENG121: Practical English 1 A | 1ENG122: Practical English 1 B |
|--------|--------------------------------|--------------------------------|

### Major Subject Grids

If the subject is taken as an Elective, only the Year 1 modules will be required. If the subject is a Minor, both the Year 1 and the Year 2 modules will be required. If it is taken as a Major, the Year 1, Year 2 and Year 3 modules will be required.

## AFRIKAANS

Afrikaans is an important language of communication in all levels of South African society. Knowledge of Afrikaans is a valuable asset in careers such as teaching, journalism, translating, publishing, tourism, public relations, consultancy, law and diplomacy.

### Undergraduate Afrikaans Programme (ABDEG1)

Although the Afrikaans Department does not offer an independent programme at undergraduate level, Afrikaans can be taken both as an ancillary and major subject within the BA Degree. Afrikaans is also offered as an elective in Correctional Studies and Heritage Studies. In the modules offered in Year 1 we focus on acquisition and basic communication skills, while at the same time we do enrichment work with students who want to continue with the more advanced studies of Afrikaans grammar and literature in years 2 and 3. The first-year course is thus a **Beginners Course**, suitable to those interested in improving competence in Afrikaans (if you have, for instance taken the language as a school subject) as well as for people who never studied Afrikaans and need to start from the beginning.

### Rules

1. General rules for the Faculty of Humanities and Social Sciences apply.
2. No prior knowledge of Afrikaans is required to register for the first year course.

| Year 1 | 1AFR111: Practical Afrikaans | 1AFR112: Practical Afrikaans & Literature |
|--------|------------------------------|-------------------------------------------|
| Year 2 | AAFR211: Afrikaans Morphology & Lexicography | AAFR212: Afrikaans Prose & Drama |
| Year 3 | AAFR311: Advanced Afrikaans Prose & Drama | AAFR312: Afrikaans Syntax & Phonology |
| Year 3 | AAFR321: Afrikaans Poetry | AAFR322: Historical & Social Dynamics of Afrikaans |

| Subject Code | Module Name | Credits | NQF Level | Prerequisites | Co-Requisites | Compulsory (Y/N) |
|---|---|---|---|---|---|---|
| **YEAR 1** | | | | | | |
| 1AFR111 | Practical Afrikaans (Praktiese Afrikaans) | 16 | 5 | | | Y |
| | Second Major | 16 | 5 | | | Y |
| | Minor | 16 | 5 | | | N |
| | Elective 1 or Second Minor | 16 | 5 | | | N |
| 1AFR112 | Practical Afrikaans and Literature (Praktiese Afrikaans en letterkunde) | 16 | 5 | 1AFR111 | | Y |
| | Second Major | 16 | 5 | | | Y |
| | Minor | 16 | 5 | | | N |
| | Elective 1 or Second Minor | 16 | 5 | | | N |
| **YEAR 2** | | | | | | |
| AAFR211 | Afrikaans morphology and lexicography (Afrikaanse morfologie en leksikografie) | 16 | 6 | 1AFR112 | | Y |
| | Second Major | 16 | 6 | | | Y |
| | Minor | 16 | 6 | | | N |
| | Elective 2 (1st Year Level) or Minor 2 (2nd Year level | 16 | 5/6 | | | N |
| AAFR212 | Afrikaans prose and drama (Afrikaanse prosa en drama) | 16 | 6 | AAFR211 | | Y |
| | Major | 16 | 6 | | | Y |
| | Minor | 16 | 6 | | | N |
| | Elective 2 (1st Year level) or Minor 2 (2nd Year level) | 16 | 5/6 | | | N |
| **YEAR 3** | | | | | | |
| AAFR311 | Advanced Afrikaans prose and drama ('n Gevorderde studie van Afrikaanse prosa en drama) | 15 | 7 | AAFR212 | AAFR321 | Y |
| AAFR321 | Afrikaans poetry | 15 | 7 | AAFR212 | AAFR311 | Y |
| | Major2 | 15 | 7 | | | N |
| | Major2 | 15 | 7 | | | N |

| AAFR312 | Afrikaans syntax and phonology (Afrikaanse sintaksis en fonologie) | 15 | 7 | AAFR311 | AAFR322 | Y |
|---------|---------|------|------|---------|---------|---|
| AAFR322 | Historical and social dynamics of Afrikaans (Historiese taalkunde en sosiolinguistiek) | 15 | 7 | AAFR321 | AAFR312 | Y |
|  | Major 2 | 15 | 7 |  |  | N |
|  | Major 2 | 15 | 7 |  |  | N |

## Module descriptions

| Semester | Subject Name | Subject Code | Credits | NQF Level |
|----------|--------------|--------------|---------|-----------|
| **YEAR 1** | | | | |
| **Semester 1** | **Practical Afrikaans (Praktiese Afrikaans)**<br>• Basic vocabulary and grammatical structures;<br>• Listening exercises: reading by educator and taped cassettes;<br>• Reading aloud with emphasis on pronunciation, intonation and phrasing;<br>• Development of speaking proficiency through dialogues, role playing, presentations;<br>• Writing conventions for Afrikaans, and<br>• Writing paragraphs. | **1AFR111** | **16** | **5** |
| **Semester 2** | **Practical Afrikaans and literature (Praktiese Afrikaans en letterkunde)**<br>• Basic principles of communication for vocational purposes;<br>• Oral communication: speeches, interviewing, negotiating, consulting, meetings, seminars and debates;<br>• Written communication: reports, letters, memoranda and notices, agendas and minutes of meetings, curricula vitae, telegrams and summaries;<br>• Non-verbal communication: graphics and audio-visual media;<br>• Creative writing;<br>• Academic writing, and<br>• Basic literary texts focusing on intercultural communication. | **1AFR112** | **16** | **5** |
| **YEAR 2** | | | | |

| | | | | |
|---|---|---|---|---|
| Semester 1 | **Afrikaans morphology and lexicography (Afrikaanse morfologie en leksikografie)**<br>• Morphology as a component of Afrikaans grammar;<br>• Types of morphemes;<br>• Analysis of words;<br>• Lexicography as a field of study;<br>• The Afrikaans lexicon;<br>• Dictionary types;<br>• Different types of dictionary entries, and<br>• The handling of semantic, syntactic, and grammatical information in dictionaries. | **AAFR211** | **16** | **6** |
| Semester 2 | **Afrikaans prose and drama (Afrikaanse prosa en drama)**<br>• Representative Afrikaans prose writers: biography and literary achievements;<br>• Basic principles of narratology;<br>• Reading and analyses of specific Afrikaans prose texts;<br>• Representative Afrikaans dramatists: biography and literary achievements;<br>• Basic principles of drama theory, and<br>• Reading and analyses of specific Afrikaans plays. | **AAFR212** | **16** | **6** |
| **YEAR 3** | | | | |
| Semester 1 | **Advanced Afrikaans prose and drama ('n Gevorderde studie van Afrikaanse prosa en drama)**<br>• Trends and developments in Afrikaans prose writing;<br>• Narratology;<br>• Reading and analyses of specific Afrikaans prose texts;<br>• Trends and developments in Afrikaans Drama;<br>• Drama theory, and<br>• Reading and analyses of specific Afrikaans plays. | **AAFR311** | **15** | **7** |
| | **Afrikaans poetry (Afrikaanse poësie)**<br>• Trends and developments in the Afrikaans poetic tradition<br>• Poetics<br>• Reading and analyses of specific Afrikaans poems | **AAFR321** | **15** | **7** |
| Semester 2 | **Afrikaans syntax and phonology (Afrikaanse sintaksis en fonologie)**<br>• Syntax as a field of study and a component of Afrikaans grammar studies; | **AAFR312** | **15** | **7** |

| | | | | |
|---|---|---|---|---|
| | • Afrikaans word categories;<br>• Syntactic structures: their formation and functioning;<br>• Phonology as a field of study and a component of Afrikaans grammar studies;<br>• The Afrikaans phonetic alphabet, and<br>• Phonological rules governing the combination of sounds in Afrikaans. | | | |
| | **Historical and social dynamics of Afrikaans (Historiese taalkunde en sosiolonguistiek)**<br>• The classification of languages;<br>• The origins of Afrikaans;<br>• Historical processes underlying the formation of the Afrikaans language with special reference to the influence of language contact;<br>• Sociolinguistics as an area of study;<br>• The varieties of Afrikaans;<br>• The position of Afrikaans in a multilingual South Africa, and<br>• The position of Afrikaans in the context of recent initiatives in language planning and language policy. | **AAFR322** | **15** | **7** |

## ANTHROPOLOGY

### Description
The Department of Anthropology and Development Studies does not offer an independent Anthropology programme at undergraduate level. The modules offered in this programme form part of the BA (Dual Major) Degree.

Anthropology provides practical training in analysis and methods of discovery that are useful in any activity that demands insight, research, and communication. Contrary to the outdated image of Anthropology as the study of antiquarian "customs", the methods of anthropology are ideal for comprehending both past and present situations of social upheaval and transformation, such as those associated with industrial labour and labour migration, urbanisation, political conflict and democratisation, and the necessity that strangers live productively and peaceably with one another.

### Module Structure and composition

| Year 1 | 1ANT111: Intro to Anthropology | 1ANT112: Culture & Society in Africa |
|---|---|---|
| Year 2 | AANT211: Health & Socio-cultural Context | AANT212: Understanding Families & Households |
| Year 3 | AANT311: Applied Anthropology | AANT312: Research Methodology Plus Special Topic |
| Year 3 | AANT321: Anthropology of the Media | AANT322: Development of Anthropological Thought |

| Subject Code | Module Name | Credits | NQF Level | Prerequisites | Co-Requisites | Compulsory (Y/N) |
|---|---|---|---|---|---|---|
| **YEAR 1** | | | | | | |
| 1ANT111 | **Introduction to Anthropology** | 16 | 5 | | 1ANT112 | Y |
| | Second Major | 15 | 5 | | | Y |
| | Minor | 15 | 5 | | | N |
| | Elective 1 or Second Minor | 15 | 5 | | | N |
| 1NT112 | Culture and Society in Africa | 16 | 5 | | 1ANT111 | Y |
| | Second Major | 15 | 5 | | | Y |
| | Minor | 15 | 5 | | | N |
| | Elective 1 or Second Minor | 15 | 5 | | | N |
| **YEAR 2** | | | | | | |
| AANT211 | **Health and Socio-Cultural Context** | 15 | 6 | 1ANT111 | 1ANT212 | Y |
| | Second Major | 15 | 6 | | | Y |
| | Minor | 15 | 6 | | | N |
| | Elective 2 (1st Year level) or Minor 2 (2nd Year level | 15 | 5/6 | | | N |
| AANT212 | **Understanding Families and Households** | 15 | 6 | 1ANT112 | AANT211 | Y |
| | Major | 15 | 6 | | | Y |
| | Minor | 15 | 6 | | | N |
| | Elective 2 (1st Year level) or Minor 2 (2nd Year level) | 15 | 5/6 | | | N |
| **YEAR 3** | | | | | | |
| AANT311 | **Applied Anthropology: Contemporary Human Issues and The Practice of Anthropology** | 15 | 7 | AANT211 | AANT312 | Y |
| AANT321 | Anthropology of Media | 15 | 7 | AANT211 | AANT322 | Y |
| | Major 2 | 15 | 7 | | | N |
| | Major 2 | 15 | 7 | | | N |
| AANT312 | Research Methodology plus Special Topic | 15 | 7 | AANT212 | AANT311 | Y |
| AANT322 | The Development of Anthropological Thought | 15 | 7 | AANT212 | AANT321 | Y |
| | Major 2 | 15 | 7 | | | N |
| | Major 2 | 15 | 7 | | | N |

**Description of Anthropology Modules**

| Code | Module Name | Module Description |
|------|-------------|--------------------|
| 1ANT111 | Introduction to Anthropology | This module introduces the students to the broad fields of Anthropology – Cultural, Political, Economic, Medical Anthropology and to give them a basic understanding of anthropological methods as a social science. |
| 1ANT112 | Culture and Society in Africa | Culture and Society in Africa provides students from all faculties with background knowledge about the continent on which they live. The module includes an examination of the concepts of culture, race, society, ethnicity and nation-state, a perspective on African worldviews and ways of thought, and a consideration of the role of Africa in a changing world. |
| AANT211 | Health and Socio-Cultural Context | The module introduces students to medical anthropology. It focuses on the social and cultural aspects of health and illness. |
| AANT212 | Understanding Families and Households | The module is a comparative cross-cultural aspect of domestic life and kinship with reference to South Africa. It considers the origins of human family, the purpose of marriage, power and authority in households. |
| AANT311 | Applied Anthropology: Contemporary Human Issues and The Practice of Anthropology | This third year module is designed to highlight the applied side of the discipline. It offers unparalleled insights into pressing social problems, whether these be related to marginalised "third" and "fourth" world populations, or gangsterism and homelessness in the urban ghetto. The module also explores other fields of development such as health care, tourism, corporate culture, intercultural relations and socio-cultural impact assessment. |
| AANT312 | Research Methodology Plus Special Topic | This module is designed to familiarise students with the major theoretical frameworks and methodologies required to undertake anthropological research, specifically ethnographic study. In addition, Students will design, develop and pursue original research that is commensurate with the abilities of a third year student. |
| AANT321 | Anthropology of Media | The course introduces the media as an arena for anthropological work on the relationships among culture, power, and society. Our lives are "saturated" by images and new communications technologies, but so too are |

| | | the media saturated with social practices open to anthropological investigation. In this course, we will emphasise how the idea of reality has framed representations of cultural difference in documentary and mass media. Students will use anthropological concepts to analyse uses of technological media around the globe in order to better understand how cultures are both empowered and excluded through media. |
|---|---|---|
| AANT322 | **The Development of Anthropological Thought** | This course is designed to acquaint the students with a number of different approaches to the subject matter of anthropology, whether this is a study of mankind in context or the study of philosophy. The focus is on how theorists of anthropology search for regularities, human universals or structures that could be said to determine or shape the human response to the environment and to each other as human beings in society.  The module is organised historically, examining schools of anthropological thought from the nineteenth century to the present. |

## DRAMA, THEATRE AND PERFORMANCE

**Description**
Any student under the BA Degree can take a selection of Drama modules either as a major, a minor or an elective. The selected drama modules offered under the BA Degree will give the student a sufficient introduction and background to drama and theatre studies if they take all the modules as a major. That will require the student to take two semester modules (first year introductory modules), two semester modules (second year advanced theoretical and practical modules), and four semester modules (third year highly theoretical and practical modules). A student who takes drama as a major subject will have enough content to qualify for a postgraduate certificate in education and for some drama and theatre postgraduate studies as well. If a student wishes, they can take only first year modules as an elective, or take up to second year modules as a minor and this will equip them with basic theory and practice in drama and theatre studies.

**Rules**
General rules for the Faculty of Humanities and Social Sciences apply.

**Module Structure and composition**

| Year 1 | 1PVA111: Intro to Drama & Theatre Studies | 1PVA112: Drama & Theatre Studies |
|---|---|---|
| Year 2 | APVA211: Advanced Acting 1 | APVA212: Advanced Acting 2 |
| Year 3 | APVA311: Theatre Performance 1 | APVA312: Theatre Performance 2 |
| Year 3 | APVA321: Directing 1 | APVA322: Directing 2 |

| YEAR 1 | | | | | | |
|---|---|---|---|---|---|---|
| **Subject Name** | **Subject Code** | **Subject Credits** | **NQF Level** | **Pre-requisite Subject (s)** | **Core** | **Major** |
| **SEMESTER 1** | | | | | | |
| Introduction to Drama & Theatre Studies | 1PVA111 | 15 | NQF5 | None | Yes | Yes |
| **SEMESTER 2** | | | | | | |
| Drama & Theatre Studies 1B | 1PVA112 | 15 | NQF5 | None | Yes | Yes |

| YEAR 2 | | | | | | |
|---|---|---|---|---|---|---|
| **Subject Name** | **Subject Code** | **Subject Credits** | **NQF Level** | **Pre-requisite Subject (s)** | **Core** | **Major** |
| **SEMESTER 1** | | | | | | |
| Advanced Acting 1 | APVA211 | 15 | NQF6 | 1PVA112 | Yes | Yes |
| **SEMESTER 2** | | | | | | |
| Advanced Acting 2 | APVA212 | 15 | NQF6 | NONE | Yes | Yes |

| YEAR 3 | | | | | | |
|---|---|---|---|---|---|---|
| **Subject Name** | **Subject Code** | **Subject Credits** | **NQF Level** | **Pre-requisite Subject (s)** | **Core** | **Major** |
| **SEMESTER 1** | | | | | | |
| Theatre Performance 1 | APVA311 | 15 | NQF7 | APVA212 | Yes | Yes |
| Directing 1 | APVA321 | 15 | NQF7 | APVA212 | Yes | Yes |
| **SEMESTER 2** | | | | | | |
| Theatre Performance 2 | APVA312 | 15 | NQF7 | NONE | Yes | Yes |
| Directing 2 | APVA322 | 15 | NQF7 | NONE | Yes | Yes |

## MODULE DESCRIPTIONS

| SUBJECT NAME | CODE | DESCRIPTION |
|---|---|---|
| **YEAR 1: SEMESTER 1** | | |
| Introduction to Drama & Theatre Studies | 1PVA111 | This module is designed to introduce students to the working methods of drama, theatre and performance as art forms. The course places emphasis on individual growth, encouraging self-confidence, a positive self-image and respect for others, while providing an opportunity for personal artistic expression and a preliminary understanding of how drama and theatre work. |

| YEAR 1: SEMESTER 2 | | |
|---|---|---|
| Drama & Theatre Studies 1B | 1PVA112 | This module builds and develops upon the knowledge gained in 1PVA111. It then introduces students to the history and development of drama and theatre. It traces significant historical moments, events and people shaping modern day drama, theatre and performance. The module also transmits an understanding of the historical role of theatre in society. |
| **YEAR 2: SEMESTER 1** | | |
| Advanced Acting 1 | APVA211 | Advanced Acting is an intensive acting course designed for students who would like to develop themselves as performers with a solid theoretical framework in the art of acting. Advanced Acting One introduces students to the fundamentals of acting as students begin their journey towards becoming professional performers. The course will help acting students understand the actor's instrument; the voice and the body. Students will experiment and explore their instrument through engaging in a number of scene studies and practical performance of scenes from both South African texts and international play texts. The course will make reference mainly to realist play texts. |
| **YEAR 2: SEMESTER 2** | | |
| Advanced Acting 2 | APVA212 | Advanced Acting 2 further develops the students as actors with a sound knowledge of various approaches to acting and with an understanding of different acting theories and genres. Various realist and non-realist techniques will be studied in theory and practice in this module including; the Stanislaviski's technique, Meisner technique, Method Acting, Brecht's epic theatre and Grotowski's Poor Theatre. This module also offers further practical techniques to develop the actor's instrument, the body and voice, paying a lot more attention to developing a physically fit and capable body through experimenting with physical theatre techniques. Students will receive vocal training to develop a stage-worthy voice and improve the quality of their stage speech. |
| **YEAR 3: SEMESTER 1** | | |
| Theatre Performance 1 | APVA311 | This module focuses on exploring and performing theatre. It is an intensive hands-on exploration of theatre as both process and product. Through small-scale development and performance tasks, students will develop their understanding and application of performance skills and techniques |

| | | and the way that stories and ideas are communicated in and through performers interacting in and with the performance space. |
|---|---|---|
| Directing 1 | APVA321 | Directing 3A is a hands-on practical course that introduces aspiring theatre directors to the art of directing. The course is highly practical and informed by existing theories and practical references. The course offers the third year directing students the opportunity to conceptualize, develop, and produce their own productions in collaboration with advanced acting students within the Department of Creative Arts. |
| **YEAR 3: SEMESTER 2** | | |
| Theatre Performance 2 | APVA312 | This module explores the use and performance of drama and theatre outside "conventional" theatre spaces. It engages with the concept of Applied Theatre. Opportunities will be created for students to engage and experiment with select forms of Applied Theatre. |
| Directing 2 | APVA322 | The course is a hands-on practical course that offers the third year directing students the opportunity to conceptualize, develop, and produce their own productions with design students and performers within the Department of Creative Arts. The production may be a published play, self-scripted or a workshop production. Classes will focus on directorial approaches and analysis of directorial concepts, the foundation of which has been set in the First Semester APVA 321 Directing 3A course. |

**ENGLISH** (Prerequisite: 50% in English – 1st Additional Subject – in NSC)

The Department of English contributes to many programmes and also offers a major in the BA Degree. For students enrolled in programmes that need English modules to improve students' language skills, Practical English modules are offered at first-year level.

| Year 1 | 1ENG111: English 1 Part A | 1ENG112: English 1 Part B |
|---|---|---|
| Year 2 | AENG211: English 2 Part A | AENG212: English 2 Part B |
| Year 3 | AENG311: English 3 Part A | AENG312: English 3 Part B |
| Year 3 | AENG321: English 3 Part C | AENG322: English 3 Part D |

| Semester | Subject Name | Subject Code | Credits | NQF Level |
|---|---|---|---|---|
| **Semester 1** | **Practical English 1 A** This module introduces students to the basic skills required for academic reading and writing. Study material will be selected for | **1ENG121** | 16 | 5 |

| | | | | |
|---|---|---|---|---|
| | relevance to the student's specific programme of study | | | |
| **Semester 2** | **Practical English 1 B**<br>This module will develop the reading and writing skills introduced in 1ENG121.<br>Study material will be relevant to the student's specific programme | **1ENG122** | 16 | 5 |

A student who achieves 60% overall for 1ENG121 and 1ENG122 may progress to second-year English on condition he or she undertakes a prescribed course of extra reading which will be assessed orally during the first semester of English II.

In order to enroll for the first-year English language and literature modules, 1ENG111 and 1ENG112, a student must have achieved at least 50% for English as a first additional language in Matric. These modules comprise the first year of a major or minor in English in the BA Degree. They are also required by students enrolled in the B Tourism degree (1RDEG1) and are electives for students in the BA in Correctional Studies (1JDEG2). Students enrolled in the B Ed degree in the Faculty of Education may also take some or all of these modules, since they comprise suitable content for future teachers of English, provided that they follow the rules of progression spelt out under Condition 7 of the BA Degree, and reiterated under **NB** below.

**A student who passes AENG122 will also pass AENG121 as long as at least 40% was achieved in AENG121 in the same year.**

**A student who passes AENG112 will also pass AENG111 as long as at least 40% was achieved in AENG111 in the same year.**

| YEAR 1 | | | | |
|---|---|---|---|---|
| **SEMESTER** | **Subject Name** | **Subject Code** | **Credits** | **NQF Level** |
| **SEMESTER 1** | **English 1 Part A**<br>This module introduces students to the basic features of literary genres as well as making them aware of some of the features of the English language and developing their reading and writing skills to an academic level. | **1ENG111** | 16 | 5 |
| **SEMESTER 2** | **English 1 Part B**<br>This module develops and builds upon the knowledge and skills gained in 1ENG111, exposing students to slightly more complex literature and language features. | **1ENG112** | 16 | 5 |
| YEAR 2 | | | | |
| **SEMESTER 1** | **English 2 Part A**<br>This module will advance students' skills in academic reading and writing. It will focus on the contexts of English literature as well as on relevant texts from all 4 main literary genres | **AENG211** | 15 | 6 |

| | | | | |
|---|---|---|---|---|
| | and will further develop students' skills in argument and interpretation. The module will also focus on the aspect of English language that deals with Morphology. | | | |
| **SEMESTER 2** | **English 2 Part B**<br>Building on AENG211, this module will continue to focus on the contexts and texts of English literature in order to further develop students' skills in argument and interpretation. The module will further introduce students to Syntax: the structure of the English language. | **AENG212** | 15 | 6 |
| **YEAR 3** | | | | |
| **SEMESTER 1** | **English 3 Part A**<br>The module will provide an introduction to the study of English semantics, or the study of meaning at word and sentence levels. It will also introduce pragmatics, which is language in use. | **AENG311** | 15 | 7 |
| | **English 3 Part C**<br>This module will provide a historical and theoretical introduction to examples of a range of 19th-Century English novels, and to examples of Romantic and Victorian poetry. | **AENG321** | 15 | 7 |
| **SEMESTER 2** | **English 3 Part B**<br>The module will examine English syntax, the branch of language studies that deals with the grammatical arrangement of words and sentence structure. Theories of grammar such as Structural and Generative grammars will be covered. | **AENG312** | 15 | 7 |
| | **English 3 Part D**<br>This module will provide a historical and theoretical introduction to examples of 20th-Century poetry, drama and fiction in English including African, Southern African and American literature. | **AENG322** | 15 | 7 |

**NB: Students may not normally proceed to the second semester at any year level without having completed the first semester.  Moreover, without explicit permission from the HOD, students may not enroll for second-year English modules until they have passed 2 first-year modules; and they may not enroll for third-year modules until they have passed 2 second-year modules.**


**GENERAL LINGUISTICS**

The Department of General Linguistics & Modern Languages does not offer an independent degree programme at undergraduate level. The modules offered only form part of the BA Degree.

Our focus in General Linguistics is the scientific study of language which is aimed at equipping students with knowledge about language structure; word formation; first- and second-language learning; meaning in language; etc.

**Structure and composition of Curriculum**

| Year 1 | 1GEN111: Writing & Oral Communication Skills | 1GEN112: Intro to Language |
|---|---|---|
| Year 2 | AGEN211: Intro to Morphology & Syntax | AGEN212: Language & Learning |
| Year 3 | AGEN311: Language Policy & Language Planning | AGEN312: Language Diversity in SA & in the Global Context |
| Year 3 | AGEN321: Language and Culture | AGEN322: Translation studies |

| Subject Code | Module Name | Credits | NQF Level | Prerequisites | Co-Requisites | Compulsory (Y/N) |
|---|---|---|---|---|---|---|
| **YEAR 1** | | | | | | |
| 1GEN111 | Writing & Oral Communication Skills | 16 | 5 | | | Y |
| | Second Major | 15 | 5 | | | Y |
| | Minor | 15 | 5 | | | N |
| | Elective 1 or Second Minor | 15 | 5 | | | N |
| 1GEN112 | An Introduction to Language | 16 | 5 | 1GEN111 | | Y |
| | Second Major | 15 | 5 | | | Y |
| | Minor | 15 | 5 | | | N |
| | Elective 1 or Second Minor | 15 | 5 | | | N |
| **YEAR 2** | | | | | | |
| AGEN211 | An Introduction to Morphology & Syntax | 15 | 6 | 1GEN112 | | Y |
| | Second Major | 15 | 6 | | | Y |
| | Minor | 15 | 6 | | | N |
| | Elective 2 (1st Year Level) or Minor 2 (2nd Year level | 15 | 5/6 | | | N |
| AGEN212 | Language & Learning | 15 | 6 | AGEN211 | | Y |
| | Major | 15 | 6 | | | Y |
| | Minor | 15 | 6 | | | N |
| | Elective 2 (1st Year level) or Minor 2 (2nd Year level) | 15 | 5/6 | | | N |
| **YEAR 3** | | | | | | |
| AGEN311 | Language Policy & Language Planning | 15 | 7 | AGEN212 | AGEN321 | Y |

| | | | | | | |
|---|---|---|---|---|---|---|
| AGEN321 | Language & Culture | 15 | 7 | AGEN212 | AGEN311 | Y |
| | Major2 | 15 | 7 | | | N |
| | Major2 | 15 | 7 | | | N |
| AGEN312 | Language Diversity in SA & in the Global Context | 15 | 7 | AGEN311 | AGEN322 | Y |
| AGEN322 | Translation Studies | 15 | 7 | AGEN321 | AGEN312 | Y |
| | Major 2 | 15 | 7 | | | N |
| | Major 2 | 15 | 7 | | | N |

**Module descriptions**

| Semester | Subject Name | Subject Code | Credits | NQF Level |
|---|---|---|---|---|
| **YEAR 1** | | | | |
| Semester 1 | Writing and Oral Communication Skills<br>The module develops students' reading and writing skills. It enables them to plan, construct and write effectively and competently in English at university level. | 1GEN111 | 16 | 5 |
| Semester 2 | An Introduction to Language<br>Students are introduced to basics in language learning in general, how language is used as a tool of communication, etc. which results in students knowing about language. | 1GEN112 | 16 | 5 |
| **YEAR 2** | | | | |
| Semester 1 | An Introduction to Morphology and Syntax<br>The module introduces students to morphology – derivational morphology; inflectional morphology; conversion; etc., as well as to language structure – syntax. | AGEN211 | 15 | 6 |
| Semester 2 | Language and Learning<br>In Language and Learning students will become aware of different general use of language, and particularly the use of language in education, especially in the new South Africa, where 11 languages are official. They will also become aware of how language is used in different contexts. | AGEN212 | 15 | 6 |

| YEAR 3 | | | | |
|---|---|---|---|---|
| Semester 1 | Language Policy and Language Planning<br>The module will enable students to become aware of the language policy in South Africa and in education, and also how language planning is done. | AGEN311 | 15 | 7 |
| | Language and Culture<br>Students will learn about the interconnectedness between language and culture, and how this influences one's acquisition or learning of a second language. | AGEN321 | 15 | 7 |
| Semester 2 | Language Diversity in South Africa and in the Global Context<br>Students' understanding of language as a tool of communication in different contexts will be broadened. They will be aware of different varieties of languages as they are used in different countries and by different communities for a variety of purposes. | AGEN312 | 15 | 7 |
| | Translation Studies<br>Students will be able to know the difference between translation and interpreting. Also, they will learn translation theories that will enable them to translate any text without distorting its original meaning. | AGEN322 | 15 | 7 |

**GEOGRAPHY** (Prerequisite: 50% in Geography in NSC)

| | | |
|---|---|---|
| Year 1 | 4GES111: Introduction to Physical and Environmental Geography | 4GES112: Introduction to Human Geography |
| Year 2 | SGES211: Global Landforms and Cartography | SGES212: Demographics, Health and Sustainable Development |
| Year 3 | SGES311: Urban Environment and Recreation Planning | SGES312: Environmental Management |
| Year 3 | SGES331: Land Use and Natural Resource Management | SGES322: Environmental Fieldwork and Research |

**GERMAN**

German is a global language of science, business, trade, culture and modern communication. On the internet, in science and research publications, it is one of the most important languages. The knowledge of German, the language of one of South Africa's most important trading partners, is an important career enhancing factor for South African students, especially in the fields of business, trade and tourism. German is also vital for international and diplomatic relations, and several students of the University of Zululand have received scholarships in the past through the German Department to attend Courses in Germany.

The German Department does not offer an independent programme at undergraduate level. The modules that it offers form part of the following programmes and may be taken as major or as elective modules:

BA (ABDEG1)
B Tourism – 1RDEG1 (elective module);
B Consumer Science – Hospitality and Tourism 4BSC56 (compulsory module)
Diploma in Hospitality Management 4DIP02, modules 1GHM111/112

**Rules:**
1. General rules of the Faculty of Humanities and Social Sciences apply.
2. No prior knowledge of German is necessary to register for the first year module "Beginners German 1".
3. All undergraduate modules are linked and must be taken in sequence.
4. Students with prior knowledge of German (e.g. German as home language or at matric level) may be admitted to a linked module at any level, provided that they can demonstrate that they fulfill the requirements of such a module – e.g. by passing a test set by the German Department.

**Curriculum Structure**

| Year 1 | 1GER111: Beginners' German 1A | 1GER112: Beginners' German 2B |
|---|---|---|
| Year 2 | AGER211: Intermediate German 2A | AGER212: Intermediate German 2B |
| Year 3 | AGER311: Advanced German Language 1A | AGER312: Advanced German Language 2B |
| Year 3 | AGER321: German Literature & Culture 1A | AGER322 German Literature & Culture 2B |

**Modules offered in Undergraduate Programmes:**
**NB!** These modules are co-requisites and must be taken in sequence.

| Semester | Subject Name | Subject Code | Credits | NQF Level | Prerequisites | Co-Requisites | Compulsory (Y/N) |
|---|---|---|---|---|---|---|---|
| **YEAR 1** | | | | | | | |
| Semester 1 | Beginner's German 1A | 1GER111 | 16 | 5 | | | Y (For 4BSC56) N (Other programmes) |
| Semester 2 | Beginner's German 1B | 1GER112 | 16 | 5 | 1GER111 | | N |
| **YEAR 2** | | | | | | | |
| Semester 1 | Inter-mediate German 2A | AGER211 | 15 | 6 | AGER112 | | N |
| Semester 2 | Inter-mediate German 2B | AGER212 | 15 | 6 | AGER211 | | N |

| YEAR 3 | | | | | | | |
|---|---|---|---|---|---|---|---|
| Semester 1 | Advanced German Language 3A | AGER311 | 15 | 7 | AGER212 | AGER321 | N |
| | German Literature and Culture 1 | AGER321 | 15 | 7 | AGER212 | AGER311 | N |
| Semester 2 | Advanced German Language 3B | AGER312 | 15 | 7 | AGER311 | AGER322 | N |
| | German Literature and Culture 2 | AGER322 | 15 | 7 | AGER321 | AGER312 | N |

## Module descriptions

| Semester | Subject Name | Subject Code | Credits | NQF Level |
|---|---|---|---|---|
| **YEAR 1** | | | | |
| Semester 1 | • General topics and dialogues based on everyday life, travel, business and vocational situations at beginner's level (e.g. tourism, trade, teaching, PR etc.);<br>• Basic authentic and near authentic German texts;<br>• Basic vocabulary and grammatical structures, and<br>• Socio-cultural, historical and geographic background of German-speaking countries ("Landeskunde").<br><br>The module develops students' reading and writing skills. It enables them to plan, construct and write effectively and competently in English at university level. | 1GER111 | 16 | 5 |
| Semester 2 | • General topics and dialogues based on everyday life, travel, business and vocational situations (e.g. tourism, trade commerce, teaching, PR, etc.);<br>• Basic authentic and near-authentic German texts; | 1GER112 | 16 | 5 |

| | | | | |
|---|---|---|---|---|
| | • Basic vocabulary and grammatical structures, and<br>• Socio-cultural, historical and geographic background of German-speaking countries ("Landeskunde"). | | | |
| **YEAR 2** | | | | |
| Semester 1 | • General topics and dialogues based on everyday life, vocational (e.g. tourism, trade and commerce), travel and study situations;<br>• Authentic and near authentic German texts – including informal and formal or business letters, applications, CV's and short literary texts;<br>• Vocabulary and grammatical structures;<br>• Translations of German texts, and<br>• "Landeskunde" of German-speaking countries in Europe. | AGER211 | 15 | 6 |
| Semester 2 | • General topics and dialogues based on everyday life, vocational (e.g. tourism, trade and commerce), situations or while travelling in an area where German is spoken;<br>• Simple connected text on topics that are familiar or of personal interest;<br>• Descriptions of experiences and events, dreams, hopes and ambitions and reasons and explanations for opinions and plans;<br>• Literary, authentic and near-authentic German texts – including informal and formal or business letters, applications, CV's, etc.;<br>• Vocabulary and grammatical structures;<br>• Translations of German texts, and<br>• "Landeskunde" of German-speaking countries in Europe. | AGER212 | 15 | 6 |
| **YEAR 3** | | | | |
| Semester 1 | • Complex texts on both concrete and abstract topics, including technical discussions in his or her field of specialisation (e.g. tourism, trade, travel, literature etc.);<br>• Texts and discussions related to business or vocational German and on a wide range of subjects; | AGER311 | 15 | 7 |

| | | | | |
|---|---|---|---|---|
| | • Topical issues giving the advantages and disadvantages of various options;<br>• German authentic and literary texts;<br>• Vocabulary and grammatical structures, and<br>• Topics and texts regarding cultural studies ("Landeskunde") related to the German-speaking countries. | | | |
| Semester 1 | • Topics and texts based on socio-cultural, geographical and historical background of German-speaking countries of Europe;<br>• Authors from German-speaking countries, e.g. Lessing, Kant, Goethe, Schiller, Heine, Marx, Fontane;<br>• Literature and excerpts from literary works, e.g. prose, drama, poems, songs and texts, etc. from the periods of the Enlightenment to Impressionism, and<br>• Authentic texts: e.g. paintings, pictures, films and videos from these periods. | AGER321 | 15 | 7 |
| Semester 2 | • Topics and complex texts on both concrete and abstract topics, including technical discussions in his/her field of specialisation (e.g. tourism, trade, travel, literature etc);<br>• Vocabulary, grammatical structures and translation;<br>• Clear, well-structured, detailed text on a wide range of subjects, showing controlled use of organizational patterns, connectors and cohesive devices;<br>• Texts and discussions related to business or vocational German, and<br>• Authentic and literary texts regarding cultural studies ("Landeskunde") related to the German-speaking countries. | AGER312 | 15 | 7 |
| Semester 2 | • Topics and texts based on socio-cultural, geographical and historical background of German-speaking countries of Europe;<br>• Authors from German-speaking countries, e.g. Hauptmann, Kafka, Brecht, Mann, Frisch, Böll, Wolf;<br>• Literature and excerpts from literary works, e.g. prose, drama, poems, songs and texts, etc. from the 20th Century, and<br>• Authentic texts: e.g. paintings, pictures, films and videos from these periods. | AGER322 | 15 | 7 |

## HISTORY

**Description**

The Department of History does not offer an independent History programme at undergraduate level. The modules offered in this programme form part of the BA (Dual Major) Degree.

**Structure and composition of the curriculum**

The structure of the curriculum in the department is as follows:

| Year 1 | 1HIS111: Theory & Methods of History | 1HIS112: South African History |
|---|---|---|
| Year 2 | AHIS211: 19th & 20th Century Europe | AHIS212: 19th & 20th Century South African History |
| Year 3 | AHIS311: Archival Skills etc. | AHIS312: Colonial & Post Independent Africa |
| Year 3 | AHIS321: Zulu Monarchy & KZN Leaders in Retrospect | AHIS322: Totalitarian Regimes & the Nuclear Age. |

**MODULE DESCRIPTIONS**

| SUBJECT NAME | CODE | DESCRIPTION |
|---|---|---|
| **History 1: Theory and Methods of History** | 1HIS111 | <ul><li>General topics related to performance skills e.g. the writing of essays, quality assurance</li><li>Meaning, content, scope and course of history, the classification of history</li><li>Objectivity and subjectivity, the historical method, heuristics</li><li>Forms in which historical writing finds expression, relativity of history</li></ul> |
| **History 1: South African History** | 1HIS112 | <ul><li>Foundations of multi-cultural South Africa: the arrival, distribution and inter-action of blacks and whites in Southern Africa since the Stone Age</li><li>The origins of racism in South Africa: racial relations in the 17th and 18th Century British colonial rule to 1854: The expansion of whites over Southern Africa</li><li>The Mfecane and Great Trek</li></ul> |
| **General topics related to 19th and early 20th century Europe** | AHIS211 | <ul><li>State formation in Europe during the 19th century</li><li>Basic concepts such as absolutism, nationalism and democracy</li><li>Circumstances which lead to the First and Second World Wars</li><li>The impact these wars had on the history of mankind</li><li>The German Reich and French history</li></ul> |
| **General topics related to 19th and early 20th century South Africa** | AHIS212 | <ul><li>The impact of mining, industrialisation and urbanisation had on the South African economy</li><li>Circumstances which lead to the Anglo Boer War and the unification of South Africa</li></ul> |

| | | • Early 20th Century politics in South Africa based on a racially divided society |
| --- | --- | --- |
| | | • South Africa's participation in the 2 world wars |
| | | • The beginning of the freedom struggle |
| **Archival skills and introduction to cultural museum studies and Heritage Legislation** | AHIS311 | • The National Archives of South Africa (Act no 43 of 1996)<br>• Basic concepts of the Archival Profession<br>• Records management<br>• Acquisitions (documents)<br>• Presentation, restoration and storage of documents<br>• Restrictions on records, copying and transfer of records<br>• Using an archival repository: research<br>• Heritage legislation: KZN and beyond |
| **The Zulu Monarchy and KZN leaders in Retrospect** | AHIS321 | • Human relations and racial disparities in the union of SA by 1948<br>• Racial policies of Strijdom, Malan, Verwoerd and Botha<br>• The Communist Party and the Treason Trial, 1956-1961<br>• Hembede and the ANC youth league<br>• Sobukwe and the PAC<br>• The New South Africa, 1994<br>• KZN leaders: Albert J. Luthuli, Dr JL Dube, Gen. Louis Botha, Dr Mangosuthu Buthelezi and Mohanda Ghandi |
| **Colonial and post independent Africa** | AHIS312 | • The Scramble for Africa<br>• Colonial Administration<br>• Africa Nationalism and resistance between the 2 world wars<br>• The effect of the Second World War on African Nationalism<br>• Independence of African states: the British, French and Portuguese models<br>Independent Africa: the Organisation of Africa Unity – achievements and failure |
| **Totalitarian regimes and the Nuclear Age.** | AHIS322 | • The Cold War<br>• The post-war challenge<br>• Eastern and Western European unity in the post war period<br>• The fall of the USSR and its effect on the West<br>• Modern USA: social security and the civil rights movement<br>• The United Nations<br>• Global relations and multi-national Corporations |

**AFRICAN LANGUAGES**

The Department of African Languages & Culture does not offer an independent programme at undergraduate level. The modules form part of the BA (Dual Major) Degree.

**Description:**
A student taking African Languages as a major will do aspects of language based on modern and scientific trends of language analysis. With this qualification, learners become competent language specialists. They enter language professions and become terminologists, lexicographers, translators, interpreters, journalists, and television and radio announcers. Combined with a relevant diploma, they can qualify as educators.

**Rules**
1. For entry to the degree stream, students must have taken isiZulu, SiSwati or SeSotho in Matric.
2. General rules of the Department and the Faculty of Arts apply.
3. Students can major in isiZulu and SiSwati. Courses should be taken in <u>consecutive order</u> as per the advice of the department.

**IsiZulu**

| Year 1 | 1ZUL151: Sounds, Words etc. A | 1ZUL152: Translation, Interpreting etc. |
|--------|-------------------------------|------------------------------------------|
| Year 2 | AZUL241: Sounds, Words etc B | AZUL242: Translation, Sociolinguistics etc. |
| Year 3 | AZUL331: Sounds, Words etc C | AZUL332: IsiNtu Linguistics etc. |
| Year 3 | AZUL321: Understanding a Novel etc | AZUL342: Understanding Drama etc. |

**SiSwati**

| Year 1 | 1SWA151: Sounds, Words etc. A | 1SWA152: Translation, Interpreting etc. |
|--------|-------------------------------|------------------------------------------|
| Year 2 | ASWA241: Sounds, Words etc B | ASWA242: Translation, Sociolinguistics etc. |
| Year 3 | ASWA331: Sounds, Words etc C | ASWA332: IsiNtu Linguistics etc. |
| Year 3 | ASWA321: Understanding a Novel etc | ASWA342: Understanding Drama etc. |

**SeSotho**

| Year 1 | 1ST151: Sounds, Words etc. A | 1ST152: Translation, Interpreting etc. |
|--------|------------------------------|------------------------------------------|
| Year 2 | AST241: Sounds, Words etc. B | AST242: Translation, Sociolinguistics etc. |
| Year 3 | AST331: Sounds, Words etc. C | AST332: IsiNtu Linguistics etc. |
| Year 3 | AST321: Understanding a Novel etc. | AST342: Understanding Drama etc. |

**INFORMATION SCIENCE**

| Year 1 | 1INF111: Intro. to Information Science & Information Literacy | 1INF112 Information Searching & Retrieval |
|--------|---------------------------------------------------------------|--------------------------------------------|
| Year 2 | AINF211: Management Principles & Practices | AINF212 Knowledge Management |
| Year 3 | AINF331: Marketing Principles & Applications | AINF312: Infopreneurship & Experiential Learning |
| Year 3 | AINF381: Use Studies | AINF382: Archival and Records Management |

## LIBRARY AND INFORMATION SCIENCE

| Year 1 | 1INF111: Intro to Information Science & Information Literacy | 1INF112 Information Searching & Retrieval |
|---|---|---|
| Year 2 | AINF211: Management Principles & Practices | AINF212: Knowledge Management |
| Year 3 | AINF381: Libraries and Information Centres | AINF392: Information Collection Development |
| Year 3 | AINF371: Cataloguing | AINF372: Classification |

## PHILOSOPHY

### Description of the Degree with Philosophy as a Major

The BA Degree with Philosophy as a Major is a 3-year degree. The purpose of the Philosophy Major is to prepare future African philosophers to become active role players in a variety of environments requiring critical thinking skills. Students will be equipped with transferable critical thinking skills, appropriate to the current African employment context, they will be informed about the latest developments in the fields of philosophy and applied ethics, and involved in the process of knowledge generation through research in philosophy and applied ethics, and knowledge dissemination through research publications and scholarly debates at national and international levels. Students who complete the Degree with Philosophy as a Major will be qualified to take positions at academic institutions as well as positions requiring critical thinking skills in management, politics, administration, banking, journalism, education or social work.

| Year 1 | 1PHP111: Applied Philosophical Reasoning One | 1PHP112: Applied Philosophical Reasoning Two |
|---|---|---|
| Year 2 | APHP211: Political Philosophy | APHP212: Knowledge and Scepticism |
| Year 3 | APHP311: Phenomenology and Existentialism | APHP312 Philosophy and Language |
| Year 3 | APHP321: Philosophical Ethics One | APHP322 Philosophical Ethics Two |

### Bachelor of Arts Degree Major in Philosophy module descriptions
Please, note that only philosophy modules are described below. You will find descriptions of other modules which can be taken for the Bachelor of Arts Degree (ABDEG1) under the relevant department and subject sections. **All philosophy modules develop the student's skills of critical thinking, reasoning, and presenting a coherent argument both orally and in writing, skills which are required by present-day employers.**

| YEAR 1 | | | | | | |
|---|---|---|---|---|---|---|
| Subject Name | Subject Code | Subject Credits | NQF Level | Pre-requisite Subject(s) | Core Requisite Subject(s) | Compulsory |
| SEMESTER 1 | | | | | | |
| Applied Philosophical Reasoning 1 | 1PHP111 | 16 | 5 | NONE | NONE | YES |
| SEMESTER 2 | | | | | | |
| Applied Philosophical Reasoning 2 | 1PHP112 | 16 | 5 | NONE | NONE | YES |
| YEAR 2 | | | | | | |
| Subject Name | Subject Code | Subject Credits | NQF Level | Pre-requisite Subject(s) | Core Requisite Subject(s) | Compulsory |
| SEMESTER 1 | | | | | | |
| Political Philosophy | APHP211 | 15 | 6 | 1PHP112 | NONE | YES |
| SEMESTER 2 | | | | | | |
| Knowledge and Scepticism | APHP212 | 15 | 6 | 1PHP111 | NONE | YES |
| YEAR 3 | | | | | | |
| Subject Name | Subject Code | Subject Credits | NQF Level | Pre-requisite Subject(s) | Core Requisite Subject(s) | Compulsory |
| SEMESTER 1 | | | | | | |
| Phenomenology and Existentialism | APHP311 | 15 | 7 | APHP211 APHP212 | NONE | YES |
| Philosophical Ethics 1 | APHP321 | 15 | 7 | APHP211 APHP212 | NONE | YES |
| SEMESTER 2 | | | | | | |
| Philosophy and Language | APHP312 | 15 | 7 | APHP211 APHP212 | NONE | YES |
| Philosophical Ethics 2 | APHP322 | 15 | 7 | APHP211 APHP212 | NONE | YES |

**DESCRIPTION OF MODULES**

| YEAR 1 | | | | |
|---|---|---|---|---|
| **SEMESTER** | **Subject Name** | **Subject Code** | **Credits** | **NQF Level** |
| **SEMESTER 1** | **Applied Philosophical Reasoning 1**<br>This module is intended for first-year students who have chosen Philosophy as one of their subjects. This module juxtaposes selected theories of human nature, their comparisons and contrasts, and through this aims at achieving a basis for further philosophical discussion of Humanity. Students will explore rationalist and non-rationalist theories of human nature. They will also compare and contrast Rationalist theories, such as for example Descartes', and non-rationalist theories, such as for example Sartre's. | **1PHP111** | 16 | 5 |
| **SEMESTER 2** | **Applied Philosophical Reasoning 2**<br>This module is intended for first-year students who have chosen Philosophy as one of their subjects. It focuses on various theories of justice, feminism, and the disempowerment of women. Students will explore selected liberal theories of justice, and compare and contrast them with Marxist and related theories of justice and freedom. They will be exposed to the Marxist concept of religion as an ideology. They will get acquainted with feminist arguments explaining the disempowerment of women. Finally, they will be led to the concept of the liberation of human beings as understood by, for example, Hegel and Sartre. | **1PHP112** | 16 | 5 |
| YEAR 2 | | | | |
| **SEMESTER 1** | **Political Philosophy**<br>This module is intended for second-year students who have chosen to Major or Minor in Philosophy. Students will explore the ideas of justice, freedom and democracy in the selected fragments of various texts. They will do so by comparing and contrasting the various theories and identifying relationships between philosophical theories and the social and economic conditions under which they were produced. | **APHP211** | 15 | 6 |
| **SEMESTER 2** | **Knowledge and Scepticism**<br>This module is intended for second-year students who have chosen to Major or Minor in Philosophy. Students will further explore the themes initiated in the first year within the context of Scepticism and Idealism. Students will explore the ideas of Scepticism and Idealism and its critique in the selected fragments of | **APHP212** | 15 | 6 |

| | | | | |
|---|---|---|---|---|
| | texts by relevant authors such as, for example, Descartes, Kant, Hegel etc. | | | |
| **YEAR 3** | | | | |
| **SEMESTER1** | **Phenomenology and Existentialism**<br>This module is intended for third-year students who have chosen the BA Degree, with Philosophy as one of their Majors. The students will investigate the concept of phenomenology as well as the concepts of existentialism and existential phenomenology. Finally, they will engage in the application of these theories to other disciplines. | APHP311 | 15 | 7 |
| | **Philosophical Ethics 1**<br>This module is intended for third-year students who have chosen Philosophy as one of the majors. The purpose of this module is to introduce students to selected ethical theories within the field of philosophy. Students will learn to identify these ethical theories and critically apply them to relevant provided scenarios. This module will equip students with skills for recognising how certain ethical decisions are better or worse than others. | APHP321 | 15 | 7 |
| **SEMESTER 2** | **Philosophy and Language**<br>This module is intended for third-year students who have chosen Philosophy as one of the Majors. The module develops a contrast between a variety of approaches to language through philosophy. The students will investigate views on language from the Scientific Revolution (e.g. Galileo Galilei and Descartes) , through to, for example, structuralism (e.g., Saussure, Althusser and Chomsky etc.) hermeneutics (e.g. Gadamer, Ricoueur and Heidegger etc.) and post-structuralism(e.g. Derrida and Foucault). | APHP312 | 15 | 7 |
| | **Philosophical Ethics 2**<br>This module is intended for third-year students who have chosen Philosophy as one of the majors. The purpose of this module is to introduce students to selected texts on social contract theories and liberty within the fields of philosophy and ethics. Students will learn to identify these ethical theories and critically apply these theories to relevant provided texts. This module will equip students with skills for recognising how social contract theory and liberty apply to everyday life. | APHP322 | 15 | 7 |

# POLITICS AND INTERNATIONAL STUDIES

**The Department (POLIS) offers a Major, up to third-year level, as part of the BA Degree.**

**Modules offered for the BA Degree:**

| Year 1 | 1POL111<br>Introduction to Political Science | 1POL112<br>Introduction to South African Politics |
|---|---|---|
| Year 2 | APOL211<br>Introduction to International Relations | APOL212<br>Introduction to Political Sociology |
| Year 3 | APOL311<br>Foreign Policy Analysis | APOL312<br>Geopolitics |
| Year 3 | APOL321<br>Comparative Politics (Africa) | APOL322<br>Research Methodology in Political Science |

**Description of modules:**

| Semester | Subject Name | Subject Code | Credits | NQF Level |
|---|---|---|---|---|
| **YEAR 1** | | | | |
| **Semester 1** | **Introduction to Political Science**<br>An introduction to political science as both an art and a science. It introduces students to basic concepts in politics and examines the nature of power and authority, the difference between government and state as well as the relationship between state and society.<br>The second part of the course focuses on forms and organisation of government, with special reference to the role of traditional structures in modern government in Africa | **1POL111** | **16** | **5** |
| **Semester 2** | **Introduction to South African Politics**<br>Building on the concepts learnt in the first semester, this course focuses on the South African state; government, politics and society. It looks at the forms and organisation of government in South Africa, starting from the formation of the state through its apartheid history to a democratic South Africa. It x-rays the nature of separation of power between all organs of government and discusses the constitution making process that is the basis of a new South Africa. | **1POL112** | **16** | **5** |
| **YEAR 2** | | | | |
| **Semester 1** | **Introduction to International Relations**<br>This course is an introduction to the study of the sum total of relations between states. It takes an overview of the actors, structures and processes in the international system. It | **APOL211** | **15** | **6** |

| | | | | |
|---|---|---|---|---|
| | is orientated towards the theoretical approaches for creating knowledge in the field. | | | |
| **Semester 2** | **Introduction to Political Sociology**<br>The course introduces students to the relationship between politics and society, more specifically, the state and civil society in a democratic state. It therefore explores the concepts of power, democracy, the state and civil society, and their interdependent relationships. The course also introduces students to the different approaches to understanding political sociology as well as its classical theories such as Pluralism, Elite theory and Social Class theory. In spite of the processes of social change that have challenged the essence of the state, the shortcomings of these theories in relation to the position of the state are also explored. Lastly, the course deals with political behaviour in that it covers a number of important social phenomena that influence the political trajectory of states, such as class and race. This also includes political socialisation agencies (civil society groups) such as schools, the media, trade unions, political parties and business organisations. | APOL212 | **15** | **6** |
| **YEAR 3** | | | | |
| **Semester 1** | **Foreign Policy Analysis**<br>This course deals with foreign-policy making and evaluation. It looks at the goals (national interests) and instruments of foreign policy of states using different levels of analysis. It also analyses the determinants of foreign policy of selected states and compares them. | APOL311 | **15** | **7** |
| | **Comparative Politics (Africa)**<br>This course analyses and compares political systems in southern Africa (SADC). It looks at election trends, patterns of democratisation and forms of government in the region. It ends with a regional-comparative analysis of SADC with developed democracies such as the USA, Canada, Germany and Britain, and their different systems. | APOL321 | **15** | **7** |

| | | | | |
|---|---|---|---|---|
| **Semester 2** | **Geopolitics**<br>This is an introductory course to geopolitics. The course examines the relationship between geography (physical and spatial) and politics (power). It offers a clear framework for understanding contemporary conflicts by showing how geography provides opportunities and limits upon the foreign policies and actions of states within the international system.  While focusing on international politics and conflict as determined by geographical factors such as place, boundary and natural resources, the course also looks at how these factors impact on conflicts at national and local levels within states. It uses a number of case studies to analyse these geopolitical factors including globalisation and terrorism which has brought new metageographical challenges. | **APOL312** | **15** | **7** |
| | **Research Methodology in Political Science**<br>The course introduces students to political inquiry and approaches to knowledge production in contemporary political science. It also covers basic themes in the social science research process such as problem statements, research objectives, research design, data collection and data analysis. Other themes covered include proposal writing, report writing, the literature review, referencing and plagiarism. | **APOL322** | **15** | **7** |

## PSYCHOLOGY

The Department of Psychology offers extensive academic tertiary training in the discipline of Psychology. The purpose of the degree is to develop critical conceptual skills and an in-depth understanding of human behaviour in order to apply this knowledge in various contexts.

All students follow the foundational path in their first, second and third years with a major in Psychology. Students are taught knowledge and skills in preparing them to become effective and important role players in the field of psychology.

Our department offers undergraduate modules in psychology, leading to a major in the discipline, and postgraduate training leading to registration as a psychologist. After the initial 3-year BA degree and Honours degree, students may also apply for study towards various further degrees, whose main focus is on training students to register as psychologists with the Professional Board for Psychology of the Health Professions Council of South Africa; in any of the following categories:
* Clinical Psychology
* Counselling Psychology
* Educational Psychology &
* Industrial Psychology

**Structure and composition of the Curriculum**

| Year 1 | 1PSY111: Intro. to Psychology | 1PSY112: Applied Psychology |
|---|---|---|
| Year 2 | APSY211: Social Psychology **OR** | APSY222: Development Psychology |
| Year 2 | APSY221: Personality Psychology | |
| Year 3 | APSY321: Psychopathology | APSY322: Therapeutic Psychology |
| Year 3 | APSY311 Research Methods and Statistics | APSY332 Counselling Psychology |

| Subject Code | Module Name | Credits | NQF Level | Pre-requisites | Co-Requisites | Com-pulsory (Y/N) |
|---|---|---|---|---|---|---|
| **YEAR 1** | | | | | | |
| 1PSY111 | Introduction to Psychology | 16 | 5 | | 1PSY112 | Y |
| Second Major | | 15 | 5 | | | Y |
| Minor | | 15 | 5 | | | Y |
| 4CPS121 or 1ENG121 | Computer Literacy 1 Practical English A | 16 | 5 | | | N |
| 1PSY112 | Applied Psychology | 16 | 5 | 1PSY111 | | Y |
| Second Major | | 15 | 5 | | | Y |
| Minor | | 15 | 5 | | | Y |
| 4CPS122 or 1ENG122 | Computer Literacy 2 Practical English B | 16 | 5 | | | N |
| **YEAR 2** | | | | | | |
| APSY211 | Social Psychology | 15 | 6 | 1PSY111 & 1PSY112 | | Y |
| Second Major | | 15 | 6 | | | Y |
| Minor | | 15 | 6 | | | Y |
| ELECTIVE | ANY | 15 | 5 | | | N |
| APSY222 | Development Psychology | 15 | 6 | 1PSY111 & 1PSY112 | | Y |
| Second Major | | 15 | 6 | | | Y |
| Minor | | 15 | 6 | | | Y |
| ELECTIVE | ANY | 15 | 5 | | | N |
| **YEAR 3** | | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| APSY321 | Psychopathology | 15 | 7 | 1PSY111 & 1PSY112 | | Y |
| APSY311 | Research Methods and Statistics 3A | 15 | 7 | 1PSY111 & 1PSY112 | | Y |
| Second Major | | 15 | 7 | | | Y |
| Second Major | | 15 | 7 | | | Y |
| APSY322 | Therapeutic Psychology | 15 | 7 | 1PSY111 & 1PSY112 | | Y |
| APSY312 | Research Methods and Statistics 3B | 15 | 7 | 1PSY111 & 1PSY112 | | Y |
| Second Major | | 15 | 7 | | | Y |
| Second Major | | 15 | 7 | | | Y |

## DESCRIPTION OF MODULES

| Semester | Subject Name | Subject Code | Credits | NQF Level |
|---|---|---|---|---|
| **YEAR 1** | | | | |
| **Semester 1** | **Introduction to Psychology**<br>Introduces students to psychology, what it is, different categories and different approaches, as well as its development as a science. It also focuses on the relationship between human behaviour, the brain and the mind. | **1PSY111** | **16** | **5** |
| **Semester 2** | **Applied Psychology**<br>Introduces students to different psychological theories and concepts which explain certain psychological processes and abnormalities thereof such as cognition, thinking and reasoning, mental well-being, and psychological disorders. | **1PSY112** | **16** | **5** |
| **YEAR 2** | | | | |
| **Semester 1** | **Social Psychology**<br>Helps students explore a new understanding of social psychology, and provide a critical discussion of identities and relationships. Also encourages critical discussions of concepts, theories and research. | **APSY211** | **15** | **6** |

| Semester 2 | **Development Psychology**<br>Developmental psychologists study human growth and development over the lifespan, including physical, cognitive, social, intellectual, perceptual, personality and emotional growth. | **APSY222** | **15** | **6** |
|---|---|---|---|---|
| **YEAR 3** | | | | |
| Semester 1 | **Psychopathology**<br>This module focuses on the scientific study of mental disorders, including efforts to understand their genetic, biological, psychological, and social causes; effective classification schemes (nosology); course across all stages of development; manifestations, and treatment. The term may also refer to the manifestation of behaviors that indicate the presence of a mental disorder. | **APSY321** | **15** | **7** |
| | **Research Methods and Statistics 3A**<br>Enables students to gain knowledge and understanding of how to plan and design a research project. It also equips students with knowledge on the implementation of the research process and reporting on the research undertaken. | **APSY311** | **15** | **7** |
| Semester 2 | **Therapeutic Psychology**<br>Equips students with the basic theoretical understanding of how therapy is offered to clients of different cultural and economic backgrounds. The course further introduces students to practical cases in therapy in order to prepare them for practical work. | **APSY322** | **15** | **7** |
| | **Research Methods and Statistics 3B**<br>This module provides students with an understanding of various quantitative and qualitative research methods and statistics. | **APSY312** | **15** | **7** |

## TOURISM AND RECREATION (Tourism or Geography as a NSC subject)

| Year 1 | 1RTO111: Intro. to Tourism | 1RTO112: Business Tourism & Entrepreneurship |
|---|---|---|
| Year 2 | ARTO211: Tourism Marketing A | ARTO212: Tourism Marketing B |
| Year 3 | ARTO311: Tourism Research A | ARTO312: Tourism Research B |
| Year 3 | ARTO331: Travel Tourism Practices | ARTO352:Sustainable Tourism |

## SOCIOLOGY

## Structure and Composition of Curriculum

| Year 1 | 1SGY111: Intro. to Sociology | 1SGY112: Industrial Societies |
|---|---|---|
| Year 2 | ASGY211: History of Sociological Thought & Sociological Theory | ASGY212: Social Policy and Implementation |
| Year 3 | ASGY311: Research Methodology & Modern Social Problems | ASGY312: Research Methodology & Statistics |
| Year 3 | ASGY321: Intro. to Labour Law | ASGY322: Bargaining Levels in SA |

## BA (Dual Major) Degree Option

| YEAR 1 | | | | | |
|---|---|---|---|---|---|
| **Semester 1** | | | | | |
| Module Code | Module Name | Credits | NQF Level | Pre-Requisite | Com-pulsory (yes/No) |
| 1SGY 111 | Introduction to Sociology | 16 | 5 | | Y |
| **Semester 2** | | | | | |
| 1SGY 112 | Industrial Societies | 16 | 5 | | **Y** |
| **YEAR 2** | | | | | |
| **Semester 1** | | | | | |
| ASGY 211 | Advanced Social Policy and Policy Implementation | 15 | 6 | | Y |
| **Semester 2** | | | | | |
| ASGY 212 | History of Sociological Thought and Sociological Theory | 15 | 6 | | **Y** |
| **YEAR 3** | | | | | |
| **Semester 1** | | | | | |
| ASGY 311 | Research Methods and Modern Social Problems | 15 | 7 | | Y |
| ASGI 311 | Introduction to Labour Law 1 | 15 | 7 | | Y |
| **Semester 2** | | | | | |
| ASGY 312 | Research Methodology and Statistics | 15 | 7 | | Y |
| ASGI 321 | Managerial Strategies, Compensation and Reward | 15 | 7 | | Y |

**BA (DUAL MAJOR) Degree Option Module Description**

| YEAR 1 | | |
|---|---|---|
| **Semester 1** | | |
| 1SGY 111 | **Introduction to Sociology** | The module will equip students with the following:<br>An understanding of the theories about society, and the complexities of human relationships.<br>A systematic understanding of social organisations and behaviour.<br>An understanding of complexities of human relationships.<br>The knowledge to apply theories about society, and describe and interpret the complexities of human relationships. |
| **Semester 2** | | |
| 1SGY 112 | **Industrial Societies** | The module will equip students with the following:<br>An understanding of key concepts such as Capitalism, Division of Labour, Social Stratification and Post-Industrial Societies.<br>An understanding of the elements, issues and drawbacks of Capitalism.<br>An understanding of the origins of division of labour and gender roles, and social stratification.<br>An understanding of the difference between Industrial and Post- industrial societies. |
| YEAR 2 | | |
| ASGY 211 | **Advanced Social Policy and Policy Implementation**<br><br>. | This module is aimed at assisting students to understand how community needs are met. The module is pertinent to students in social work, nursing, criminal justice and those doing a course in sociology because it provides a clear understanding of the nature and the extent of how politics and ideology shape society. Students will be able to understand how governments redistribute resources amongst citizens – social expenditure |
| **Semester 2** | | |
| ASGY 212 | **History of Sociological Thought and Sociological Theory** | The module will enable students to gain knowledge of the influence of philosophical thoughts on social theory. The module will also assist student to acquire knowledge on the process of theory building in the social sciences. Students will become familiar with the development of early positivistic thought and its influence on sociological research. Students will also develop an understanding of the works and thoughts of classical sociological theorists and the founding fathers of sociology. |

| YEAR 3 | | |
|---|---|---|
| **Semester 1** | | |
| ASGY 311 | **Research Methods and Modern Social Problems** | This module has a 2-pronged approach. The first objective of the module is to introduce students to practical research strategies. These include specific research designs that are tailored toward project evaluations or organisational problem solving, i.e. evaluation research and Action Research/Participatory action research. Furthermore, the module is geared toward providing students with the practical experience in conceptualising and executing a research project from start to the finish. Students will therefore be assigned research topics and research problems to resolve. The module aims to equip students with the skills to analyse data and to conceptualise and implement a research project. Therefore, students would be expected to prepare a research proposal, go through all phases of social research and write a research report. |
| ASGI 311 | **Introduction to Labour Law 1** . . | This module will equip students with the following: Understanding of what labour law is in South Africa. Understanding of the importance of labour law in South Africa. Understanding of the statutory regulations in the contract of employment. |
| **Semester 2** | | |
| ASGY 312 | **Research Methodology and Statistics** | This module is tailored toward equipping students with skills in the manipulation of the statistical tools required for analysing qualitative data. The course is thus devoted to introducing students to the rudiments of statistical analysis in social research. Students will be put through the process of organising and making meaning of qualitative data, using measures of central tendency and measures of dispersion/variability to describe data and testing hypotheses using correlation coefficients. |
| ASGI 321 | **Managerial Strategies, Compensation and Reward** | This module will equip students with the following: An understanding of the application of managerial strategies and labour relations. An understanding of the statutory regulations related to organisational management styles. An understanding of structure suitable to managerial strategies for organisations. An understanding of the relationship between management strategy and labour relations. |

| | | An understanding of the applicatory systems for implementing managerial strategies in the work place. |
| | | An understanding of business ethics in labour relations, and ethics and law. |
| | | An understanding of the ethical dilemmas and conflict in the workplace. |

## FACULTY DEPARTMENTS AND PROGRAMMES

## DEPARTMENT OF AFRICAN LANGUAGES AND CULTURE

| | |
|---|---|
| Professor | L.Z.M. Khumalo STD, BA, BA (Hons) MA (UNIZULU), PhD (Natal) |
| Associate Professor | Vacant |
| Senior Lecturer | Vacant |
| Lecturers | S.D. Mbokazi SSTD BPaed, B.Ed MA (UNIZULU) |
| | M.Z. Mthembu PTM Dip. (Damelin), Dip in School Management (RAU), UED, BA (Hons), B.Ed, MA, PhD (UNIZULU) |
| | N.M.A.R. Nzuza BA UED, BA (Hons), MA, PhD (UNIZULU) |
| | K.L. Makhoba STD BPaed (UNIZULU), BA (Hons) UDW, MA (UNIZULU) |
| | Dr S.L. Ntuli University Education Diploma, BA (Hons), MA, PhD (UNIZULU) |
| | Dr Z.G. Buthelezi JSTC (Adams College, Amanzimtoti), SED (Vista University), BA, BA (Hons) UNIZULU, MEd, PhD (UKZN) |

| African Languages and Culture | RETURNING | FTEN |
|---|---|---|
| BA Honours in IsiZulu | AHON14 | 1HON14 |
| BA Honours in SeSotho (not offered in 2019) | AHON15 | 1HON15 |
| BA Honours in SiSwati | AHON16 | 1HON16 |
| Master of Arts in IsiZulu | AMAS14 | 1MAS14 |
| Master of Arts in SeSotho (not offered in 2019) | AMAS15 | 1MAS15 |
| Master of Arts in SiSwati (not offered in 2019) | AMAS16 | 1MAS16 |
| Doctor of Philosophy in IsiZulu | ADPH14 | 1DPH14 |
| Doctor of Philosophy in SeSotho (not offered in 2019) | ADPH15 | 1DPH15 |
| Doctor of Philosophy in SiSwati (not offered in 2019) | DPH16 | 1DPH16 |

## BACHELOR OF ARTS HONOURS DEGREES - NQF LEVEL 8

**Total No of Credits: 120**

**Requirements**

In order to qualify for admission to the Honours course, students should have obtained a minimum pass of 60% at third-year level. A candidate must choose 5 papers out of 13 papers. At least 2 papers must be chosen from Group A and Group B, Group C is compulsory (Research Article). The article must be approximately 40 pages, and be typed on A4 pages, in double spacing.

The structure of the degree is as follows:

## GROUP A

| Subject code | Module description | Credits | NQF level |
|---|---|---|---|
| 1SZ/AZU/1ST501 | Phonetics with special reference to the main language | 20 | 8 |
| 1SZ/AZU/1ST502 | Phonology with special reference to the main language | 20 | 8 |
| 1SZ/1ZU/1ST 503 | Morphology with special reference to the main language | 20 | 8 |
| 1SZ/1ZU/1ST504 | Syntax with special reference to the main language | 20 | 8 |
| 1SZ/1ZU/1ST505 | Semantics of the main language | 20 | 8 |
| 1SZ/1ZU/1ST 506 | Comparative IsiNtu/Setho and Languages of Africa | 20 | 8 |
| 1SZ/1ZU/1ST507 | Sociolinguistics | 20 | 8 |

## GROUP B

| | | | |
|---|---|---|---|
| 1SZ/1ZU/1ST508 | Traditional Literature | 20 | 8 |
| 1SZ/1ZU/1ST509 | Modern prose (novel, short story and essay) | 20 | 8 |
| 1SZ/1ZU/1ST510 | Modern Drama | 20 | 8 |
| 1SZ/1ZU/1ST511 | Modern Poetry | 20 | 8 |
| 1SZ/1ZU/1ST512 | Translations | 20 | 8 |

## GROUP C

| | | | |
|---|---|---|---|
| 1SZ/1ZU/1ST513 | Research article or creative work | 40 | 8 |

## MASTER OF ARTS DEGREES - NQF LEVEL 9

## TOTAL NUMBER OF CREDITS 180

Master of Arts in IsiZulu (1MAS14)
Master of Arts in SeSotho (1MAS15)
Master of Arts in SiSwati (1MAS16)
A dissertation on an approved subject

## DOCTOR OF PHILOSOPHY DEGREES - NQF LEVEL 10

## TOTAL NUMBER OF CREDITS 360

Doctor of Philosophy in IsiZulu (1DPH14)
Doctor of Philosophy in SeSotho (1DPH15)
Doctor of Philosophy in SiSwati (1DPH16)
A thesis on an approved subject

# DEPARTMENT OF ANTHROPOLOGY AND DEVELOPMENT STUDIES

| | |
|---|---|
| Professor | Vacant |
| Senior Lecturer | Vacant |
| Lecturers | I.S. Nojiyeza STD (Esikhawini College), BA (History & Education) (UNISA) PG Cert. in Management Studies (CM), PGDip in Management Studies (DMS), MBA (MANCOSA), PhD Development Studies (UKZN) |
| | S.S. Nhlabathi MSc. Geog. Info. Systems and Sciences (University of Salzburg, Austria), MBA (KwaZulu-Natal) MSc. URP (Housing) (Natal) BA (Hons), B. Ed. (UNIZULU) |
| | J.M. Mdiniso PTD (Indumiso Coll.of Ed). BA (UNIZULU), BED. Dip ENV.Law, Dip. Library (UKZN), MBA (MANCOSA), PhD (UNIZULU) |
| | MP Ngwamba B Consumer Science (Extention & Rural Development) (Uzulu), BA Hons (UNIZULU, MA (UNIZULU) |
| | NC Monyela, BA, Hons in Anthropology (UWC), MA (*Cum laude*), African Studies (UFS) |
| | N.R. Mofokeng BA(Political Science & Dev Studies) (UJ), BA Honours (Dev Studies) (UJ), MA (Dev Studies) (UJ) |

## Bachelor of Arts in Development Studies - 1DDEG1; NQF Level 7 (ADDEG1 FOR RETURNING STUDENTS) Total No. of credits: 384

### Description
The programme is offered in the Faculty of Arts. Development Studies is a field of study that deals with the multidimensional nature of the development process which involves the reorganisation and reorientation of entire economic and social systems.

This field of study emerged out of a need to gain a better understanding, and indeed offer possible solutions, to a wide range of social, economic, and institutional challenges facing developing communities. Development Studies offers students the opportunity to gain a better understanding of the developmental problems facing Third World countries in general, and South Africa in particular, thus enabling them to contribute meaningfully towards their resolution by applying knowledge of development techniques.

### Structure and Duration of the programme
The programme shall extend over a 3 year period.  The curriculum shall consist of at least 24 semester modules as follows:
**First year** -  a minimum of eight semester modules
**Second year** -  a minimum of eight semester modules
**Third year** -  a minimum of eight semester modules

1. This degree programme is interdisciplinary in nature and it draws modules from the Departments of Geography and Environmental Studies, Public Administration, Computer Studies, English and Business Management.
2. The degree is informed by current theory in the development discourse and it is highly relevant to the development industry and market.
3. Graduates of this programme can access employment opportunities in all levels of government, that is, local, provincial and national, in the departments of Human Settlements; Water and Sanitation; Rural Development and Land Affairs; Economic Development, Tourism, Agriculture and Fisheries; Cooperative Governance and Traditional Affairs; Monitoring and Evaluation and

others including Provincial and Local Government departments. Graduates of this degree can also work for the non-governmental organisation (NGO) sector, International and transnational institutions such as the UN, AU, SADC, COMESA, etc, or in the private sector particularly in the Corporate Social Responsibility, banking, industrial and economic areas, or alternatively they can work as consultants, or as researchers.

**Rules**
1. Courses should be taken in <u>consecutive order</u> as per the advice of the department.
2. Students are required to meet University entry requirements such as passing matric with a Bachelor endorsement.
3. Students cannot major in both Public Administration and Local Government as subjects.
4. Mathematics SG level E or Mathematics Literacy level 4 is a requirement for CECN modules (electives at 2nd and 3rd Year levels).
5. Students are eligible for enrolment using alternative processes such as RPL where it is applicable.

**Programme Template**

| Faculty | ARTS | |
|---|---|---|
| Department | Anthropology & Development Studies | |
| Degree (Designator) | Bachelor of Arts in Development Studies | |
| Qualifier | | |
| Majors | Development Studies | |
| Abbreviation | BA (Dev. Studies) | |
| HEQSF Code | | |
| UNIZULU Code | 1DDEG1 **(FOR FIRST TIME ENTERING STUDENTS)** | |
| | ADDEG1 **(FOR RETURNING STUDENTS**) | |
| NQF EXIT Level | **7** | |
| | | |
| | | |
| Admission Requirements | **1.** NSC with degree endorsement **OR** Matric Exemption and an achievement rating of 26 points | |
| | **2.** English with an achievement rating of 4 (NSC) or SG level D or HG level E. | |
| | **3.** Non-South African students, approved foreign equivalents certified by SAQA are necessary. | |
| | **4.** General rules of the Faculty of Arts apply. | |

| Minimum Credits for Admission | 26 Points |
|---|---|
| Minimum duration of studies | 3 Years |
| Presentation mode of subjects: | Day Classes |
| Intake for the qualification: | January |

| | | | | | | |
|---|---|---|---|---|---|---|
| Registration Cycle for the subjects: | January | | | | | |
| Total credits to Graduate: | **384** | | | | | |

| Subject Code | Module Name | Credits | NQF Level | Prerequisites | Co-Requisites | Compulsory (Y/N) |
|---|---|---|---|---|---|---|
| **YEAR 1** | | | | | | |
| 1DEV111 | NGO Sector, Development and Underdevelopment | 16 | 5 | | 1DEV112 | Y |
| 1ENG121 | Practical English 1A | 16 | 5 | | 1ENG122 | Y |
| 2PAD101 | Introduction to Public Administration | 16 | 5 | | 2PAD102 | Y |
| 4CPS121 | Computer Literacy 1 | 16 | 5 | | | Y |
| 1DEV112 | Community project Development and Facilitation | 16 | 5 | | 1DEV111 | Y |
| 1ENG122 | Practical English 1B | 16 | 5 | | 1ENG121 | Y |
| 2PAD102 | Introduction to Public Management | 16 | 5 | | 2PAD101 | Y |
| 1ANT112 | Culture and Society in Africa | 16 | 5 | | | Y |
| **YEAR 2** | | | | | | |
| ADEV211 | Development Concept: Economic and Social | 16 | 6 | 1DEV111 1DEV112 | ADEV212 | Y |
| ADEV221 | Integrated Local Economic Development | 16 | 6 | 1DEV111 1DEV112 | ADEV222 | Y |
| 2ECN101 | Principles of Microeconomics | 16 | 5 | | 2ECN102 | N |
| 4GES111 | Intro to Physical & Environmental Geography | 16 | 5 | | 4GES112 | N |
| ADEV212 | Population Studies and South African Population Policy | 16 | 6 | 1DEV111 1DEV112 | ADEV211 | Y |
| ADEV222 | Integrated Rural Development | 16 | 6 | 1DEV111 1DEV112 | ADEV221 | Y |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | | | |
| 2ECN102 | Principles of Macroeconomics | 16 | 5 | | 2ECN101 | N |
| 4GES112 | Introduction to Human Geography | 16 | 5 | | 4GES111 | N |
| **YEAR 3** | | | | | | |
| ADEV311 | Integrated Urban Development | 16 | 7 | ADEV211 ADEV221 | ADEV312 | Y |
| ADEV321 | Industry and Development | 16 | 7 | ADEV221 ADEV221 | ADEV322 | Y |
| CECN201 | Intermediate Microeconomics | 16 | 6 | 2ECN101 2ECN102 | CECN202 | N |
| SGES211 | Global Landforms & Cartography | 16 | 6 | 4GES111 4GES112 | SGES212 | N |
| ADEV322 | Research Methodology | 16 | 7 | ADEV212 ADEV222 | ADEV321 | Y |
| ADEV312 | Project Management & Evaluation | 16 | 7 | ADEV212 | ADEV311 | Y |
| CECN202 | Intermediate Macroeconomics | 16 | 7 | 2ECN101 2ECN102 | CECN201 | N |
| SGES212 | Demographics, Health and Sustainable Development | 16 | 7 | 4GES111 4GES112 | SGES211 | N |

**Description of Development Studies Modules**

| Code | Module Name | Module Description |
|---|---|---|
| 1DEV111 | NGO Sector, Development and Underdevelopment | This module introduces learners to the concepts of Non-Governmental Organisations and development, and to the critical factors of Development and Underdevelopment in the Third World. |
| 1DEV112 | Community Project Development and Facilitation | This module teaches learners community project facilitation and its role in the in the total field of development and community upliftment. |
| ADEV211 | Development Concepts: Economic and Social | This module exposes learners to both economic and socio-political factors of development and underdevelopment such that they are able to solve related challenges in their communities and in the country in general. |

| ADEV212 | Population Studies and South Africa's Population Policy | This module provides an understanding into how populations change, how they are structured and spatially distributed. The module provides skills on making projections on future regional population growth. The module also explores South Africa's population policy. Key concepts of include mortality, fertility, migration and demography, South Africa's population policy and population strategy. |
|---|---|---|
| ADEV221 | Integrated Local Economic Development | This module exposes learners to strategies of Integrated Development Planning and Local Economic Development for stimulating local economies and fighting poverty. |
| ADEV222 | Integrated Rural Development | This module exposes learners to strategies of attaining socially cohesive and stable rural communities with viable institutions, sustainable economies and universal access to social amenities. |
| ADEV311 | Integrated Urban Development | This module exposes learners to housing and urban integration strategies so as to build sustainable urban settlements and undo the historical apartheid urban settlement. |
| ADEV312 | Project Management and Evaluation | The module teaches learners how to plan, organise, implement and evaluate a sustainable and viable project. Techniques that are used to determine project viability include both qualitative and quantitative techniques. The course also studies project cash flow management and drawing up a project management business plan. |
| ADEV321 | Industry and Development | This module introduces learners to the concepts of industry in the development process. The module also provides students with an understanding of the links between development and the manufacturing and industrial sector. |
| ADEV322 | Research Methodology | This module provides an introduction to both qualitative and quantitative research methods to students of development studies, economics and other social sciences. |

## POSTGRADUATE PROGRAMMES

**Bachelor of Arts Honours in Anthropology - 1HON40; NQF Level 8**
**Total No of credits: 120**

Admission requirements: See General Rules A14.1
**Duration of Course:** See General Rule A14.3

The BA Honours programme consists of intensive, mandatory course-work. Five courses are offered, running parallel for 1 year. Admission to the Honours programme is limited to a minimum pass of 60% in Anthropology or any related field of study.

**Courses Offered**

1ANT501: History of Anthropology, trends of thought and theory
1ANT502: Medical Anthropology
1ANT503: The Anthropology of Tourism
1ANT504: Applied Anthropology
1ANT505: A Research Report based on an approved Anthropology related topic.

**Bachelor of Arts Honours in Development Studies - 1HON07; NQF Level 8 (AHON07 FOR RETURNING STUDENTS)**
**Total No of Credits: 120**

Admission requirements: See General Rules A14.1
**Duration of Course:** See General Rule A14.3

**Examination**
Four 3 hour papers plus one research paper.

The BA Honours programme consists of intensive, mandatory course-work. Five courses are offered, running parallel for one year. Admission to the Honours programme is limited to a minimum pass of 60% in Development Studies or Cognate Discipline or any related field of study.

**Modules Offered**
1DS501          Project Monitoring and Evaluation
1DS502          Rural Development
1DS503          Urban Development and Planning
1DS504          Economics of Development
1DS505A         Research Report based on an approved Development Studies related
                topic.

**Master's Degree**

**Master of Arts in Anthropology (1MAS40) NQF Level 9; Total No of Credits 180**
**Master of Arts in Development Studies – 1MAS07 (AMAS07 FOR RETURNING STUDENTS)**
**NQF Level 9; Total No of Credits 180**

A dissertation on an approved subject

**Doctor of Philosophy**

**Doctor of Philosophy in Anthropology (1DPH40) NQF Level 10; Total No of Credits 360**

**Doctor of Philosophy in Development Studies – 1DPH07 (ADPH07 FOR RETURNING STUDENTS)**
**NQF Level 10; Total No of Credits 360**

A thesis on an approved subject

## DEPARTMENT OF COMMUNICATION SCIENCE

| | |
|---|---|
| Senior Professor | H. Rugbeer BA (UNISA), MA (UNIZULU), Dip:Ed (SACOL now UNISA), Dip:Computer Appl. (UNISA), B.Th (USA), Cert. Computer Engineering (MLS now DUT), D.Phil (UNIZULU). |
| Senior Lecturer & Head Of Department | G.M. Naidoo BA (Hons), MA (UNIZULU), D.Phil (UNIZULU), CPRP (PRISA), PGDHE (UKZN) |
| Senior Lecturer | M.M. Reddy Dip.Div.(BBC), PGCEd (UNISA), BA (Hons), MA, D.Litt. (UNIZULU), PGDHE (UKZN) |
| Lecturers | M.R. Metso BEd. (NUL), BA (Hons), (UND), MA (UKZN), DPhil (UNIZULU) |
| | J.M. Magagula BA (Hons), MA (UNIZULU) |
| | T.G. Mokgosi BA Com, (Hons), MA Com (NWU) |
| | A.R.Moonasamy BA (Hons), MA, D Phil (UNIZULU) |
| | J.B. Ngubane BA (Hons), MA (UNIZULU) |
| | M.W. Molefe MTech (CUT), BA (Hons) (UNISA), Dip. STD (BOCHUM) |
| | G.J. Zondi BA (Hons), MA (UNIZULU) |
| Technician Administrator | N.P. Makhanya BA Psych (UKZN) |

## UNDERGRADUATE PROGRAMMES IN THE DEPARTMENT OF COMMUNICATION SCIENCE

## DIPLOMA IN MEDIA STUDIES - 1CMDP1; NQF Level 6 (ACMDP1 FOR RETURNING STUDENTS)
**Total No. of Credits: 363 credit**
**(Offered only at the Richards Bay Campus)**

### Description of the Diploma
The purpose of this qualification is to provide competent and responsible media specialists with market-related media skills to the private and public sectors of the economy. This course is suitable for those students seeking employment in the following areas: as camera operators, photo-journalist, video and photo editors, advertising specialists, communication officers, spokespersons, personal assistants and journalists.

### Structure of the Diploma
The programme shall extend over a 3 year period. The curriculum consists of 21 semester modules as follows:

**First year** -     a minimum of eight semester modules
**Second year** -  a minimum of eight semester modules
**Third year** -     a minimum of five semester modules
In the second semester of the third-year students will complete their **Work Integrated Learning module: 1CEL312.**

### Rules
See General Calendar

The Department of Communication Science offers the following programmes:

| PROGRAMME | MINIMUM DURATION | ADMISSION REQUIREMENTS |
|---|---|---|
| Diploma in Public Relations Management 1CPDP1 | Two and a half years + 6 months experiential learning | Students who have the following: A National Senior Certificate (NSC) with an achievement rating of 3 (moderate Achievement, 40-49%) or better in 4 recognised NSC 20-credit subjects; an achievement rating of 4 (50- 59%) in Life Orientation and an achievement rating of 4 (50-59%) in English as First Additional Language (FAL), or 4 (50-59%) in English as a Home Language. Minimum entry points: **24** |
| Diploma in Media Studies 1CMDP1 | Two and a half years + 6 months experiential learning | Students who have the following: A National Senior Certificate (NSC) with an achievement rating of 3 (moderate Achievement, 40-49%) or better in 4 recognised NSC 20-credit subjects; an achievement rating of 4 (50- 59%) in Life Orientation and an achievement rating of 4 (50-59%) in English as First Additional Language (FAL), or 4 (50-59%) in English as a Home Language. Minimum entry points: **24** |
| BA in Intercultural Communication 1CDEG1 | Three Years | Students who have the following: An NSC with an achievement rating of 4 (50%) in 4 recognised NSC 20 credit subjects (matric exemption); an achievement rating of 4 (50%) in Life Orientation; and an achievement rating of 4 (50%) in English as First Additional Language (FAL), or 4 (50%) in English as Home Language; Minimum entry points: **26** |
| Honours Programme 1HON03 | One Year full time | Students who have the following qualification: BA (Communication Science major) BA in Intercultural Communication Advanced Diploma in Communication Science or an equivalent qualification as approved by HOD of Communication Science. |
| Master's Programme 1MAS03 | Two Years | Students who have the following qualification: BA (Hons): Communication Science |
| Doctoral Programme 1DPH03 | Two Years | Students who have the following qualification: MA: Communication Science |

| Faculty | ARTS | | |
|---|---|---|---|
| **Department** | Communication Science (05) | | |
| **Degree(Designator)** | Diploma in Media Studies | | |
| **CESM Category** | 05 | | Communication, Journalism and Related Studies |
| **CESM 1st Qualifier** | 0504 | | Public Relations, Advertising and Applied Communication |
| **CESM 2nd Qualifier** | 050499 | | Communication, Journalism and Related Studies, Other |
| **Majors** | Communication Studies | | Media Studies |
| **Qualification Code (SAQF)** | 94552 | | |
| **UNIZULU Code** | 1CMDP1 (**FOR FIRST TIME ENTERING STUDENTS**) | | |
| | ACMDP1 **(FOR RETURNING STUDENTS)** | | |
| **NQF EXIT Level** | **6** | | |
| **Admission Requirements** | A National Senior Certificate (NSC) with an achievement rating of 3 (moderate Achievement, 40-49%) or better in 4 recognised NSC 20-credit subjects; an achievement rating of 4 (50- 59%) in Life Orientation and an achievement rating of 4 (50-59%) in English as First Additional Language (FAL), or 4 (50-59%) in English as a Home Language.<br>Minimum entry points: **24**<br>Also refer to the Faculty requirements | | |
| **Minimum duration of studies** | | | |
| | 3 YEARS | | |
| **Presentation mode of subjects:** | | | |
| | Full Time | | |
| **Intake for the qualification:** | | | |
| | JANUARY | | |
| **Registration Cycle for the subjects:** | | | |
| | JANUARY | | |
| **Readmission:** | | | |
| **Total credits to Graduate:** | **360** | | |
| | | | |

| FIRST YEAR | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Module Code** | **Module Name** | **Credits** | **Major Yes/No** | **Active Y/N/P** | **NQF Level** | **Prerequisite** | **Co-Requisite** | **SUB** | **Compulsory (Y/N)** |
| **SEMESTER 1** | | | | | | | | | |
| 1COM141 | Communication Skills 1 | 15 | No | Yes | 5 | None | None | | Yes |
| 1COM151 | Digital Communication 1 | 16 | No | Yes | 5 | None | None | | Yes |
| 1HIV111 | HIV/AIDS Literacy | 15 | No | Yes | 5 | None | None | | Yes |

| Module Code | Module Name | Credits | Major Y/N | Active Y/N/P | NQF Level | Prerequisite | Co-Requisite | SUB | Compulsory (Y/N) |
|---|---|---|---|---|---|---|---|---|---|
| 1CCS111 | Communication Studies 1 | 15 | No | Yes | 7 | None | None | | Yes |
| **SEMESTER 2** | | | | | | | | | |
| 1CMS112 | Media Skills 1 | 15 | Yes | Yes | 7 | None | None | | Yes |
| 1CPR112 | Public Relations Skills 1 | 15 | No | Yes | 6 | None | None | | Yes |
| 1CAS112 | Advertising Skills 1 | 15 | No | Yes | 5 | None | None | | Yes |
| 1CJS112 | Journalism Skills 1 | 15 | Yes | Yes | 6 | None | None | | Yes |
| **SECOND YEAR** | | | | | | | | | |

| Module Code | Module Name | Credits | Major Y/N | Active Y/N/P | NQF Level | Prerequisite | Co-Requisite | SUB | Compulsory (Y/N) |
|---|---|---|---|---|---|---|---|---|---|
| | **SEMESTER 1** | | | | | | | | |
| ACJS211 | Journalism Skills 2 | 15 | Yes | Yes | 6 | 1CJS112 | None | | Yes |
| ACCS211 | Communication Studies 2 | 15 | No | Yes | 7 | 1CCS111 | None | | Yes |
| ACMS211 | Media Skills 2 | 15 | Yes | Yes | 7 | 1CMS112 | None | | Yes |
| APHS211 | Philosophy of Communication | 15 | No | Yes | 6 | None | None | APHI221 | Yes |
| | **SEMESTER 2** | | | | | | | | |
| ACPR212 | Public Relations Skills 2 | 15 | No | Yes | 6 | 1CPR112 | None | | Yes |
| ACOM252 | Digital Communication 2 | 16 | No | Yes | 6 | 1COM151 | None | | Yes |
| ACAS212 | Advertising Skills 2 | 15 | No | Yes | 6 | 1CAS112 | None | | Yes |
| APHS212 | Media Ethics | 15 | No | Yes | 6 | None | None | | Yes |
| **THIRD YEAR** | | | | | | | | | |

| Module Code | Module Name | Credits | Major Y/N | Active Y/N/P | NQF Level | Prerequisite | Co-Requisite | SUB | Compulsory (Y/N) |
|---|---|---|---|---|---|---|---|---|---|
| | **SEMESTER 1** | | | | | | | | |
| ACOM341 | Business Studies 1B | 15 | No | Yes | 6 | None | None | Yes | Yes |
| ACOM351 | Communication Research Methods C | 16 | No | Yes | 6 | None | None | Yes | Yes |
| ACJS311 | Journalism Skills 3 | 15 | Yes | Yes | 6 | ACJS211 | None | Yes | Yes |
| ACMS311 | Media Skills 3 | 15 | Yes | Yes | 7 | ACMS211 | None | Yes | Yes |
| | **SEMESTER 2** | | | | | | | | |

| | | | | | | | | Yes |
|---|---|---|---|---|---|---|---|---|
| ACEL312 | Experiential Learning 1A | 60 | No | Yes | 6 | None | None | |

| Semester | Module Name | Module Code | Credits | NQF Level |
|---|---|---|---|---|
| **YEAR 1** | | | | |
| **Semester 1** | | | | |
| | **Communication Skills 1**<br>The purpose of this module is to guide the student or learner towards becoming an effective communicator where communication refers to all of the four communication skills: speaking, writing, listening and reading. | 1COM141 | 15 | 5 |
| | **Digital Communication 1**<br>The purpose of this module provides students with an understanding of basic electronic communication methods. | 1COM151 | 16 | 5 |
| | **HIV/AIDS Literacy**<br>This module empowers students to make a difference in dealing with HIV/AIDS crises. It also provides students with information on HIV/AIDS prevention and management, exposing students to various areas on which HIV/AIDS impacts. | 1HIV111 | 15 | **5** |
| | **Communication Studies 1**<br>The purpose of this module is to provide learners with knowledge of various forms of communication theory and research.  It examines the principles and contexts of human communication. Some of the principles surveyed are perception, listening, nonverbal communication and persuasion. The primary contexts examined include interpersonal, group, organisational and public communication. | 1CCS111 | 15 | **7** |

| Semester 2 | | | | |
|---|---|---|---|---|
| | **Media Skills 1**<br>The purpose of this module is to provide learners with knowledge of media institutions, functionalist and critical media theories, and media issues, and to enable them to <u>research</u> topics such as media institutional practices, ownership, regulation, censorship, the media and democratisation, and the power and functions of the media. | 1CMS112 | 15 | 7 |
| | **Public Relations Skills 1**<br>The purpose of this module is to provide learners with knowledge of the theory and practice of public relations, and to enable them to plan the execution of public relations events, campaigns and programmes for the media. | 1CPR112 | 15 | 6 |
| | **Advertising Skills 1**<br>Learners will understand the purpose of advertising within the scope of media studies. They will learn that advertising is the paid, public, non-personal announcement of a persuasive message by an identified sponsor; the non-personal presentation or promotion by a firm of its products to its existing and potential customers. | 1CAS112 | 15 | 5 |
| | **Journalism Skills 1**<br>This course has been developed for learners who are interested in pursuing a career in journalism. The qualification is designed to assist students to write news reports in accordance with the requirements of specific media news agencies. Journalism Skills I offers the learner an insight into newspaper journalism and the responsibilities of a journalist, and a code of journalism standards and ethics of journalism. Learners will understand the various approaches to writing news. Further, learners will be introduced to developing the art of questioning for press conferences and story construction. | 1CJS112 | 15 | 6 |
| **YEAR 2** | | | | |
| **Semester 1** | **Journalism Skills 2**<br>This course teaches how to write in the basic news style – who, what, when, where, why and also how and so what? From the fundamental news format, the course moves onto many other types of writing – features, sports, interviews, investigative reporting, backgrounders and broadcast news, etc. Interviewing and news-gathering techniques are covered, along with ethics and libel. Students learn to write through writing frequently. The final project is a news or feature story suitable for publication. | ACJS211 | 15 | 6 |
| | **Communication Studies 2**<br>The purpose of this module is to provide learners with knowledge of various forms of communication theory and research. It examines the principles and contexts of human communication. Some of the | ACCS211 | 15 | 7 |

| | | | |
|---|---|---|---|
| | principles surveyed are perception, listening, nonverbal communication and persuasion. The primary contexts examined include interpersonal, group, organisational, and public communication. | | | |
| | **Media Skills 2**<br>The purpose of this module is to provide learners with knowledge of the theories and skills to, analyse media texts, genres, audiences and the effects of the media, and to plan the use of media for educational purposes | ACMS211 | 15 | 7 |
| | **Philosophy of Communication**<br>The purpose of this module is to introduce Communication Science students to the philosophical theories of hermeneutics and deconstructivism. Both these theories on language show how open-ended language can be and students can gain by being made aware of this. Basic logic and logical fallacies will also be taught to provide students with more solid foundational communication skills. | APHS211 | 15 | 6 |
| **Semester 2** | | | | |
| | **Public Relations Skills 2**<br>This module provides students with the skills to understand media relations, analyse public relations problems, plan, implement and evaluate public relations campaigns, and to distinguish between public relations practice in business, government and community based organisations, | ACPR212 | 15 | 6 |
| | **Digital Communication 2**<br>The purpose of this module is to provide students with an understanding of basic electronic communication methods. | ACOM252 | 16 | 6 |
| | **Media Ethics**<br>The purpose of this module is to introduce students to ethical theories within the media, ethical issues related to media studies and communication, and critical thinking. Students will learn to identify ethical issues within a communication context and critically apply ethical theories to those issues. This module will equip students with skills both for making ethical decisions within the media and for communicating effectively how certain decisions are better or worse than others. | APHS212 | 15 | 6 |
| | **Advertising Skills 2**<br>Learners will understand the purpose of Advertising within the scope of Media Studies. Learners will learn the different types of advertising.  They will be made to  understand  how  an  advertising  agency  works. | ACAS212 | 15 | 6 |

| | | | | |
|---|---|---|---|---|
| | Learners will also be introduced to the consumer audience and the impact of social and cultural influences on consumers. They will learn the steps in the decision making process. Further learners will learn to create print, broadcast and internet advertising campaigns. Media selection procedures and negotiation techniques, will be introduced to complete learners marketing and advertising conceptualisation. | | | |
| **YEAR 3** | | | | |
| **Semester 1** | **Business Studies 1B**<br>This module provides students with the skills to manage or start up a small business. It is intended to provide students with an understanding of the relationship between business and the public. | ACOM341 | 15 | 6 |
| | **Media Skills 3**<br>The purpose of this module is to provide learners with knowledge of the theories of, and skills to analyse, media texts, film theory and criticism, adaptation of reception theory to analyse media audiences and the knowledge of media production. | ACMS311 | 15 | 7 |
| | **Communication Research Methods C**<br>This module seeks to introduce theoretical guidelines to practices of conducting research in the human and social sciences. Due emphasis is on historical and institutional contexts of research methods and methodologies. In this instance, consideration is focused on synthesising (i) key concepts in social theory, (ii) actual practice of social & cultural research.<br>Various associated relationships will be teased out. These include the connection between research and social policy, research and social theory, the philosophy of social-human sciences and subject positions (reflexivity of social researchers).<br>This module will highlight basic & applied research methods in this challenging and opportune era of globalisation, interdisciplinary collaboration, and mass democratisation.<br>This course examines research methods in mass communication in response to innovations in communication. The role of Communication Research Methods (hereafter, CRM) is to ask and answer questions about use of media technologies, the consumption of media contents and media audience stratifications. In effect, CRM attempts to find out what a particular media field is about, how it is used, what its effects are and also what its potential is. Learners will therefore engage with arising issues in a background of evolving | ACOM351 | 16 | 6 |

| | | | |
|---|---|---|---|
| | communication like the World Wide Web, corporate communication and e-commerce; knowledge incorporation from a range of studies such as the critical paradigm, information science, linguistics will also be included. | | | |
| | **Journalism Skills 3**<br>This module provides the learner with the theoretical foundation of public speaking. It enables the learner to carry out an audience analysis and adapt the information to the audience. It also enables the learner to write and present news and programmes for radio, television and the Internet. Further, it informs the learner about broadcast regulations and restrictions. | ACJS311 | 15 | 6 |
| **Semester 2** | | | | |
| | **Experiential Learning 1A**<br>This module provides students with real-world work experience. It will provide students with skills to plan and analyse mass communication problems. It will equip them to implement and evaluate broadcasting and mass-communication campaigns, and to distinguish between corporate and community mass-communication strategies. | ACEL312 | 60 | 6 |

**Diploma in Public Relations Management – 1CPDP1; NQF Level 6 (ACPDP1 FOR RETURNING STUDENTS)**

**Total No. of Credits: 360**

**(Offered only at the Richards Bay Campus)**

**Description of the Diploma**

The purpose of this qualification is to provide competent and responsible Public Relations Practitioners with market-related skills for servicing the private and public sectors of the economy.  This course will be suitable for those students seeking employment in the following areas: Public Relations, Business Management, Advertising, Communications Officers, Public Speakers, Spokespersons and Journalism.

**Structure of the Diploma**
The programme shall extend over a 3 year period. The curriculum consists of 21 semester modules as follows:

**First year** -	a minimum of eight semester modules
**Second year** -	a minimum of eight semester modules
**Third year** -	a minimum of five semester modules

In the second semester of the third-year students will complete their **Work Integrated Learning module: ACOM332.**
**Rules**
**See General Calendar**

| Faculty | ARTS | |
|---|---|---|
| **Department** | Communication Science (05) | |
| **Degree (Designator)** | Diploma in Public Relations Management | |
| **CESM Category** | 05 | Communication, Journalism and Related Studies |
| **CESM 1st Qualifier** | 0504 | Public Relations, Advertising and Applied Communication |
| **CESM 2nd Qualifier** | 050499 | Communication, Journalism and Related Studies, Other |
| **Majors** | Communication Studies | Public Relations |
| **Abbreviation** | DPRM | |
| **Qualification Code (SAQF)** | 101140 | |
| **UNIZULU Code** | 1CPDP1 (**FOR FIRST TIME ENTERING STUDENTS**) | |
| | ACPDP1 (**FOR RETURNING STUDENTS**) | |
| **NQF EXIT Level** | **6** | |
| **Admission Requirements** | A National Senior Certificate (NSC) with an achievement rating of 3 (moderate Achievement, 40-49%) or better in 4 recognised NSC 20-credit subjects; an achievement rating of 4 (50- 59%) in Life Orientation and an achievement rating of 4 (50-59%) in English as a Home Language. Minimum entry points: **24** Also refer to the Faculty requirements | |
| **Minimum Credits for Admission** | | |
| **Minimum duration of studies** | 3 YEARS | |
| **Presentation mode of subjects:** | Full Time | |
| **Intake for the qualification:** | JANUARY | |
| **Registration Cycle for the subjects:** | JANUARY | |
| **Readmission:** | | |
| **Total credits to Graduate:** | **360** | |

| FIRST YEAR | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Module Code | Module Name | Credits | Major Yes/No | Active Y/N/P | NQF Level | Prerequisite | Co-Requisite | SUB | Compulsory (Y/N) |
| **SEMESTER 1** | | | | | | | | | |
| 1COM141 | Communication Skills 1 | 15 | No | Yes | 5 | None | None | | Yes |

71

| Module Code | Module Name | Credits | Major Yes/No | Active Y/N/P | NQF Level | Prerequisite | Co-Requisite | SUB | Compulsory (Y/N) |
|---|---|---|---|---|---|---|---|---|---|
| 1COM151 | Digital Communication 1 | 16 | No | Yes | 5 | None | None | | Yes |
| 1CCC111 | Corporate Communication 1 | 15 | No | Yes | 6 | None | None | 1COM122 | Yes |
| 1CCS111 | Communication Studies 1 | 15 | **Yes** | **Yes** | 7 | None | None | 1COM111 | Yes |
| **SEMESTER 2** | | | | | | | | | |
| 1COM182 | Communication Skills 2 | 15 | No | Yes | 5 | None | None | | Yes |
| 1CJS112 | Journalism Skills 1 | 15 | No | Yes | 6 | None | None | | Yes |
| 1COM132 | Public Relations 1B | 15 | Yes | Yes | 7 | None | None | | Yes |
| 1COM172 | Marketing and Advertising 1C | 15 | No | Yes | 5 | None | None | | Yes |

| **SECOND YEAR** | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Module Code | Module Name | Credits | Major Yes/No | Active Y/N/P | NQF Level | Prerequisite | Co-Requisite | SUB | Compulsory (Y/N) |
| **SEMESTER 1** | | | | | | | | | |
| ACCS211 | Communication Studies 2 | 15 | Yes | Yes | 7 | 1CCS111 | None | ACOM211 | Yes |
| ACJS211 | Journalism Skills 2 | 15 | No | Yes | 6 | 1CJS112 | None | | Yes |
| ACOM241 | Marketing & Advertising 2A | 15 | No | Yes | 6 | 1COM172 | None | | Yes |
| ACOM291 | Communication Research | 15 | No | Yes | 6 | None | None | | Yes |
| **SEMESTER 2** | | | | | | | | | |
| 1PHS112 | Public Relations Ethics | 15 | No | Yes | 6 | None | None | 1PHI132 | Yes |
| ACOM222 | Public Relations 2B | 15 | Yes | Yes | 7 | 1COM132 | None | | Yes |
| ACOM262 | Communication Research Methods A | 15 | No | Yes | 6 | None | None | | Yes |
| 1COM142 | Law for Public Relations | 15 | No | Yes | 6 | None | None | | Yes |

| Module Code | Module Name | Credits | Major Yes/No | Active Y/N/P | NQF Level | Prerequisite | Co-Requisite | SUB | Compulsory (Y/N) |
|---|---|---|---|---|---|---|---|---|---|
| **THIRD YEAR** | | | | | | | | | |
| **SEMESTER 1** | | | | | | | | | |
| ACOM331 | Public Relations 3A | 15 | Yes | Yes | 7 | ACOM222 | None | | Yes |
| ACCS311 | Communication Studies 3 | 15 | Yes | Yes | 7 | ACCS211 | None | ACOM311 | Yes |
| ACOM221 | Media Studies 1B | 15 | No | Yes | 6 | None | None | | Yes |
| 1HIV111 | HIV/AIDS Literacy | 15 | No | Yes | 5 | None | None | | Yes |
| **SEMESTER 2** | | | | | | | | | |
| ACOM332 | Experiential Learning 1A | 60 | **No** | **Yes** | 6 | None | None | | Yes |

| Semester | Module Name | Module Code | Credits | NQF Level |
|---|---|---|---|---|
| **YEAR 1** | | | | |
| **Semester 1** | **Communication Skills 1** The purpose of this module is to guide the student or learner towards becoming an effective communicator where communication refers to all of the four communication skills: speaking, writing, listening and reading. | 1COM141 | 15 | 5 |
| | **Digital Communication 1** The purpose of this module provides students with an understanding of basic electronic communication methods. | 1COM151 | 16 | 5 |
| | **Corporate Communication 1** The aim of this module is to set activities involved in managing and coordinating all internal and external communications aimed at creating a favourable point-of-view among stakeholders on which the company depends. It involves the messages issued by a corporate organisation, body, or institute to its publics, such as employees, the media, channel partners and the general | 1CCC111 | 15 | 6 |

| | | | | |
|---|---|---|---|---|
| | public. Learners will be able to understand the organisation's aim to communicate the same message to all its stakeholders, to transmit coherence, credibility and ethics. It provides the learner skills on how to help corporates explain their mission; combine its many visions and values into a cohesive message to stakeholders and establish brand communication for the market space. | | | |
| | **Communication Studies 1**<br>The purpose of this module is to provide learners with knowledge of various forms of communication theory and research. It examines the principles and contexts of human communication. Some of the principles surveyed are perception, listening, nonverbal communication, and persuasion. The primary contexts examined include interpersonal, group, organisational, and public communication. | 1CCS111 | 15 | 7 |
| **Semester 2** | **Communication Skills 2**<br>The purpose of this module is to provide the learner with knowledge of effective communication skills in both written and the oral mediums, within a number of different contexts, in and out of the organisation. | 1COM182 | 15 | 5 |
| | **Journalism Skills 1**<br>This course has been developed for learners who are interested in pursuing a career in journalism. The qualification is designed to assist students to write news reports in accordance with the requirements of specific media news agencies. Journalism Skills I offers the learner an insight into newspaper journalism and the responsibilities of a journalist, a code of journalism standards and ethics of journalism. Learners will understand the various approaches to writing news. Further, learners will be introduced to developing the art of questioning for press conferences and story construction. | 1CJS112 | 15 | 6 |
| | **Public Relations 1B**<br>The purpose of this module is to provide learners with knowledge of the theory and practice of public relations, and to enable them to plan the execution of public relations campaigns. | 1COM132 | 15 | 7 |

| | | | | |
|---|---|---|---|---|
| | **Marketing and Advertising 1C**<br>Learners will understand the purpose of Advertising and Marketing within the scope of Public Relations. They will learn that advertising is the paid, public, non-personal announcement of a persuasive message by an identified sponsor; the non-personal presentation or promotion by a firm of its products to its existing and potential customers. Further, students will learn that Marketing is the systematic planning, implementation and control of a mix of business activities intended to bring together buyers and sellers for the mutually advantageous exchange or transfer of products. | 1COM172 | 15 | 5 |
| **YEAR 2** | | | | |
| **Semester 1** | **Communication Studies 2**<br>The purpose of this module is to provide learners with knowledge of various forms of communication theory and research.  It examines the principles and contexts of human communication. Some of the principles surveyed are perception, listening, nonverbal communication and persuasion. The primary contexts examined include interpersonal, group, organisational, and public communication. | ACCS211 | 15 | 7 |
| | **Journalism Skills 2**<br>This course teaches how to write in the basic news style – who, what, when, where, why and also how and so what? From the fundamental news format, the course moves onto many other types of writing – features, sports, interviews, investigative reporting, backgrounders, broadcast news, etc. Interviewing and news-gathering techniques are covered, along with ethics and libel. Students learn to write by writing frequently. The final project is a news or feature story suitable for publication. | ACJS211 | 15 | 6 |
| | **Marketing & Advertising 2A**<br>Learners will understand the purpose of Advertising and Marketing within the scope of Public Relations. Learners will learn the different types of advertising.  They will be made to understand how an advertising agency works.  Learners will also be introduced to the consumer audience and | ACOM241 | 15 | 6 |

| | | | | |
|---|---|---|---|---|
| | the impact of social and cultural influences on consumers. They will learn the steps in the decision making process. Further, learners will learn to create print, broadcast and internet advertising campaigns. Media selection procedures and negotiation techniques will be introduced to complete their marketing and advertising conceptualization. | | | |
| | **Communication Research**<br>This module seeks to introduce theoretical guidelines to the practices of conducting research in human and social sciences. Due emphasis is on historical and institutional contexts of research methods and methodologies. In this instance, consideration is focused on synthesising (i) key concepts in social theory, (ii) the actual practice of social & cultural research. Various associated relationships will be teased out. These include the connection between research and social policy, research and social theory, the philosophy of social-human sciences and subject positions (reflexivity of social researchers). This module will highlight basic & applied research methods in this challenging and opportune era of globalisation, interdisciplinary, and mass democratisation. This course examines research methods in mass communication in response to innovations in communication. The role of Communication Research Methods (hereafter, CRM) is to ask and answer questions about use of media technologies, consumption of media contents, and media audience stratifications. In effect, CRM attempts to find out what a particular media field is about, how it is used, what its effects are and also what its potential is. Learners will therefore engage with arising issues in a background of evolving communication like the World Wide Web, corporate communication and e-commerce. | ACOM291 | 15 | 6 |
| Semester 2 | **Public Relations 2B**<br>This module provides students with the skills to understand media relations, analyse public relations problems, plan, implement and evaluate public relations campaigns, | ACOM222 | 15 | 7 |

| | | | | |
|---|---|---|---|---|
| | and to distinguish between public relations practice in business, government and non-profit organisations. | | | |
| | **Public Relations Ethics**<br>This module is intended for students undertaking a Diploma in Public Relations who will be confronted with issues of Public Relations Ethics at their future workplaces. The module deals with ethical issues in the context of various situations arising in public relations. It applies selected ethical theories to the process of decision making by Public Relations Officials. | 1PHS112 | 15 | 6 |
| | **Communication Research Methods A**<br>To provide students with an understanding of the various research methods in communication science. This course examines research methods in mass communication in response to the need for communication initiatives. The role of Communication Research Methods is to ask and answer questions about the use of media technologies, consumption of media contents, and the media audience, in order to advance an organisation's effectiveness. Learners will therefore engage in the evolving sphere of communication such as the World Wide Web, Corporate communication, e-commerce and online surveys that Web 2.0 provides. | ACOM262 | 15 | 6 |
| | **Law for Public Relations**<br>The purpose of this module is to provide learners with an understanding of the nature, techniques and skills associated with the role of rhetoric and persuasion in politics, the effects of political communication, and the media and channels of political communication. | 1COM142 | 15 | 6 |
| **YEAR 3** | | | | |
| Semester 1 | **Public Relations 3A**<br>This module provides students with the skills to understand and analyse management techniques in Public Relations. | ACOM331 | 15 | 7 |
| | **Communication Studies 3**<br>The aim of this module is to provide learners with knowledge of the role of communication in a global context, a survey of cultural imperialism and international relations, and to enable them to research the international flow of news and entertainment, and the | ACCS311 | 15 | 7 |

| | New World Communication and Information Order and international communication policy. | | | |
|---|---|---|---|---|
| | **Media Studies 1B**<br>The purpose of this module is to provide learners with knowledge of media institutions, functionalist and critical media theories, media issues, and to enable them to <u>research</u> topics such as media institutional practices, ownership, regulation, censorship, the media and democratisation, and the power and functions of the media. | ACOM221 | 15 | 6 |
| | **HIV/AIDS Literacy**<br>This module empowers students to make a difference in dealing with the HIV/AIDS crises.<br>It also provides students with information on HIV/AIDS prevention and management, exposing students to various areas on which HIV/AIDS impacts. | 1HIV111 | 15 | 5 |
| **Semester 2** | **Experiential Learning 1A**<br>This module provides students with real world work experience. It will provides students with skills to plan, analyse public relations problems, implement and evaluate public relations campaigns, and to distinguish between public relations practice in business, government and non-profit organisations. | ACOM332 | 60 | 6 |

**UNDERGRADUATE PROGRAMMES IN COMMUNICATION SCIENCE**
**Bachelor of Arts in Intercultural Communication - 1CDEG1; NQF Level 7 (ACDEG1 FOR RETURNING STUDENTS)**
**Total No. of credits: 378**
**Description of the Degree**

The purpose of this qualification is aimed at those who wish to become professional communication practitioners and pursue careers in paths such as Communication Specialist, Journalism, Public Relations, Advertising, Marketing, Radio & Television Broadcasting, Corporate Communications, Business Communications and Electronic (digital and Internet) Communication. With this qualification, learners will be equipped to enter the field of communication as professionals. This programme includes specialised work in Social Change and Development Communication, Advanced Public Relations, Journalism and Visual Communication, Digital Communication and New Communication Technologies.

## Structure and duration of the Degree

The programme shall extend over a three 3-year period. The curriculum consists of 24-semester modules as follows:

**First year** - a minimum of eight-semester modules
**Second year** - a minimum of eight-semester modules
**Third year** - a minimum of eight-semester modules

## Rules: See General Calendar

| | | |
|---|---|---|
| **Faculty** | ARTS | |
| **Department** | Communication Science (05) | |
| **Degree (Designator)** | Bachelor of Arts: Intercultural Communication        050101 | |
| **CESM Category** | 05 | Communication, Journalism and Related Studies |
| **CESM 1st Qualifier** | 0501 | Communication and Media Studies |
| **CESM 2nd Qualifier** | 050101 | Communication Studies |
| **Degree (Designator)** | Bachelor of Arts: Intercultural Communication        050101 | |
| **Majors** | Communication Studies | Media Studies |
| **Abbreviation** | BA: Intercultural Comm | |
| **Qualification Code (SAQF)** | 62512 | |
| **UNIZULU Code** | 1CDEG1 **(FOR FIRST TIME ENTERING STUDENTS)** | |
| | ACDEG1 **(FOR RETURNING STUDENTS)** | |
| **NQF Exit Level** | 7 | |
| **Admission Requirements** | An NSC with an achievement rating of 4 (50%) in 4 recognised NSC 20 credit subjects (matric exemption); an achievement rating of 4 (50%) in Life Orientation; and an achievement rating of 4 (50%) in English as First Additional Language (FAL), or 4 (50%) in English as Home Language. Minimum entry points: 26 Also, refer to the Faculty requirements | |
| **Minimum Points for Admission** | 26 | |
| **Minimum duration of studies** | 3 YEARS | |
| **Intake for the qualification:** | JANUARY | |
| **Registration Cycle for the subjects:** | JANUARY | |
| **Readmission:** | See General Calendar | |
| **Total credits to Graduate:** | 360 | |

## FIRST YEAR

| Module Code | Module Name | Credits | Major Yes/No | Active Y/N/P | NQF Level | Pre-requisite | Co-Requisite | Compulsory (Y/N) |
|---|---|---|---|---|---|---|---|---|
| **SEMESTER 1** | | | | | | | | |
| 1COM111 | Communication Science 1 | 16 | Yes | Yes | 7 | None | None | Yes |
| 1ZUL151 | Sounds, Words and their Dynamics (A) (IsiZulu) | 16 | No | Yes | 5 | None | None | Yes |
| 1ENG121 | Practical English 1A | 16 | No | Yes | 6 | None | None | Yes |
| 1COM151 | Digital Communication | 15 | No | Yes | 5 | None | None | Yes |
| **SEMESTER 2** | | | | | | | | |
| 1COM112 | Journalism 1 | 16 | No | Yes | 6 | None | None | Yes |
| 1ENG122 | Practical English 1B | 16 | No | Yes | 5 | None | 1ENG121 | Yes |
| 1CMS112 | Media Skills 1 | 15 | No | Yes | 7 | None | None | Yes |
| 1HIV112 | HIV/AIDS Literacy | 15 | No | Yes | 5 | None | None | Yes |

| SECOND YEAR | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Module Code | Module Name | Credits | Major Yes/No | Active Y/N/P | NQF Level | Pre-requisite | Co-Requisite | Compulsory (Y/N) |
| **SEMESTER 1** | | | | | | | | |
| ACOM211 | Communication Science 2 | 16 | Yes | Yes | 7 | ACOM111 | None | Yes |
| ACOM271 | International Communication 1 | 15 | No | Yes | 6 | None | None | Yes |
| AZUL211 | Sounds, Words and their Dynamics, (B) SYNTAX | 16 | No | Yes | 6 | None | None | Yes |
| ACOR131 | Communications in Safety and Security | 15 | No | Yes | 5 | None | None | Yes |
| **SEMESTER 2** | | | | | | | | |
| ACAR112 | Advanced Research in Communication Strategies | 15 | No | Yes | 7 | None | None | Yes |
| ACOM212 | Public Relations 1A | 16 | No | Yes | 6 | None | None | Yes |
| ACOM252 | Digital Communication 2 | 15 | No | Yes | 6 | ACOM151 | None | Yes |

| Module Code | Module Name | Credits | Major Yes/No | Active Y/N/P | NQF Level | Pre-requisite | Co-Requisite | Compulsory (Y/N) |
|---|---|---|---|---|---|---|---|---|
| ACOR132 | The Media and Investigations | 15 | No | Yes | 5 | None | None | Yes |

**Module Description**

| THIRD YEAR | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Module Code | Module Name | Credits | Major Yes/No | Active Y/N/P | NQF Level | Pre-requisite | Co-Requisite | Compulsory (Y/N) |
| **SEMESTER 1** | | | | | | | | |
| 1COM311 | Communication Science 3 | 16 | Yes | Yes | 7 | 1COM211 | None | Yes |
| 1COM321 | Marketing & Advertising 1 | 16 | No | Yes | 7 | None | None | Yes |
| 1COM351 | Communication Research Methods C | 15 | No | Yes | 6 | None | None | Yes |
| 1CCC111 | Corporate Communication 1 | 15 | No | Yes | 6 | None | None | Yes |
| **SEMESTER 2** | | | | | | | | |
| 1COM312 | Public Relations 2A | 16 | No | Yes | 6 | 1COM212 | None | Yes |
| 1COM362 | International Communication 2 | 15 | No | Yes | 7 | 1COM271 | None | Yes |
| 1PHI322 | Ethics of Business Environment | 15 | No | Yes | 6 | None | None | Yes |
| 1CCC112 | Corporate Communication 2 | 15 | No | Yes | 7 | None | None | Yes |

| Semester | Module Name | Module Code | Credits | NQF Level |
|---|---|---|---|---|
| **YEAR 1** | | | | |
| **Semester 1** | **Communication Science 1**<br>The purpose of this module is to introduce learners to the scientific theories and skills of intrapersonal communication (communication with the self), interpersonal communication, small- | 1COM111 | 16 | 7 |

| | group communication, organisational communication, mass communication, and non-verbal communication | | | |
|---|---|---|---|---|
| | **Sounds, Words and their Dynamics A (IsiZulu)** Introduction to Phonetics, Phonology and Morphology | 1ZUL151 | 16 | 5 |
| | **Practical English 1A** This module introduces students to the basic skills required for academic reading and writing. Study material will be selected for relevance to the student's specific programme of study. | 1ENG121 | 16 | 6 |
| | **Digital Communication 1** The purpose of this module provides students with an understanding of basic electronic communication methods. | 1COM151 | 15 | 5 |
| **Semester 2** | **Journalism 1** This course is an introduction to journalism. The qualification is designed to assist learners report news in accordance with the requirements of different media news outlets. Journalism provides the learner with an insight of journalism and the responsibilities into a journalist, a code of journalism standards and the ethics of journalism. Learners will understand the various approaches to writing news. Further, learners will be introduced to developing interview skills and story construction for different communication channels. | 1COM112 | 16 | 6 |
| | **Practical English 1B** This module will develop the reading and writing skills introduced in AENG121. Study material will be relevant to the student's specific programme | 1ENG122 | 16 | 6 |
| | **Media Skills 1** The purpose of this module is to provide learners with knowledge of media institutions, functionalist and critical media theories, and media issues, 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. | 1CMS112 | 15 | 7 |
| | **HIV/AIDS Literacy** To empowering students to make a difference in dealing with HIV/AIDS crises To provide students with information on HIV/AIDS prevention and management To expose students to various areas on which HIV/AIDS impacts. | 1HIV112 | 15 | 5 |

| YEAR 2 | | | | | |
|--------|--------|---------|----|----|
| **Semester 1** | **Communication Science 2**<br>The purpose of this module is to provide learners with knowledge of organisational communication theory and research, and to enable them to apply this theory and research for the effective use, assessment and planning of communication in and between organisations. | ACOM211 | 16 | 7 |
| | **International Communication 1**<br>The purpose of the module is to provide an introduction to the subject of world news and it examines the theories, general issues, and problems related to the international function of the media. The module will tackle the role of various media and their approach to global news, and in particular the "western" news about "non-western" countries, peoples and issues, analysing news coverage in the social, cultural, and political domains. | ACOM271 | 15 | 6 |
| | **Communications in Safety and Security**<br>To equip students with the necessary knowledge and skills to understand and execute communications in a Safety and Security environment. | 1COR131 | 15 | 5 |
| | **Sounds, Words and their Dynamics & Syntax B**<br>This module aims to introduce students to IsiZulu and IsiXhosa phonetics, phonology, morphology and to develop their greater understanding of IsiZulu sentence structure.  It aims to introduce students to terminology and lexicography to enhance their better understanding of IsiZulu language. | AZUL211 | 16 | 6 |
| **Semester 2** | **Advanced Research in Communication Strategies**<br>The student will be able to understand how to use the various research methods in communication science to effectively design a research project in mass communication, strategic public relations, visual communication, inter-cultural communication and integrated organisational communication, in response to the need for communication initiatives. Communication Research Methods is to ask and answer questions about the use of media technologies, consumption of media contents, and the media audience in order to advance an organisation's effectiveness. Learners will therefore engage in the evolving sphere of communication such as the World Wide Web, Corporate communication, e-commerce; and online surveys that Web 2.0 provides. | 1CAR112 | 15 | 7 |

| | | | | |
|---|---|---|---|---|
| | **Public Relations 1A**<br>The purpose of this module is to provide learners with knowledge of the theory and practice of public relations, and to enable them to plan the execution of public relations campaigns. | ACOM212 | 16 | 6 |
| | **Digital Communication 2**<br>The purpose of this module provides students with an understanding of basic electronic communication methods. | ACOM252 | 15 | 6 |
| | **The Media and Investigations**<br>To equip students with the necessary knowledge and skills to do investigative journalism and to compile accurate media reports. | 1COR 132 | 15 | 5 |
| **YEAR 3** | | | | |
| Semester 1 | **Communication Science 3**<br>The purpose of this module is to provide learners with knowledge of the role of the communication 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. | ACOM311 | 16 | 7 |
| | **Marketing & Advertising 1**<br>Learners will understand the purpose of Advertising and Marketing within the scope of Public Relations. They will learn that advertising is the paid, public, non-personal announcement of a persuasive message by an identified sponsor; the non-personal presentation or promotion by a firm of its products to its existing and potential customers. Further, students will learn that Marketing is the systematic planning, implementation and control of a mix of business activities intended to bring together buyers and sellers for the mutually advantageous exchange or transfer of products | ACOM321 | 16 | 6 |
| | **Communication Research Methods C**<br>This module seeks to introduce theoretical guidelines to practices of conducting research in human and social sciences. Due emphasis is on historical and institutional contexts of research methods and methodologies. In this instance, consideration is focused on synthesising (i) key concepts in social theory, (ii) actual practice of social & cultural research.<br>Various associated relationships will be teased out. These include the connection between research and social policy, research and social | ACOM351 | 15 | 6 |

| | | | | |
|---|---|---|---|---|
| | theory, the philosophy of social-human sciences and subject positions (reflexivity of social researchers).<br>This module will highlight basic & applied research methods in this challenging and opportune era of globalisation, interdisciplinary collaboration, and mass democratisation.<br>This course examines research methods in mass communication in response to innovations in communication. The role of Communication Research Methods (hereafter, CRM) is to ask and answer questions about use of media technologies, consumption of media contents, and media audience stratifications. In effect, CRM attempts to find out what a particular media field is about, how it is used, what its effects are and also what its potential is. Learners will therefore engage with arising issues in a background of evolving communication like the World Wide Web, corporate communication and e-commerce. | | | |
| | **Corporate Communication 1**<br>The aim of this module is to provide students with an overview of all corporate communication activities involved in managing and coordinating all internal and external communications aimed at creating a favourable point-of-view among stakeholders on which the company depends. It involves the messages issued by a corporate organisation, body, or institute to its publics, such as employees, media, channel partners and the general public. Learners will be able to understand the organisation's aim to communicate the same message to all its stakeholders, to transmit coherence, credibility and ethics. It provides the learner skills on how to help corporates explain their mission; combine its many visions and values into a cohesive message to stakeholders and establish brand communication for the market space. | 1CCC111 | 15 | 6 |
| **Semester 2** | **Public Relations 2A**<br>This module provides students with the skills to understand media relations, analyse public relations problems, plan, implement and evaluate public relations campaigns, and to distinguish between public relations practice in business, government and non-profit organisations. | ACOM312 | 16 | 6 |
| | **Ethics of Business Environment**<br>The purpose of this module is to provide learners with knowledge of different ethical | APHI322 | 15 | 6 |

| | | | | |
|---|---|---|---|---|
| | theories applicable to business, and the skills to critically analyse workplace issues within the parameters of professional codes of conduct. As with all Philosophy modules, this is a language-enriched module enhancing the development of students' oral and written skills of expression. | | | |
| | **International Communication 2**<br>The purpose of the module is to provide a survey of the centrality of communication processes in substantive areas of political activity. Areas of study include political speeches, election campaigns, debates, government and media relations campaigns, advertising and propaganda, and political movements. Special emphasis is placed on the relationship between public opinion and the use of rhetorical strategies, imagery, and symbolism | ACOM362 | 15 | 7 |
| | **Corporate Communication 2**<br>The aim of this module is to provide students with the understanding needed to carry out strategic integrated communication strategies for the corporate environment. The course will allow students to establish strategic partnerships with relevant stakeholders and processes, and proposes solutions to some of the more prominent difficulties faced during implementation. | 1CCC112 | 15 | 7 |

## POST GRADUATE COURSES IN COMMUNICATION SCIENCE

**BA Honours in Communication Science - 1HON03; NQF Level 8 (AHON03 FOR RETURNING STUDENTS)**
**Total No. of Credits: 120**

**Description**
The Honours qualification provides research skills through projects that relate to Communication Science. This course allows students to conduct research projects in the following areas: Public Relations, Business Communication Management, Advertising, Organisational Communications, Public Speaker or Spokesperson and Journalism. The course is designed to teach the student basic techniques of thesis writing. The graduate is allowed to enter into the Masters programme upon completion.

**Structure of the Honours**
The programme is over a 1-year period and the curriculum consists of 4 modules over both semesters.

**Rules**
See General Calendar

| Faculty | ARTS |
|---|---|
| Department | Communication Science (05) |
| Degree (Designator) | <u>Bachelor of Arts Honours: Communication Science</u> |
| CESM Category | 05 | Communication, Journalism and Related Studies |
| Majors | Communication Studies | |
| Abbreviation | BA.Hons: Comm. Sci. |
| Qualification Code (SAQF) | 19199 |
| UNIZULU Code | Code: 1HON03 (**FOR FIRST TIME ENTERING STUDENTS**) |
| | AHON03 **(FOR RETURNING STUDENTS)** |
| **NQF EXIT Level** | **8** |
| Admission Requirements | A minimum 60% average of the final-year modules of a completed Bachelor's degree in Communication Studies (or equivalent) is required. |
| | Where an applicant does not meet this requirement, an HOD may tender before Faculty a motivation for admission in terms of the following criteria:<br>• Academic record: A scrutiny of the student's full academic record may convince the Faculty that the student has the potential to deliver work of the required standard;<br>• Maturity: evidence that the student had been working in the relevant field should be favourably considered;<br>• Special achievements: Any achievements supporting the view that the student has the ability to pursue postgraduate studies with success should be considered, also<br>• Refer to the Faculty requirements. |
| Minimum Credits for Admission | 360 |
| Minimum duration of studies | |
| | One year |
| Presentation mode of subjects: | |
| | Full Time |
| Intake for the qualification: | |
| | JANUARY |
| Registration Cycle for the subjects: | |
| | JANUARY |
| Readmission: | |
| Total credits to Graduate: | **120** |

| | COMPLETE HONOURS PROGRAMME | | | | | |
|---|---|---|---|---|---|---|
| SUBJECT NAME | SUBJECT CODE | SUBJECT CREDITS | Major Yes/No | Active Y/N/P | SUBJECT LEVEL | PREREQUISITE SUBJECT(S) |
| **SEMESTER 1 & 2** | | | | | | |
| Fundamentals of research | 1CS501 | 30 | Yes | Yes | 8 | None |
| Literature Survey | 1CS502 | 30 | Yes | Yes | 8 | None |
| Communication Research Methods | 1CS503 | 30 | Yes | Yes | 8 | None |
| Applied Communication Research | 1CS504 | 30 | Yes | Yes | 8 | None |
| **TOTAL** | | **120** | | | | |

**1CS501**: **FUNDAMENTALS OF RESEARCH**: Choice of Research Topic | Understanding outcomes | Proposal Design | Ethics | Integrity | Security & Quality Assurance

**1CS502**: **LITERATURE SURVEY:** Field of Specialisation: Literature Survey based on one of the following:
- o Public Relations
- o Print Media (Journalism)
- o Mass Media (Radio, Film and Television)
- o Educational and Development Communication

**1CS503**: **COMMUNICATION RESEARCH METHODS:** Research methods and selective research approaches | Design of Conceptual Model

**1CS504**: **APPLIED COMMUNICATION RESEARCH**: Question design and implementation | Data Analysis | Recommendations and Conclusion

| Semester | Module Name | Module Code | Credits | NQF Level |
|---|---|---|---|---|
| **YEAR 1** | | | | |
| **Semester 1** | **Fundamentals of Research** This module teaches learners to design a scientific research proposal, and concerns the choosing of a research topic as well as understanding outcomes. Proposal design. ethics, integrity, and security & quality assurance are also covered. | 1CS501 | 30 | 8 |
| | **Literature Survey** Students will be able to construct a scientific literature review based on their area of research. Field of Specialisation: Literature Survey based on one of the following:- o Public Relations o Print Media (Journalism) | 1CS502 | 30 | 8 |

| | | | | |
|---|---|---|---|---|
| | ○ Mass Media (Radio, Film and Television) ○ Educational and Development Communication | | | |
| **Semester 2** | **Communication Research Methods** The student will be able to Identify and implement a feasible research methodology in their study. Research methods and selective research approaches and the design of conceptual model will also be covered. | 1CS503 | 30 | 8 |
| | **Applied Communication Research** The student will be able to analyse and interpret data, as well as, report on conclusions and recommendations. Question design and implementation, data analysis, and recommendations and conclusion writing will also be covered.. | 1CS504 | 30 | 8 |

**Master of Arts in Communication Science - 1MAS03; NQF Level 9 (AMAS03 FOR RETURNING STUDENTS) Total No. of Credits: 180**

**Description**
The Masters qualification is research-based projects that relate to Communication Science. Research projects focus on the following areas: Public Relations, Business Communication Advertising, Organisational Communications and Journalism. This graduate is allowed to enter into the Doctoral programme.

**Structure of the Masters**

The programme duration is minimum 2 years.

**Rules: See General Calendar**

| | |
|---|---|
| **Faculty** | ARTS |
| **Department** | Communication Science   (05) |
| **Degree (Designator)** | Master of Arts: Communication Science |
| **CESM Category** | 05 \| Communication, Journalism and Related Studies |
| **MAJORS** | Communication Studies |
| **Abbreviation** | MA: Communication Science |
| **Qualification Code (SAQF)** | 8869 |
| **UNIZULU Code** | Code:  1MAS03  (**FOR FIRST TIME ENTERING STUDENTS**) |
| | AMAS03 (**FOR RETURNING STUDENTS**) |
| **NQF EXIT Level** | 9 |
| | BA: Honour's degree in Communication Science or related field |

| Admission Requirements | also refer to the Faculty requirements |
|---|---|
| Minimum Credits for Admission | |
| Minimum duration of studies | |
| | 2 YEARS |
| Presentation mode of subjects: | |
| | FULL TIME |
| Intake for the qualification: | |
| | JANUARY |
| Registration Cycle for the subjects: | |
| | JANUARY |
| Readmission: | |
| Total credits to Graduate: | **180** |

**Doctor of Philosophy in Communication Science - 1DPH03; NQF Level 10 (ADPH03 FOR RETURNING STUDENTS)**

**Total No. of Credits: 360**

**Description**
The Doctoral qualification is research-based projects that relate to Communication Science. Research projects focus on the following areas: Public Relations, Business Communication Advertising, Organisational Communications and Journalism.

**Structure of the Doctoral Degree**

The programme duration is minimum 2 years.

**Rules**
**See General Calendar**

| Faculty | ARTS | |
|---|---|---|
| Department | Communication Science (05) | |
| Degree (Designator) | Doctor of Philosophy | |
| CESM Category | 05 | Communication, Journalism and Related Studies |
| MAJORS | Communication Studies | |
| Abbreviation | D.Phil.: Communication Studies | |
| Qualification Code (SAQF) | 96631 | |
| UNIZULU Code | Code: 1DPH03 (**FOR FIRST TIME ENTERING STUDENTS**) | |
| | ADPH03 (**FOR RETURNING STUDENTS**) | |
| NQF EXIT Level | **10** | |

| | |
|---|---|
| **Admission Requirements** | Master's degree in Communication Science or related field |
| **Minimum Credits for Admission** | |
| **Minimum duration of studies** | 2 YEARS |
| **Presentation mode of subjects:** | FULL TIME |
| **Intake for the qualification:** | JANUARY |
| **Registration Cycle for the subjects:** | JANUARY |
| **Readmission:** | |
| **Total credits to Graduate:** | **360** |

## DEPARTMENT OF CREATIVE ARTS

| | |
|---|---|
| Professor | Vacant |
| Lecturers | G.T. Marovatsanga BA (Hons) (Zimbabwe), MA Applied Drama and Theatre (UW) |
| | G.M. Ntaka SSTD, B.PaeD, B.Ed (Hons), BA Music (Hons), MA Music (UNIZULU), MEd (UKZN), PhD (UNIZULU), ABET HR Certificate (UNISA) |
| | M. Manenye BA Drama and Theatre (UFS), BA Drama and Theatre (Hons) (UFS), BA Drama and Theatre / Dance (UFS). |
| | H.N. Seleke B.Mus (Hons) (UNIZULU) |
| | K. Moshounyane BA Drama (UFS), MA Drama and Theatre Arts (UFS) |
| | B. Buthelezi BA, PGCE (UNIZULU) BA (Hons), MA Music Performance (UKZN) |
| Administrative Assistant: | H. Mathonsi |

**Bachelor of Arts in Drama, Theatre and Performance - 1UDEG2; NQF Level 7 (AUDEG2 FOR RETURNING STUDENTS)**
**Total No of Credits: 360**

**Description of the degree**
The BA in Drama and Performance Arts is a 3-year degree with modules drawn from a variety of creative arts disciplines. This programme trains students as practitioners and researchers in creative arts generally and, from the second year, more specifically in a chosen discipline. On completion, a student should have learned fundamentals relating to several visual arts disciplines, including the performing arts; specialied vocabulary; research basics preparation for higher-degree research or employment, and ability in critical thinking. Students should also have further developed a creative practice in at least 1 discipline taught within the department.

The programme places an emphasis on community engagement, development and civic-mindedness; thus our students are encouraged to continue or create exciting relationships with a variety of communities. People with disabilities are especially encouraged to enroll. We strive to offer a strong and ethical presence in the local community as practitioner-scholars – be it creative, educational, cultural, artistic, therapeutic or entrepreneurial. Thus, the programme potentially equips students for a wide range of employment possibilities and job creativity, as well as for informed and theoretical arts viewing, writing, making and critiquing.

Like or among the fine arts, theatre, drama and dance are visual arts media; the programme's increasing interest in interdisciplinary media and practices therefore sits within a traditional yet progressive learning and teaching context. Theatre, drama, dance and music are also collectively housed as performing arts. At this stage in the department's growth, our intention is to deliberately blur the historical distinctions and categories of known art forms, while generating new forms and disciplines.

These two principles – community focus in creative-arts research and interdisciplinarity within the arts or other disciplines – are distinctive features of this department's new identity and vision. Our intention is to attract the best possible students, nurture them in a fine and performing arts education at undergraduate or post-graduate level, guide their artistic collaborations, and encourage them to develop their own career paths.

**Structure of Curriculum**

In your first year, you will study a variety of arts subjects, which will help to build a foundation for arts knowledge and production while enriching your personal experience with the arts. At present, the degree programme comprises theatre, dance, fine arts and music, but disciplinary emphases and offerings may change from year to year.

In your second year, you are expected to select one of the subjects we teach in your first year as your specialisation, and to continue with your specialisation until graduation (another 2 full years of study). The programme template provided clarifies how the different streams of study progress. Once you have selected a stream you must finish the modules within that stream in order to qualify for graduation.

Due to changing student numbers and staffing we may not offer all modules in any given year; this will not, however, affect your ability to graduate. Reasonable accommodation will be made for returning students.

**Assessment**
Current university policy is to set a final exam of no more than 50% of the total mark: please refer to the university Calendar for precise information. In artistic disciplines however, it is customary for assessments to be based on a combination of written work, submitted as research papers, tests and or examinations (or both), as well as practical or portfolio work which gives evidence of original creative endeavor. Each module's class assessment will be announced at the onset of the module. It is imperative that students be present for and to attempt every assessment in the semester, and in the order they are assigned.

All assignments must be submitted on the due date. Late assignments lose 5% per day of the total awarded mark until they are handed in. Extensions are not automatically granted. Any application for an extension should be made in writing and delivered to the lecturer at least 3 days before the due date.

**Rules**
**Entrance requirements are limited to applicants with**
Matriculation exemption endorsement or conditional exemption or equivalent; 60% in IsiZulu, English or another appropriate language. The language of instruction is English.

**Programme Template**

**YEAR 1**

| Subject Name | Subject Code | Subject Credits | NQF Level | Pre-requisite Subject (s) | Core | Major |
|---|---|---|---|---|---|---|
| **SEMESTER 1** | | | | | | |
| Introduction to Drama & Theatre Studies | 1PVA111 | 15 | NQF5 | None | Yes | Yes |
| African & Contemporary Movement Studies 1A | 1PVA121 | 15 | NQF5 | None | Yes | No |
| Musical Theatre 1A | 1PVA141 | 15 | NQF5 | None | Yes | Yes |
| Computer Literacy I | 1CPS121 | 16 | NQF5 | None | Yes | No |
| **SEMESTER 2** | | | | | | |
| Drama & Theatre Studies 1B | 1PVA112 | 15 | NQF5 | None | Yes | Yes |
| African & Contemporary Studies 1B | 1PVA122 | 15 | NQF5 | None | Yes | No |
| Musical Theatre 1B | 1PVA142 | 15 | NQF5 | None | Yes | Yes |
| Computer Literacy II | 1CPS122 | 16 | NQF5 | None | Yes | No |

**YEAR 2**

| Subject Name | Subject Code | Subject Credits | NQF Level | Pre-requisite Subject (s) | Core | Major |
|---|---|---|---|---|---|---|
| **SEMESTER 1** | | | | | | |
| Advanced Acting 1 | APVA211 | 15 | NQF6 | 1PVA112 | Yes | Yes |
| Choreographic Principles 2A | APVA221 | 15 | NQF6 | None | Yes | No |
| Visual Arts 1A | 1PVV131 | 15 | NQF5 | None | Yes | No |
| Musical Theatre 2A | APVA261 | 15 | NQF6 | 1PVA142 | Yes | Yes |
| **SEMESTER 2** | | | | | | |
| Advanced Acting 2 | APVA212 | 15 | NQF6 | NONE | Yes | Yes |
| Choreographic Principles 2B | APVA222 | 15 | NQF6 | NONE | Yes | No |

| Visual Arts 1B | 1PVV132 | 15 | NQF5 | NONE | Yes | No |
|---|---|---|---|---|---|---|
| Musical Theatre 2B | APVA262 | 15 | NQF6 | NONE | Yes | Yes |

**YEAR 3**

| Subject Name | Subject Code | Credits | NQF Level | Pre-requisite Subject (s) | Core | Major |
|---|---|---|---|---|---|---|
| **SEMESTER 1** | | | | | | |
| Theatre Performance 1 | APVA311 | 15 | NQF 7 | APVA212 | Yes | Yes |
| Directing 3A | APVA321 | 15 | NQF 7 | APVA212 | Yes | Yes |
| Visual Arts 2A | APVA251 | 15 | NQF 6 | APVV132 | Yes | No |
| Musical Theatre 3A | APVA341 | 15 | NQF 7 | APVA262 | Yes | Yes |
| **SEMESTER 2** | | | | | | |
| Theatre Performance 2 | APVA312 | 15 | NQF 7 | NONE | Yes | Yes |
| Directing 3B | APVA322 | 15 | NQF 7 | NONE | Yes | Yes |
| Visual Arts 2B | APVA252 | 15 | NQF 6 | NONE | Yes | No |
| Musical Theatre 3B | APVA342 | 15 | NQF 7 | NONE | Yes | Yes |

## MODULE DESCRIPTIONS

| SUBJECT NAME | CODE | DESCRIPTION |
|---|---|---|
| **YEAR 1: SEMESTER 1** | | |
| Introduction to Drama & Theatre Studies | 1PVA111 | This module is designed to introduce students to the working methods of drama, theatre and performance as art forms. The course places emphasis on individual growth, encouraging self-confidence, a positive self-image and respect for others, while providing an opportunity for personal artistic expression and a preliminary understanding of how drama and theatre work. |
| African & Contemporary Movement Studies 1A | 1PVA121 | African & Contemporary Movement Studies is an introduction to the use of physical body in the art of theatre making with special reference to dance, movement and mime. The course is structured to strike balance between introducing students to theoretical principles of body usage in relation to models of African contemporary movement and focuses on the practical works of African movement and dance practitioners. |
| Musical Theatre 1A | 1PVA141 | This module aims to introduce learners to historical, theoretical and practical aspects of musical theatre. Students are introduced to the history of musicals and musical instruments such as a recorder, voice and piano. |

| Computer Literacy I | 4CPS121 | |
|---|---|---|
| **YEAR 1: SEMESTER 2** | | |
| Drama & Theatre Studies 1B | 1PVA112 | This module builds and develops upon the knowledge gained in 1PVA111. It then introduces students to the history and development of drama and theatre. It traces significant historical moments, events and people shaping modern day drama, theatre and performance. The module also transmits an understanding of the historical role of theatre in society. |
| African & Contemporary Studies 1B | 1PVA122 | African & Contemporary Movement Studies is an introduction to the use of physical body in the art of theatre making with special reference to dance, movement and mime. The course is structured to strike balance between introducing students to African movement and principles of body usage in relation to theories of Rudolf Laban and other African dance and movement practitioners. The first part of this course will introduce the students to Laban techniques. |
| Musical Theatre 1B | 1PVA142 | This module develops and builds upon the knowledge and skills gained in Musical Theatre 1A. |
| Computer Literacy II | 4CPS122 | |
| **YEAR 2: SEMESTER 1** | | |
| Advanced Acting 1 | APVA211 | Advanced Acting is an intensive acting course designed for students who would like to develop themselves as performers with a solid theoretical framework in the art of acting. Advanced Acting One introduces students to the fundamentals of acting as students begin their journey towards becoming professional performers. The course will help acting students understand the actor's instrument; the voice and the body. Students will experiment and explore their instrument through engaging in a number of scene studies and practical performance of scenes from both South African texts and international play texts. The course will make reference mainly to realist play texts. |
| Choreographic Principles 2A | APVA221 | The module is divided into three parts. The first part deals with history of choreography with reference to a number of different choreographers. The second part focuses on history of African dance choreography and works of contemporary choreographers are examined. Lastly the course |

| | | looks into the influence of African dance movement in American and European choreography. The course is highly practical and is informed by existing theories and practical references.  To this end, the students are required to participate in practical projects and productions. |
|---|---|---|
| Visual Arts 1A | APVV131 | The purpose of this module is to provide a broad understanding of visual arts as a discipline. It aims to introduce students to a new vocabulary i.e. visual language.  Students will apply the elements and principles of design/art when exploring the creative process. |
| Musical Theatre 2A | APVA261 | This module aims at equipping students with basic understanding of the musical theatre. The focus of this module will be on the development of the musicals, vocal pedagogy, note values and rests, keyboard and recorders. |
| **YEAR 2: SEMESTER 2** | | |
| Advanced Acting 2 | APVA212 | Advanced Acting 2 further develops the students as actors with a sound knowledge of various approaches to acting and with an understanding of different acting theories and genres. Various realist and non-realist techniques will be studied in theory and practice in this module including; the Stanislaviski's technique, Meisner technique, Method Acting, Brecht's epic theatre and Grotowski's Poor Theatre. This module also offers further practical techniques to develop the actor's instrument, the body and voice, paying a lot more attention to developing a physically fit and capable body through experimenting with physical theatre techniques. Students will receive vocal training to develop a stage-worthy voice and improve the quality of their stage speech. |
| Choreographic Principles 2B | APVA222 | Dance choreographic principles has both theoretical and practical components. Students acquire specific dance capabilities to create, express and communicate through dance.  Choreography principle studies (APVA222 B) is presented to students to extend of the body of knowledge acquired in semester 1. Focusing on the practical implementation of the African dance theory and the use of African dance by practitioner across the world. |
| Visual Arts 1B | 1PVV132 | This module further explores the historical, theoretical and practical aspects of visual arts, enabling students to develop their skills in producing |

| | | and presenting art by introducing them to new ideas, materials, and processes for artistic exploration and experimentation. |
|---|---|---|
| Musical Theatre 2B | APVA262 | This module develops and builds upon the knowledge and skills gained in Musical Theatre 2A. The focus of this module will be musicals in different eras such as Medieval Europe and Renaissance. |
| **YEAR 3: SEMESTER 1** | | |
| Theatre Performance 1 | APVA311 | This module focuses on exploring and performing theatre. It is an intensive hands-on exploration of theatre as both process and product. Through small-scale development and performance tasks, students will develop their understanding and application of performance skills and techniques and the way that stories and ideas are communicated in and through performers interacting in and with the performance space. |
| Directing 3A | APVA321 | Directing 3A is a hands-on practical course that introduces aspiring theatre directors to the art of directing. The course is highly practical and informed by existing theories and practical references. The course offers the third year directing students the opportunity to conceptualize, develop, and produce their own productions in collaboration with advanced acting students within the Department of Creative Arts. |
| Visual Arts 2A | APVA251 | The purpose of this module is to provide a deeper understanding of visual arts as a discipline. It aims to expand on students' visual language vocabulary. Students will continue to apply the elements and principles of design/art when exploring the creative process. |
| Musical Theatre 3A | APVA341 | This module aims at equipping students with broad understanding of the history and evolution of musicals.  The focus of this module will be on different types of musicals in in various countries such as America and South Africa.  Technical exercises on Voice keyboard and recorders will be focused on to equip students with more advanced practical skills. |
| **YEAR 3: SEMESTER 2** | | |
| Theatre Performance  2 | APVA312 | This module explores the use and performance of drama and theatre outside "conventional" theatre spaces. It engages with the concept of Applied Theatre. Opportunities will be created for students to |

| | | engage and experiment with select forms of Applied Theatre. |
|---|---|---|
| Directing 3B | APVA322 | The course is a hands-on practical course that offers the third year directing students the opportunity to conceptualize, develop, and produce their own productions with design students and performers within the Department of Creative Arts. The production may be a published play, self-scripted or a workshop production. Classes will focus on directorial approaches and analysis of directorial concepts, the foundation of which has been set in the First Semester APVA321 Directing 3A course. |
| Visual Arts 2B | APVA252 | This module further explores the historical, theoretical and practical aspects of visual arts, developing and refining their skills in producing and presenting art. Students will learn to use the critical analysis process to reflect on and interpret art within a personal, contemporary, and historical context. |
| Musical Theatre 3B | APVA342 | This module develops and builds upon the knowledge and skills gained in Musical Theatre 3A. The focus will be more on music analysis, comparison of musicals and more advanced technical exercises on musical instruments. |

## DEPARTMENT OF CRIMINAL JUSTICE

| | |
|---|---|
| Professor | Vacant |
| Associate Professor | J.M. Ras BA (Hons) (Biblical Languages), BTh,MTh, DTh (Stellenbosch), (Hons) MA (Psych), DPhil (Criminal Justice), DPhil (Psychology) (UNIZULU) |
| Senior Lecturer | M. Buthelezi B.Tech: Policing (UNISA), M.Tech: Public Management(Unisa), MA: Governance and Political Transformation (UFS), D.Tech: Policing (TUT) |
| Lecturer | C.Z. Zondi BA (Hons, Management Development Programme (Stellenbosch), Assessor (Primeserv), ABET (UNISA), UED, MA, DPhil (UNIZULU) |

**Bachelor of Arts in Correctional Studies - 1JDEG2; NQF Level 7 (AJDEG2 FOR RETURNING STUDENTS)**
**Total No of Credits: 384**

**Description**
In the Department of Criminal Justice, students are taught knowledge and skills in preparing them to become effective and important role-players in the correctional services environment.  With this degree students will be qualified to operate especially as Correctional Service Officers, but they can also be employed in any other safety- and security-related institutions, such as the police, private security, traffic police, the military, etc.

## Structure of the programme

The programme shall extend over a 3-year period.  The curriculum shall consist of at least 24 semester modules as follows:

**First year** -     a minimum of eight semester modules
**Second year** -  a minimum of eight semester modules
**Third year** -     a minimum of eight semester modules

**Rules**: General rules of the Faculty of Arts apply.

## Programme Template

| | |
|---|---|
| **Faculty** | ARTS |
| **Departments** | Criminal Justice |
| **Degree (Designator)** | Bachelor of Arts Correctional Studies |
| **Qualifier** | |
| **Majors** | |
| **Abbreviation** | BA |
| **Qualification Code (SAQF)** | |
| **UNIZULU Code** | |
| **EXIT NQF LEVEL** | 7 |
| **Admission Requirements** | Pass of at least 50% (level 4) in English |
| **Admission Requirements** | |
| **Minimum Credits for Admission** | National Senior Certificate With Degree Endorsement And with 24 NSC points |
| **Minimum duration of studies** | 3 YEARS |
| **Presentation mode of subjects:** | DAY CLASSES |
| **Intake for the qualification:** | JANUARY |
| **Registration Cycle for the subjects:** | JANUARY |
| **Readmission:** | Subject to prior performance and current applicability of passed modules |
| **Total credits to Graduate:** | **384** |

| FIRST YEAR | | | | | | |
|---|---|---|---|---|---|---|
| **Subject Name** | **Code** | **Credits** | **NQF Level** | **Prerequisite Subject** | **Co-prerequisite Subject** | **Compulsory (Yes/No)** |
| **SEMESTER 1  (Compulsory Modules)** | | | | | | |
| Introduction to Criminology and Research | 1COR111 | 16 | 5 | None | None | Yes |
| Introduction to Punishment | 1COR121 | 16 | 5 | None | None | Yes |
| Computer Literacy 1 | 4CPS121 | 16 | 5 | None | None | Yes |
| **Choose any TWO Electives** | | | | | | |
| Practical Afrikaans  Practical English 1A  English 1 Part A (Language and Literature) | 1AFR111  1ENG121  1ENG111 | 16 | 5 | None | None | No |

| Subject Name | Code | Credits | NQF Level | Prerequisite Subject | Co-prerequisite Subject | Compulsory (Yes/No) |
|---|---|---|---|---|---|---|
| Sounds, Words and their Dynamics, A (IsiZulu) | 1ZUL151 | | | | | |
| Introduction to Sociology | 1SGY111 | | | | | |
| **SEMESTER 2  (Compulsory Modules)** | | | | | | |
| History of the Criminal Justice System | 1COR112 | 16 | 5 | None | None | Yes |
| Introduction to Corrections | 1COR122 | 16 | 5 | None | None | Yes |
| Computer Literacy 2 | 4CPS122 | 16 | 5 | None | None | Yes |
| **Choose any TWO Electives** | | | | | | |
| Practical Afrikaans and Literature | 1AFR122 | | | | None | No |
| Practical English 1B | 1ENG122 | | | | None | No |
| English 2 Part B:  Language and Literature | 1ENG112 | 16 | | | None | No |
| Translation, Interpretation, Traditional and Modern Literature (IsiZulu) | 1ZUL 152 | | | | None | No |
| Industrial Societies | 1SGY112 | | | | None | No |

| **SECOND YEAR** | | | | | | |
|---|---|---|---|---|---|---|

| Subject Name | Code | Credits | NQF Level | Prerequisite Subject | Co-prerequisite Subject | Compulsory (Yes/No) |
|---|---|---|---|---|---|---|
| **SEMESTER 1  (Compulsory Modules)** | | | | | | |
| **Crime Prevention** | ACOR211 | 16 | 6 | None | None | Yes |
| **Offender Policies** | ACOR221 | 16 | 6 | None | None | Yes |
| **Choose any TWO Electives** | | | | | | |
| English 1 Part A | 1ENG111 | 16 | | | None | No |
| Practical English 1 A | 1ENG121 | 16 | | | None | No |
| English Literature 2 Part A | AENG211 | 16 | | | | No |
| Social Policy and Policy Implementation | 1SGY131 | 16 | | | | No |
| Introduction to Psychology | 1PSY111 | 16 | | | | No |
| **SEMESTER 2  (Compulsory Modules)** | | | | | | |
| **Socio-Criminology** | ACOR212 | 16 | 6 | None | None | Yes |
| Professional Skills Development for Correctional Officials | ACOR222 | 16 | 6 | None | None | Yes |

**Choose any TWO Electives**

| Subject Name | Code | Credits | NQF Level | Prerequisite Subject | Co-prerequisite Subject | Compulsory (Yes/No) |
|---|---|---|---|---|---|---|
| English 1 Part B | 1ENG112 | 16 | 5 | None | None | No |
| Practical English 1 Part B | 1ENG122 | 16 | 5 | None | None | No |
| English 2 Part B: Language and Literature | AENG212 | 16 | 6 | Yes | 1ENG112 | No |
| Social Change and Development | 1SGY122 | 16 | 5 | None | None | No |
| Applied Psychology | 1PSY112 | 16 | 5 | None | None | No |

**THIRD YEAR**

| Subject Name | Code | Credits | NQF Level | Prerequisite Subject | Co-prerequisite Subject | Compulsory (Yes/No) |
|---|---|---|---|---|---|---|
| **SEMESTER 1  (Compulsory Modules)** | | | | | | |
| Psycho-Criminology | ACOR311 | 16 | 7 | None | None | Yes |
| Correctional Management | ACOR321 | 16 | 7 | None | None | Yes |
| **Choose any THREE Electives** | | | | | | |
| Writing and Oral Communication | 1GEN111 | 16 | 5 | None | None | No |
| Theories and Skills for Social Work | ASWK241 | 16 | 6 | None | None | No |
| Personality Psychology | APSY221 | 16 | 6 | None | None | No |
| Human Societies | 1SGY121 | 16 | 5 | None | None | No |
| **SEMESTER 2** | | | | | | |
| Monistic Studies on Crime and Victimology | ACOR312 | 16 | 7 | None | None | Yes |
| Administering Community Corrections:  A (Assessing Offenders) | ACOR322 | 16 | 7 | None | None | Yes |
| Administering Community Corrections:  B (Assessing Communities) | ACOR332 | 16 | 7 | None | None | Yes |

## SUBJECT DESCRIPTIONS

| Code | Module Name | Module Description |
|---|---|---|
| **1COR111** | **INTRODUCTION TO CRIMINOLOGY AND RESEARCH** | This module focuses on all introductory issues related to Criminology as well as basic research issues in this field.  Matters and questions that are *inter alia* discussed include:  the subject field and issues related to Criminology, how it differs from other subjects in the field of Safety and Security, different forms of crime, reasons for crime and |

| | | |
|---|---|---|
| | | possible solutions to crime. In research, attention is given to scientific research terminology, different research approaches, methods, techniques and different reference techniques (Harvard & APA). |
| 1COR121 | **INTRODUCTION TO PUNISHMENT** | This module focuses on all introductory issues related to Punishment, like social order and the maintenance of law and order, the origin and reason why people need to be punished, the history of punishment, different forms of punishment (ancient and contemporary), and legal and cultural issues surrounding punishment. |
| 1COR112 | **HISTORY OF THE CRIMINAL JUSTICE SYSTEM** | In the particular module attention is given to the origin, history, and development of the criminal justice system – world-wide and in South Africa. The focus is mainly on the administrative processes related to the police, the courts and the prisons. Ancient, past and contemporary developments in the system will be discussed. Special attention will be given to the development of the police. |
| 1COR122 | **INTRODUCTION TO CORRECTIONS** | Introductory issues in Corrections include the origin of sentencing, punishment and corrections, the evolution and development of correctional centers, correctional management and ancient, past and present day correctional rehabilitation measures that are put in place to change offending behavior. |
| ACOR211 | **CRIME PREVENTION** | In this module students are exposed to past and present crime prevention strategies to prevent and reduce crime. Crime prevention is discussed from different disciplinary approaches and angles like the law, police science, safety and security, and so forth. Attention is given to different forms of policing that aims to reduce crime, like community, problem-solving, sector, and intelligence-led policing. Practical measures are discussed to prevent and reduce crime. |
| ACOR221 | **OFFENDER POLICIES** | Offender Policies is a module that looks at laws, policies and practical issues related to prisoners like the constitution of South Africa, the White Paper on Corrections and the Correctional Services Act. Present-day prisoner and prison challenge are highlighted and discussed with the aim to improve present-day best practices through constitutional and policy changes. |
| ACOR212 | **SOCIO-CRIMINOLOGY** | Theoretical developments at international and national level are discussed like social disorganisation and strain theories, the Chicago School of Criminology, cultural, political and religious theories, and the rational choice theory. |

| ACOR222 | PROFESSIONAL SKILLS DEVELOPMENT FOR CORRECTIONAL OFFICIALS | This module focuses on the professionalisation of correctional officials through present-day skills training and personal development. Attention is paid to the reasons for skills and professional training in the light of present day international and national best practices. Students will be exposed to different but relevant topics that will develop and capacitate them for better service deliveries within a prison environment. |
|---|---|---|
| ACOR311 | PSYCHO-CRIMINOLOGY | In psycho-criminology students will learn to look at crime and other crime-related issues mainly from a psycho-criminological but also from a police and Department of Correctional Services perspective. They will learn to do all kinds of profiling that assist people in the field of safety and security to better comprehend crime, suspects, criminals, offenders and particular groups of people or communities. This includes, for example, the profiling of crime scenes, offenders, terror suspects and local communities. |
| ACOR321 | CORRECTIONAL MANAGEMENT | Correctional Management looks at all managerial issues in a prison and correctional environment. Traditional and contemporary management aspects are discussed in the light of past prison and modern-day prison and correctional practices. The focus will be on different role players in prison and correctional management like the human resources' department, unit managers, operational managers, the guarding division, and those offering rehabilitation programs. |
| ACOR312 | MONISTIC STUDIES ON CRIME AND VICTIMOLOGY | This module focuses on different types of crimes, the reconstruction of crime scenes, specific criminal case studies, and victims of crime. Attention is paid to different forms of victims, victim trauma, victim impact statements, and the personal empowerment of victims of crime through different victim empowerment programs. |
| ACOR322 | ADMINISTERING COMMUNITY CORRECTIONS: A (ASSESSING OFFENDERS) | This specific module pays attention to the assessment of offenders in prison. Past and present-day assessment practices are discussed with an emphasis on modern-day assessment practices in South Africa. Students will be exposed to specific assessment tools of the Department of Correctional Services to prepare them to do practical offender assessments in prison. |
| ACOR332 | ADMINISTERING COMMUNITY CORRECTIONS: B (ASSESSING COMMUNITIES | In this particular module students will learn to assess and profile different communities from a safety and security but also from a Department of Correctional Services perspective. Attention will be paid to parole boards, probationers, parolees, |

| | | community corrections offices, correctional supervision, restorative justice, restorative justice programmes and the importance of external community partnerships between prisons and communities. |
|---|---|---|

**Bachelor of Arts Honours in Criminology – 1HON04; NQF Level 8 (AHON04 FOR RETURNING STUDENTS)**
**Total No. of Credits: 120**

**Admission requirements**
To register for an Honours degree in Criminology, a student must have obtained at least 60% in Course III.

**Duration of the Proposed Degree**
The curriculum shall extend over at least 1 year.

**Examination**
Four papers plus a research article.

**Paper 1: (1CR501) Fundamental Criminology**
Attention is given to the scope and field of study of Criminology within the broader field of safety and security. Different issues are discussed like the different factors in crime causation, different crime theories and practical solutions to crime.

**Paper 2: (1CR502) Criminological Research Methodology**
This module is an in-depth analysis of different research approaches in criminology as well as the different methods and techniques that can be used to do qualitative and quantitative research. Attention is also paid to the different phases in the research process, scientific methods and the writing of a research report and article.

**Paper 3 and 4:** The student chooses 2 of the following:

(a)     **(1CR503) Juvenile Criminology**
        This module explains the scope and field of Juvenile Criminology and discusses the crimes and challenges faced by the youth. Special attention is paid to practical solutions to solve youth crimes and what can be done to prevent the youth from getting involved in crime.

(b)     **(1CR504) Monistic Studies of Crime**
        The focus in this module is on an analysis of specific crimes, with particular reference to violent crimes. Attention is also paid to the reconstruction of crime scenes, the investigation of crime, the state of mind of offenders, and practical lessons that we can learn to prevent these type of crimes in future.

(c)     **(1CR505) Victimology**
        This module specifically is an in-depth analysis of all aspects related to victims. Aspects that get attention are: Fundamental Victimology; typologies of crime victims; victimization; victim impact statements, victim compensation, victim empowerment and reintegration of victims into society. Case studies will be included, for example, victims of farm or terror attacks.

(d)     **(1CR506) Traffic Criminality**
The focus in this module is on traffic policing and traffic crimes.  An in-depth analysis is done of traffic related crimes in the light of traffic laws and regulations.   Different traffic policing approaches, styles, methods and tactics are discussed in order to reduce all traffic-related crimes including taxi violence, drinking and driving and road accidents. Special attention is given to traffic crimes related to the taxi recapitalization programme and the demerit system.

(e)     **(1CR507) Crime prevention**
This module is an in-depth analysis of all crime prevention policing strategies and measures that aim to prevent and reduce crime.  Practical and workable solutions are highlighted in the light of past- and modern-day international and national best practices, for example, community policing, the role of community policing forums, the role of private security, etc.

**Paper 5**: **(1CR508**) This module consists of a research article.  The title of the research article needs to be approved by the HOD. The article must be between 25 and 30 typed pages long (1½ spacing). The article, which carries the weight of 1 paper, must be submitted to the HOD before the 15th November of the academic year in which the candidate wishes to submit the article for examination.

**Master of Arts in Criminology - 1MAS04; NQF Level 9 (AMAS04 FOR RETURNING STUDENTS)**
**Total No. of Credits: 180**

**Admission requirements**
To be registered for a Master of Arts in Criminology, a student shall have passed an Honours degree in Criminology, or in another related field in safety and security.

**Duration of the proposed degree**
The curriculum shall extend over at least 1 year.

**Examination**
The examination shall consist of a dissertation on an approved subject.  This may be supplemented with an oral examination if the HOD deems it fit.

**Doctor of Philosophy in Criminology - 1DPH04; NQF Level 10 (ADPH04 FOR RETURNING STUDENTS)**
**Total No. of Credits: 360**

A thesis on an approved subject in a criminal justice or safety and security related field of study.

**Bachelor of Arts Honours in Penology - 1HON05; NQF Level 8 (AHON05 FOR RETURNING STUDENTS)**
**Total No. of Credits: 120**
**Admission requirements**
To register for an Honours degree in Penology a student must have obtained at least 60% in Course III.

**Duration of the proposed degree**
The curriculum shall extend over at least 1 year.

**Examination**

Four written papers and a research article.

PART I
Paper 1 - 1PN501     -     Fundamental Penology (compulsory)
Paper 2 - 1PN502     -     Research Methodology (compulsory)
Paper 6 - 1PN506     -     Research Article (compulsory)
PART II
The student chooses **2** of the following.
Paper 3 - 1PN503     -     Penitentiary Penology
Paper 4 - 1PN504     -     Judicial Penology
Paper 5 - 1PN505     -     Community-based Penology


## DEPARTMENT OF ENGLISH

| | |
|---|---|
| Senior Professor | M.J. Hooper MA, PhD, HDE (Natal) |
| Professor | C.A. Addison MA (Natal), MA (Stellenbosch), PhD (British Columbia) |
| Senior Lecturer | B.X.S. Ntombela SSTD, B.Paed, BA (Hons), MA, DPhil (UNIZULU), CELTA (Cambridge) |
| Lecturers | K. Gqibitole MA (KwaZulu-Natal), Secondary Teachers Diploma (Mxenge), PhD (KwaZulu-Natal) |
| | L. Mafu BA (Zimbabwe), Hons (UNISA), MA (Zimbabwe), Graduate Certificate in Education (Zimbabwe), DLitt et Phil (UNISA) |
| | W.S. Nkabinde B.Paed (Hons), MA (UNIZULU) |
| | T. Pillay MPhil (Stellenbosch), UHDE (Durban Westville) |
| | P.J. Coetzee BA (Hons) MA PhD (Rhodes) |
| | I.B. Rawlins BA Hons, MACW (Rhodes), CELTA (Cambridge) |
| | A.A. Fawole BA (Hons) English (Ilorin), MA Communication and Language Arts (Ibadan), PGCE (Pretoria), PhD Translation Studies and Linguistics (Limpopo) |
| | M. Malimela BA (Hons), MPhil (UCT) |
| | A. Akpome (Hons) English and Literary Studies (Delta State University, Nigeria), BA (Hons), MA, D. Litt.et.Phil English (UJ) |
| | V. Ndabayakhe Diploma (RAU), BA (Hons), MA (UNIZULU), PhD (NWU) |
| | M.O. Ayoola BA.ED (ENG/EDU) (Lagos State University |
| | OJO Nigeria, MA (English) (University of Lagos AKOKA Nigeria) PhD (UNIZULU) |
| | F.M. Ringwood BA English and Communication (UJ), English Lit. Hons (Wits), English Publishing MA (Wits) |

## BA Honours in English - 1HON08; NQF Level 8 (AHON08 FOR RETURNING STUDENTS)

**Admission requirements**

In terms of regulation G29(2), a candidate who has achieved a mark of less than 60% in English III will not normally be admitted to the degree.

The degree may be taken full-time (1 year) or part-time (normally 2 years). Students are required, in consultation with the HOD, to choose **5** papers from the following list:

Paper 1 (1EN510)        English Language Studies
|  |  |  |
|---|---|---|
| | 1EN511 | English Syntax |
| | 1EN512 | English Semantics |
| | 1EN513 | English Pragmatics |
| | 1EN514 | English Sociolinguistics |
| | 1EN515 | English Psycholinguistics |

Paper 2 (1EN520)        Literary Criticism and Theory
Paper 3 (1EN530)        Period Studies, for example:
|  |  |  |
|---|---|---|
| | 1EN531 | English Renaissance Literature |
| | 1EN532 | English Romantic Literature |
| | 1EN533 | English Modernist Literature |

Paper 4 (1EN540)        Area Studies, for example:
|  |  |  |
|---|---|---|
| | 1EN541 | African Literature in English |
| | 1EN542 | Southern African Literature in English |
| | 1EN543 | American Literature |

Paper 5 (1EN550)        Thematic Studies, for example:
|  |  |  |
|---|---|---|
| | 1EN551 | The Primal Vision: Mythopoeic |
| | 1EN552 | Gender Studies |

Paper 6 (1EN560)        Genre Studies, for example:
|  |  |  |
|---|---|---|
| | 1EN561 | Poetry |
| | 1EN562 | Narrative |
| | 1EN563 | Drama |
| | 1EN564 | Travel Writing |
| | 1EN565 | Life Writing |

Paper 7  (1EN570)       Studies in World Literatures
Paper 8 (1EN580)        Writing Topics
Paper 9 (1EN590)        Research Paper

**Note:**
1. Students may choose up to 2 papers from another department in the Faculty of Arts, if this is approved by the Heads of both departments.
2. The options offered in any year will depend on the availability of staff as well as on student    interests.
3. Any of the main headings (i.e., those whose code numbers end with "0") may be subdivided.
4. A student is welcome to choose 2 or more papers under any heading.
5. 1EN590, the Research Paper, is compulsory.


**Duration of Course**
See General Rule A14.3

**Examination**
One 3-hour paper for each course, except 1EN590.

**Master of Arts in English - 1MAS08; NQF Level 9 (AMAS08 FOR RETURNING STUDENTS)**
A dissertation on an approved subject

**Doctor of Philosophy in English - 1DPH08; NQF Level 10 (ADPH08 FOR RETURNING STUDENTS)**
A thesis on an approved subject


**DEPARTMENT OF GENERAL LINGUISTICS AND MODERN LANGUAGES**

| | |
|---|---|
| Professor | Vacant |
| Senior Lecturer | E.M. Mncwango BA (Hons, Linguistics), MA (UNIZULU), ABET Certificate (SA), DPhil (UNIZULU) |
| Junior Lecturer  (Contract) | T.H. Chiliza BA (Hons) (UNIZULU) |

**BA Honours in Afrikaans - 1HON01; NQF Level 7 (AHON01 FOR RETURNING STUDENTS)**
The Honours course in Afrikaans may be taken full-time (1 year) or part-time (normally 2 years).

**Requirements:**
1. Candidates must obtain a minimum average mark of 60% in the third year to be admitted to the course.
2. Students are required to choose **5** subjects from the list given below. The subjects are divided in 2 groups. At least **3** subjects must be chosen from each group (either 2 from Group A and 1 from Group B or vice-versa).
3.  1AF512 Research Project (Compulsory)
    1AF506 Research Methodology (Compulsory)

| Group A | Group B |
|---|---|
| 1A 501  Cognitive Rhetoric | 1AF508  Afrikaans Prose |
| 1AF502  Semantics | 1AF509  Afrikaans Poetry |
| 1AF503  Socio-Linguistics | 1AF510  Afrikaans Drama |
| 1AF504  Lexicology | 1AF511  Introduction to Dutch Literature |
| 1AF505  Afrikaans Grammar | 1AF513  Literary theory and criticism |
| 1AF507  Applied Linguistics | |

**Examination and Research Paper**
1. The examination consists of one three hour paper in each of three subjects, as well as a mini-research dissertation, counting 30% of the total final mark, in the other two subjects.
2. The examination can be written either in November or in January/February.
3. The year mark will be taken into account for the final mark.

**Master of Arts in Afrikaans - 1MAS01; NQF Level 9 (AMAS01 FOR RETURNING STUDENTS)**
A dissertation on an approved topic.

**Doctor of Philosophy in Afrikaans - 1DPH01; NQF Level 10 (ADPH01 FOR RETURNING STUDENTS)**
A thesis on an approved topic.

**BA Honours in General Linguistics - 1HON09; NQF Level 8 (AHON09 FOR RETURNING STUDENTS)**

See General University Rules G29, G32.

Before being admitted to the Honours programme candidates should have an undergraduate degree, preferably in English, Linguistics, IsiZulu or any other language. Candidates with majors in Psychology and other language courses will also be considered. A Higher Diploma in Education with teaching experience will also qualify, after consultation with the HOD.

The Honours programme is designed to improve employment prospects for language teachers, language practitioners, translators, interpreters, publishers and other related professions.

**The structure of the degree is as follows:**

| CODE | TITLE | CREDIT VALUE | DESCRIPTION |
|------|-------|--------------|-------------|
| 1GL501 | Syntax | 23 | This paper offers grammar of language – sentence structure; rules, etc. It also offers traditional and modern approaches in linguistics, the interconnectedness between syntax and other areas of language studies. |
| 1GL502 | Sociolinguistics | 23 | In sociolinguistics the focus is on the study of language in relation to social factors, including differences of regional, class, and occupational dialect, gender differences, language and culture, bilingualism, etc. |
| 1GL503 | Psycholinguistics | 23 | *Psycholinguistics* is the study of the mental aspects of language and speech. It is primarily concerned with the ways in which language is represented and processed in the brain. The paper focuses on language processing, lateralisation, aphasia, etc. |
| 1GL504 | Language Theory & Practice | 23 | The paper focuses on theoretical principles in language teaching and learning. Students will be required to critique the presented approaches: the traditional, structural, situational and communicative approaches. Some syllabuses will be evaluated, in terms of communicative teaching design and effectiveness. |
| 1GL505 | Original Research Paper | 30 | Students will be expected to use insights which they gained from the course as a whole to write an extended essay of about 5000 – 8000 words. Topics on which they will write may vary from psycholinguistics, sociolinguistics, syntax, etc. There will be guidance and supervision provided by the Department on the writing of the extended essay. |

**Master of Arts in General Linguistics - 1MAS09; NQF Level 9 (AMAS09 FOR RETURNING STUDENTS)**
A dissertation on an approved topic.

**Doctor of Philosophy in General Linguistics - 1DPH09; NQF Level 10 (ADPH09 FOR RETURNING STUDENTS)**

A thesis on an approved topic.

**German**

**BA Honours in German - 1HON11; NQF Level 8 (AHON11 FOR RETURNING STUDENTS) (NOT OFFERED IN 2019)**
Candidates must have attained a minimum of 60% average in the German – Year Level III – modules in order to be admitted to the course.

Students are required to choose **4** papers from the following list:

**1GE501**      A Period
**1GE502**      A Genre
**1GE503**      Literature Theory
**1GE504**      Language
**1GE505**      Mass Literature

| CODE | TITLE | CREDIT VALUE | DESCRIPTION |
|------|-------|--------------|-------------|
| 1GE501 | A Period (Literature Period) | 20 | This paper offers an overview of selected periods in German Literature History as well as an in-depth study of a period chosen by the student. |
| 1GE502 | A Genre | 20 | A consideration of some elements of genre theory as well as an overview of literature genre. This is followed by a paper on a chosen genre. |
| 1GE503 | Literature Theory | 20 | This paper focuses on a particular literature theory as well as examples of its application. |
| 1GE504 | Language | 20 | Topics may be chosen from fields such as translation and German as a Foreign Language (DAF). The focus is on the German language. |
| 1GL505 | Mass Literature | 20 | A study of various aspects of mass literature or popular fiction, including the close reading of some selected works in this genre. The paper will focus on theory as well as analysis. |

One of these papers must be a research paper which will count at least 30% of the total final mark (40 credits). This means that 3 of the four chosen papers will count 20 credits each and one will count 40 credits.

**Master of Arts in German - 1MAS11; NQF Level 9 (AMAS11 FOR RETURNING STUDENTS) (NOT OFFERED IN 2019)**

A dissertation on an approved subject.

**DEPARTMENT OF GEOGRAPHY AND ENVIRONMENTAL PLANNING**

**Bachelor of Arts in Environmental Planning and Development - 4GBA01; NQF Level 7**
**Total No. of Credits: 384**

**Programme Description**

This qualification is aimed at producing graduates who intend to become planners who will liaise with developers. The qualification leads from a foundation in the social sciences, development studies and geographical sciences and is followed by sound grounding in all aspects of environmental planning. With this qualification, learners will be qualified to enter the field of environmental planning at a technical level, but are recommended to continue their studies at Honours level in the various sub-disciplines.

**Geography: BA Environmental Planning and Development**

| | | |
|---|---|---|
| **Faculty** | Faculty of arts | |
| **Departments** | Geography | |
| **Degree (Designator)** | Bachelor of Arts Environmental Planning and Development | |
| **Qualifier** | | |
| **Majors** | Geography | |
| **Abbreviation** | BA | |
| **Qualification Code (SAQF)** | | |
| **UNIZULU Code** | 4GBA01 | |
| **EXIT NQF LEVEL** | 7 | |
| **Admission Requirements** | Pass of at least 50% (level 4) in English | |
| **Admission Requirements** | Pass of at least 50% (level 4) in Geography | |
| **Minimum Credits for Admission** | National Senior Certificate With Degree Endorsement And with 26 NSC points | |
| **Minimum duration of studies** | 3 YEARS | |
| **Presentation mode of subjects:** | DAY CLASSES | |
| **Intake for the qualification:** | JANUARY | |
| **Registration Cycle for the subjects:** | JANUARY | |
| **Readmission:** | Subject to prior performance and current applicability of passed modules | |
| **Total credits to Graduate:** | **384** | |

## YEAR 1

| Subject Name | Code | Credits | NQF Level | Prerequisite Subject | Co-prerequisite Subject |
|---|---|---|---|---|---|
| **SEMESTER 1** | | | | | |
| Introduction to Physical and Environmental Geography | 4GES111 | 16 | 5 | None | None |
| NGO Sector, Development and Underdevelopment | 1DEV111 | 16 | 5 | None | None |
| Introduction to Tourism | 1RTO111 | 16 | 5 | None | None |
| Practical English 1 A: | 1ENG121 | 16 | 5 | None | None |
| **SEMESTER 2** | | | | | |
| Introduction to Human Geography | 4GES112 | 16 | 6 | None | None |
| Community Project Development and Facilitation | 1DEV112 | 16 | 6 | None | None |
| Business Tourism and Entrepreneurship | 1RTO112 | 16 | 6 | None | None |
| Practical English 1 B | 1ENG122 | 16 | 6 | None | None |

## YEAR 2

| Subject Name | Code | Credits | NQF Level | Prerequisite Subject | Co-prerequisite Subject |
|---|---|---|---|---|---|
| **SEMESTER 1** | | | | | |
| Global Landforms and Cartography | SGES211 | 16 | 6 | 4GES111 | None |
| Integrated Local Economic Development | ADEV221 OR | 16 | 6 | None | None |
| Development Development Concepts: Economic and Social. | ADEV211 | 16 | 6 | None | None |
| Tourism Marketing A | ARTO211 | 16 | 6 | None | None |
| Elementary Statistics for Science Students | S4STT111 | 16 | 5 | None | None |
| **SEMESTER 2** | | | | | |
| Demographics, Health and Sustainable Development | SGES212 | 16 | 6 | SGES112 | None |
| Geographical Info Systems | SHYD222 | 16 | 6 | None | SGES211 |

| Choose one elective | | | | | |
|---|---|---|---|---|---|
| Integrated Rural Development OR Population Studies and SA Population Policy. | ADEV222 | 16 | 6 | None | None |
| | ADEV212 | 16 | 6 | None | None |
| Tourism Marketing B OR Computer Literacy II | ARTO212 | 16 | 6 | None | None |
| | 4CPS122 | 16 | 5 | None | None |

| YEAR 3 | | | | | |
|---|---|---|---|---|---|
| **Subject Name** | **Code** | **Credits** | **NQF Level** | **Prerequisite Subject** | **Co-prerequisite Subject** |
| **SEMESTER 1** | | | | | |
| Urban Environment and Recreation Planning | SGES311 | 16 | 7 | SGES212 | None |
| Land Use and Natural Resource Management | SGES331 | 16 | 7 | SGES211 | None |
| Integrated Urban Development | ADEV311 | 16 | 7 | None | None |
| Industry and Development | ADEV321 | 16 | 7 | None | None |
| **SEMESTER 2** | | | | | |
| Environmental Management | SGES312 | 16 | 7 | SGES211 | None |
| Environmental Fieldwork and Research | SGES322 | 16 | 7 | SGES211 and SGES212 | None |
| Project Management and Evaluation | ADEV312 | 16 | 7 | None | None |
| Research Methodology | ADEV322 | 16 | 7 | None | None |

**Descriptions of geography modules**

| Title | Introduction to Physical and Environmental Geography | | |
|---|---|---|---|
| Code | 4GES111 | Department | Geography and Environmental Studies |
| Prerequisites | None | Co-requisites | None |
| Aim | This course introduces the student to man's physical environment i.e. earth's landform and atmospheric processes and environmental management. It provides the skills and knowledge to understand the global patterns and the natural processes involved in the landforms formation and the analysis of air temperature, atmospheric moisture and precipitation, wind and global circulation, and weather | | |

| | |
|---|---|
| | systems. The course also introduces students to major environmental issues confronting the society. |
| Content | Materials of the Earth's crust<br>The lithosphere and plate tectonics<br>Volcanic and tectonic landforms<br>Landforms of weathering and mass wasting<br>Landforms and rock structure<br>Landforms made by wind, waves and currents<br>Air temperature<br>Atmospheric moisture and precipitation<br>Winds and global circulation<br>Weather systems<br>Ethical and philosophical foundations of environmental management<br>Environmental problems<br>Land use planning and environmental management<br>Environmental management approaches<br>Case studies on environmental management |
| Assessment | 40% Continuous Assessment Mark (10% practical exercises; 10% practical test; 15% theory tests and 5% assignments, presentations or activities).<br>60% Formal end of module theory (3 hours) |
| DP Requirement | 40% Continuous Assessment Mark<br>80% Attendance of theory and practical classes |


| Title | Introduction to Human Geography | | |
|---|---|---|---|
| Code | 4GES112 | Department | Geography and Environmental Studies |
| Prerequisites | None | Co-requisites | None |
| Aim | This course covers 2 aspects of human geography namely cultural and tourism Geography. The course introduces the students to the discipline of human geography that deals with the various sub-disciplines that include population dynamics, cultural environments, spatial behaviour and urban geography.  The course is intended to provide students with an awareness of the value of human Geography as a discipline that aids understanding of the complex and ever-changing world.  Tourism Geography aims to provide knowledge and understanding of the long-term consequences of tourism development: the socio-cultural, economic and environmental impacts of tourism as well as the economics of the tourism industry. | | |
| Content | Aspects to be studied will include:<br>Philosophies in geography<br>Population dynamics<br>Cultural geography<br>Geography of spatial behaviour<br>Urbanisation<br>Inequality within a state<br>Tourism Industry: planning and development<br>Tourism and economic development<br>Tourism development and the environment<br>Social and cultural aspects of tourism<br>Pro-poor tourism strategies | | |
| Assessment | 40% Continuous Assessment Mark (5% practical exercises; 10% practical test; 10% theory tests; 10% term project and 5% assignments/presentations/activities). | | |

| | 60% Formal end of module theory (3 hours) |
|---|---|
| DP Requirement | 40% Continuous Assessment Mark |
| | 80% Attendance of theory and practical classes |

| Title | SGES211: Global landforms and Cartography | | |
|---|---|---|---|
| Code | SGES211 | Department | Geography and Environmental Studies |
| Prerequisites | 4GES111 | Co-requisites | None |
| Aim | The course covers 2 areas: geomorphology and cartography. The geomorphology part of the module deals with forces and processes involved in the formation of landscape on a global and local scale. The forces and processes are studied in terms of their spatial distribution and their respective intensities. Resultant landforms are noted and classified according to physical form, regional distribution, and the types of processes involved. Environmental implications of the processes and forms are considered. The cartography part of the module deals with the factual basis for making decisions concerning the design and interpretation of maps. The module is designed to stimulate interest in cartographic issues that play an important role in the various fields of study. | | |
| Outcomes | On completion of this module the learners will be able to: Distinguish the approaches to geomorphology Evaluate the processes contributing to the different types of landforms Identify drainage basin characteristics Design and interpret maps Describe map projections Describe Geographic Information System (GIS) | | |
| Assessment | 40% Continuous Assessment Mark (10% practical exercises; 10% practical test; 15% theory tests and 5% assignments, presentations or activities). 60% Formal end of module theory (3 hours) | | |
| DP Requirement | 40% Continuous Assessment Mark 80% Attendance of theory practical classes | | |

| Title | 4GES212: Demographics, Health and Sustainable Development | | |
|---|---|---|---|
| Code | SGES212 | Department | Geography and Environmental Studies |
| Prerequisites | 4GES112 | Co-requisites | None |
| Aim | This course intends to introduce students to concepts, principles and challenges in the field medical geography and sustainable development. Students are to examine the relationships between the environment, health and sustainable development. Its main objectives are: (1) to improve students' ability to think critically, read closely and to argue well about environmental, demographics and health issues and sustainable development, (2) to introduce students to some texts and major controversies on environmental issues and developmental issues and (3) to help students in arriving at their own rational and clear minded views about matters under discussion. | | |
| Content | Aspects to be studied will include: Introduction to medical geography Diseases of poverty Population distribution in South Africa Social and spatial inequalities in health Distribution of diseases and provision of health care services | | |

|  |  |
|---|---|
|  | Health status in South Africa<br>Introduction to sustainable development<br>Sustainable development, poverty and the environment<br>Natural resources and sustainable development<br>Sustainable development in Africa: A challenge for the 21st century<br><br>Sustainable development in rural South Africa<br>Globalisation and sustainable development<br>The sustainable development strategy of South Africa |
| Assessment | 40% Continuous Assessment Mark (10% practical exercises; 10% practical test; 10% theory tests and 10% assignments, presentations or activities).<br>60% Formal end of module theory (3 hours) |
| DP Requirement | 40% Continuous Assessment Mark  80% Attendance of theory and practical classes |

| Title | SGES222 Hydrometeorology | | |
|---|---|---|---|
| Code | SGES 222 | Department | Geography and Environmental Studies |
| Prerequisites | 4GES111 | Co-requisites | None |
| Aim | This course covers the occurrence and movement of energy and water vapour fluxes in the atmosphere and on the land surface, develops quantitative approaches for measurement of the surface energy fluxes and evapotranspiration using various hydrometeorological methods, and discusses the measurement and processing of data sets necessary for hydrologic modeling. The module aims at acquainting students with the nature of climate in the boundary layer and the region in which the energy that drives atmospheric processes originate, and also where we live, produce our food and release the bulk of the atmospheric pollution. Energy and mass fluxes as well as atmospheric interactions producing distinctive weather patterns or climates in the boundary layer are discussed. Also covered are the various methods for the estimation or measurements of the surface fluxes. The knowledge gained in this module is essential and finds application in agricultural, environmental and water resources studies, among others. | | |
| Content | Introduction (radiation laws, radiant flux, insolation determination, radiation and energy budget)<br>Energy and mass exchanges; Subsurface climates (soil heat flux and soil temperature, -soil water flow and soil moisture)<br>Surface layer climates (momentum flux and wind, sensible heat flux and air temperature, latent heat flux and water vapour)<br>Outer layer climates<br>Evaluation of energy and mass fluxes (radiative fluxes (measurement and theoretical approaches), convective fluxes , water balance)<br>Energy balance of non-vegetated surfaces; climates of vegetated surfaces Climates of non-uniform terrain (spatial inhomogeinity and topographic effects) Man-modified atmosphere (shelter effects, greenhouse)<br>Unintentionally modified climates<br>Estimation of surface fluxes (methods and instrumentation) (eddy covariance, Bowen ratio-energy balance, scintillometry, surface renewal Penman-Monteith evapotranspiration and water loss from various surfaces)<br>Application of remote sensing in surface fluxes estimations | | |
| Assessment | 40% Continuous Assessment Mark (10% practical exercises; 10% practical test; 15% theory tests and 5% assignments, presentations or activities). | | |

| | |
|---|---|
| | 60% Formal end of module theory (3 hours) |
| DP Requirement | 40% Continuous Assessment Mark 80% Attendance of theory and practical classes |

| | |
|---|---|
| Title | SGES311: Urban environment and Recreation Planning |
| Code | SGES311 | Department | Geography and Environmental Studies |
| Prerequisites | SGES212 | Co-requisites | None |
| Aim | This course addresses spatial and development problems that were created by Apartheid planning policies. Apart from studying strategies for integrating the fragmented South African cities, the module goes further and interrogates the concept of integrated settlement planning. The module enquires if this concept is appropriate within the present socio-economic environment. The module also addresses the concept of recreation spaces. Special attention will be given to the connection between recreation planning and other types of planning and environment design, describing alternative approaches to recreation planning and how, where and when these approaches can be used. Students are expected to be able to make meaningful contributions towards shaping a South African city that is integrated and offers more opportunities of economic advancement to its residents. |
| Content | Aspects to be studied will include: <br> Introduction to urban and regional planning <br> Urbanisation, unemployment and philosophical approach to urban management and job creation <br> Urban development and economic integration <br> Structuring elements of settlements, urban nodes, activity corridors, a metropolitan open space system <br> Housing, integration of urban development and the compact city debate <br> Unraveling the different meanings of integration: The Urban Development Framework of the SA government <br> Planning for integration: the case of the Metropolitan Cape Town <br> Alternative urban planning and management in Brazil: instructive examples for other countries in the South <br> Interpretation of sustainable development and urban sustainability in low-cost housing and settlements in South Africa <br> Introduction to recreation planning: concepts and principles and benefits of recreation <br> Recreation supply and demand analysis <br> Strategic plans <br> Facilities planning and design <br> Planning methodology <br> Coastal recreation, planning and design |
| Assessment | 40% Continuous Assessment Mark (10% practical exercises; 10% practical test; 15% theory tests and 5% assignments/presentations/activities). <br> 60% Formal end of module theory (3 hours) |
| DP Requirement | 40% Continuous Assessment Mark <br> 80% Attendance of theory and practical classes |

| | |
|---|---|
| Title | SGES321  Atmospheric processes and pollution |
| Code | SGES321 | Department | Geography and Environmental Studies |
| Prerequisites | SGES222 | Co-requisites | None |

| Aim | This module is designed to enable students comprehend a wide range of weather-producing phenomena. It deals primarily with the environment of the southern hemisphere, and particularly the atmospheric phenomena affecting the weather and climate of southern Africa. It lays a foundation for specialised modules in climatology and applied climatology offered at senior and postgraduate levels of study. The objectives of this module will be met and tested through formal lectures, tutorials, practical sessions and 2 assessments. |
|---|---|
| Content | Global and thermal circulations<br>    Large-scale pressure patterns and circulation systems<br>    Hadley cells and annual cycle<br>    Governing dynamics<br>    Mid-latitude jet streams<br>Circulation in the Southern hemisphere<br>    Seasonal mean conditions<br>    Storms tracks<br>Weather over southern Africa<br>    Sub-tropical anticyclones, wave disturbances<br>    Synoptic sequence and classification<br>Tropical weather analysis of the Indian Ocean<br>Air pollution meteorology<br>Atmospheric stability<br>Air pollution measurement methods and modelling<br>Environmental and health effects of air pollution<br>Air pollution control and management |
| | The learners will:<br>Describe and evaluate atmospheric processes and pollution and indicate ability to make recommendations and predict scenarios.<br>Identify and evaluate large, medium and small-scale atmospheric processes and pollution, and make recommendations.<br>Distinguish, describe and apply methods of investigating atmospheric processes and pollution, and make recommendations.<br>Identify, design and evaluate models that apply to forecasting techniques in atmospheric processes and pollution. |
| Assessment | 40% Continuous Assessment Mark (10% practical exercises; 10% practical test; 15% theory tests and 5% assignments, presentations or activities).<br>60% Formal end of module theory (3 hours) |
| DP Requirement | 40% Continuous Assessment Mark<br>80% Attendance of theory and practical classes |

| Title | SGES331: Land Use and Natural Resource Management | | |
|---|---|---|---|
| Code | SGES331 | Department | Geography and Environmental Studies |
| Prerequisites | SGES211 | Co-requisites | None |
| Aim | This course introduces the student to land-use concepts, systems, management and evaluation techniques. In addition, the course introduces natural resources, their types, distribution, rational use, decision–making systems and management. The course also introduces students to major land-use and natural resource management issues confronting society. | | |
| Content | Landscape form and function in planning<br>Physiographic and parametric approaches to terrain evaluation | | |

|  | Topography, slope and land-use planning |
|  | Application of terrain analysis in soil surveys |
|  | The application of geomorphological terrain analysis in soil engineering |
|  | Utilisation of topographical features in determination of soil types |
|  | and land capability in agriculture |
|  | Vegetation, land use and Environmental Assessment |
|  | Landscape ecology, land use and habitat conservation planning |
|  | Types, location and management of natural resources |
|  | Ethics, aesthetics, culture, assumptions, theories in economics of natural resources |
|  | Principles of economics and sustainable natural resource management |
|  | Natural resource valuation techniques |
|  | Environmental management approaches |
|  | Case studies on land use and natural resource management |
| Assessment | 40% Continuous Assessment Mark (10% practical exercises; 10% practical test; 15% theory tests and 5% assignments, presentations or activities). 60% Formal end of module theory (3 hours) |
| DP Requirement | 40% Continuous Assessment Mark 80% Attendance of theory and practical classes |

| Title | Climate Dynamics, Weather Variability and Prediction | | |
|---|---|---|---|
| Code | SGES341 | Department | Geography and Environmental Studies |
| Prerequisites | SGES222 | Co-requisites | None |
| Aim | This module introduces students to the atmospheric circulation of the southern hemisphere particularly southern Africa. Most emphasis is on the tropical atmosphere and oceans. The planetary-scale circulation of the atmosphere and ocean are discussed as a background for subsequent topics with a focus on African climate. The climatology of tropical weather systems is discussed with emphasis on structure, distribution, seasonal characteristics, and their role in the regional climates and inter-annual climate variability. The associated manifold environmental and societal consequences are covered in the inter-annual variability of the atmosphere-ocean system sessions. The module, in addition, deals with weather variability of the tropics and sub-tropics. The module will help a student develop the ability to analyse tropical and sub-tropical circulation systems over southern Africa. Concepts derived from previous atmospheric circulation modules are vital for understanding weather variability. | | |
| Content | Meteorological scale, large-scale weather producing processes and systems; The atmospheric circulation and weather over southern Africa; ocean circulation; climatology of weather systems; inter-annual variability of the atmosphere ocean system; human impact; Introduction to weather variability; moisture and precipitation; moisture related concepts, rain droplet growth, rainfall augmentation; vertical motion and cumulus convection; radar reflectivity patterns, storm types; prediction of future conditions; atmospheric laws and numerical prediction; synoptic cycle of sub-tropical weather; surface weather patterns over southern African; upper-level structure & jet stream waves; numerical forecasting of weather; climate modeling & prediction; climate change scenarios for southern Africa | | |
| Assessment | 40% Continuous Assessment Mark (10% practical exercises; 10% practical test; 15% theory tests and 5% assignments, presentations or activities). 60% Formal end of module theory (3 hours) and practical exams | | |
| DP Requirement | 40% Continuous Assessment Mark 80% Attendance of theory and practical classes | | |

| Title | SGES322: Environmental Fieldwork and Research | | |
|---|---|---|---|
| Code | SGES322 | Department | Geography and Environmental Studies |
| Prerequisites | SGES211 and SGES212 or SGES222 | Co-requisites | None |
| Aim | This course introduces students to techniques in geographical research leading to a successful project report. The module provides a framework for geographical research methodology, including how to ask pertinent questions, set short-term goals, uncover background material, collect and analyse field data, and interpret information in a critical scientific manner. | | |
| Content | Aspects to be studied will include:<br>Introduction to Geographical research methods<br>Writing a research proposal<br>Literature review<br>Sampling methods<br>Questionnaire development<br>Field data collection<br>Entry and preliminary analysis of data<br>Oral presentation of research results<br>Writing of research report | | |
| Assessment | 20% mid semester test; 20% progress report; 30% oral presentation of research; 30% final research report | | |
| DP Requirement | 40% Continuous Assessment Mark<br>80% Attendance of theory and practical classes<br>Submission of final research report | | |

| Title | Elementary Statistics for Science students | | |
|---|---|---|---|
| Code | 4STT111 | Department | Mathematical Sciences |
| Prerequisites | None | Co-requisites | |
| Aim | To introduce elementary concepts of statistics to science students | | |
| Content | Descriptive statistics and probability – Types of data; Frequency distributions, Graphical display of data, Measures of location; Measure of dispersion; Random experiments; Sample space and events; Counting techniques; Laws of probability, Conditional probability; Independent events; Random variables; Probability mass function; Expectation and variance of random variables, Special discrete probability distributions.<br>Annuities and Index numbers: Inferential statistics – Normal distribution; Hypothesis testing of the means; Hypothesis testing for population proportions; confidence intervals for the means; Confidence intervals for proportions; Hypothesis testing using p-values; Contingency tables. | | |
| Assessment | 40% Continuous Assessment mark<br>60% Formal end of module exam (3 hours) | | |
| DP Requirement | 40% Continuous Assessment Mark<br>80% Attendance at lectures, practicals and fieldwork | | |

**Descriptions of other modules in the 4GEBA01 programme**

| Title | Elementary Statistics for Science students | | |
|---|---|---|---|
| Code | 4STT111 | Department | Mathematical Sciences |
| Prerequisites | None | Co-requisites | |
| Aim | To introduce elementary concepts of statistics to science students | | |
| Content | Descriptive statistics and probability – Types of data; Frequency distributions, Graphical display of data, Measures of location; Measure of dispersion; Random experiments; Sample space and events; Counting techniques; Laws of probability, Conditional probability; Independent events; Random variables; Probability mass function; Expectation and variance of random variables, Special discrete probability distributions. Annuities and Index numbers: Inferential statistics – Normal distribution; Hypothesis testing of the means; Hypothesis testing for population proportions; confidence intervals for the means; Confidence intervals for proportions; Hypothesis testing using p-values; Contingency tables. | | |
| Assessment | 40%  Continuous Assessment mark<br>60%  Formal end of module exam (3 hours) | | |
| DP Requirement | 40% Continuous Assessment Mark<br>80% Attendance at lectures, practicals and fieldwork | | |

| Title | Geographical Information Systems | | |
|---|---|---|---|
| Code | SHYD222 | Department | Hydrology |
| Prerequisites | SGES211 | Co-requisites | None |
| Aim | This module is designed to give an introduction to the concepts and principles of GIS development and use. It is a prerequisite or co-requisite for Honours-level study in Hydrology and Geography | | |
| Content | Mapping<br>Cartographic principles<br>Cartographic data<br>Spatial analysis<br>GIS concepts and components<br>Raster based GIS<br>Vector based GIS<br>Review of GIS programs (ArcInfo, ArcView, ArcExplorer, Atlas, IDRISI, Regis etc)<br>Review of related systems (computer-aided design – CAD)<br>Applications and developments in GIS<br>Application exercise in ArcView<br>Project using  ArcView and satellite imagery | | |
| Assessment | 40% Continuous Assessment Mark (30% practical assessments; 10% Interim test)<br>60% Formal end of module theory and practical exams (3 hours each) | | |
| DP Requirement | 40% Continuous Assessment Mark<br>80% Attendance at practicals and fieldwork | | |

**Postgraduate Degree Programmes**


**BA Honours in Geography - 1HON10; NQF Level 8 (AHON10 FOR RETURNING STUDENTS)**
**Total No. of Credits: 120**


**Admission Requirements**

To be admitted to BA (Hons) in Geography a candidate shall have passed Bachelor of Arts degree in Geography and Environmental Studies or an equivalent qualification.


**Curriculum for BA (Hons) Geography**
Five modules including the research project are to be completed.
SGES501 and the research project [SGES509] are compulsory.
A student must choose three modules after consultation with the HOD and will be determined by the student's undergraduate background and the availability of suitably trained staff members in a particular year.
A research project on an approved research topic to be chosen after consultation with a panel of staff members. Research is to start as soon as lectures commence.
A student must have acquired proficiency in qualitative methods and computer techniques prior to working on the research project report. A written or oral test can be required to satisfy the HOD in this respect.

Students who did not do GIS at undergraduate level should take undergraduate level GIS (SHYD222) concurrently with their Honours modules. A student must obtain at least 50% in GIS, otherwise they will have to repeat it before an Honours degree is confirmed complete.

| | |
|---|---|
| 1GES501 | History, Philosophy and Methodology of Geography (Compulsory) |
| 1GES503 | Environmental Management (Compulsory) |
| 1GES509 | Research Project (Compulsory) (to be submitted by the end of November). |

Two modules may be selected from the following with approval of both Heads of Department:

| | |
|---|---|
| 1GES505 | Urban Geography |
| 1GES506 | Rural Geography |
| 1DS503 | Urban Development and Planning |
| 1RRT501 | Resources Management |
| 1HYD504 | Water Resources Management |

| Title | History, Philosophy and Methodology of Geography | | |
|---|---|---|---|
| **Code** | 1GES501 | **Department** | Geography and Environmental Studies |
| **Faculty** | Science and Agriculture | | |
| **Field** | Physical, Life and Social Sciences. | | |
| **Programmes** | B.Sc. (Hons.) Geography and B.A. (Hons.) Geography | | |
| **Credits** | 20 | **Notional Hours** | 200 |
| **Year Level** | 4 | **Semester** | 1 or 2 |
| **Core or elective** | Core | **NQF Level** | 8 |
| **Prerequisites** | None | **Co-requisites** | None |

| Aim | The module is intended to provide students with background knowledge about the history and philosophical thought of geography. The history of geography will focus on the development of geography through the ages. The module will give an insight into the philosophy of the subject. The module will expose the students to the methodology of the discipline. |
|---|---|
| Content | The course will cover the following topics:<br><br>Ancient geography, as well as the German and French schools of Geography<br>A history of the development of specific branches of the discipline.<br>The contribution of prominent scholars to the field of geography<br>The meaning and development of concepts such as dualism, determinism, environmental perception and regionalism.<br>The 4 traditions of geography<br>The use of models and theories in geography<br>The quantitative and scientific paradigms in geography.<br>The emergence of modern philosophy or paradigms in geography: positivism and phenomenology<br>The emergence of post-modernism in geography<br>The study of the following paradigms: Humanistic, Welfare, Behavioural, Radical and Feminist Geography<br>The value of geographic knowledge in the contemporary world<br>Development of Geography and geographic thought in South Africa |

| Title | Environmental Management | | |
|---|---|---|---|
| Code | 1GES503 | Department | Geography and Environmental Studies |
| Faculty | Science and Agriculture | | |
| Field | Physical, Life and Social Sciences. | | |
| Programmes | B Sc Honours Geography; BA Honours Geography | | |
| Credits | 20 | Notional Hours | 200 |
| Year Level | 4 | Semester | 1 or 2 |
| Fundamental, core or elective | Core | NQF Level | 8 |
| Prerequisites | None | Co-requisites | None |
| Aim | This course introduces the student to environmental management concepts, its problems, concepts, problems and policies. It provides the skills and knowledge to research and understand the issues related to environment and sustainable development. The course also introduces students to major environmental issues confronting a developing society. | | |
| Content | Environmental ethics and environmental education in South Africa<br>Integrated environmental management<br>Environmental economics and evaluation<br>Environmental law<br>Air pollution<br>Environmental auditing and ISO 14000 | | |

|  | Water pollution and waste management |
|  | Coastal zone management |
|  | Droughts and desertification |
|  | Sustainable development |
|  | Mineral resources |
|  | Radiation and pesticides |
|  | Soils, nature conservation in South Africa and environmental heritage of international standing |
|  | Land-use planning |
|  | Mountains, freshwater and marine ecosystems |
|  | |
|  | Case studies on environmental management |
|  | i) Environmental Audits of UNIZULU's waste management |
|  | ii) South Durban Industrial Basin |
|  | iii) Emission levels exceedances e.g. Forskor |
|  | iv) Visit to Richards Bay Clean Air Association |
|  | v) Used-tyre dumping on gullies in rural areas |
|  | vi) Municipal by-laws e.g. UMhlathuze Municipality |
|  | vii) DWAF regulations |
|  | viii) Comparison of RSA's Environmental and Water Laws with those of the USA |
|  | ix) EIA of roads, airports, stadiums, housing projects, industries, mining, etc. |

| Title | Urban Geography | | |
|---|---|---|---|
| Code | **1GES505** | Department | Geography and Environmental Studies |
| Faculty | Science and Agriculture | | |
| Field | Physical, Life and Social Sciences. | | |
| Programmes | B.A. (Hons) Geography | | |
| Credits | 20 | Notional Hours | 200 |
| Year Level | 4 | Semester | 1 or 2 |
| Core or elective | Elective | NQF Level | 8 |
| Prerequisites | None | Co-requisites | None |
| Aim | The module is intended to provide students with background knowledge about the key elements of urban geography, in particular those that relate themselves more to third world countries as against first- and second-world countries. It will examine philosophies and methodologies and principles relating to (a) current evolving methodologies (b) external and internal relationships among cities (c) problems associated with cities. | | |

| Content | The course will cover the following topics: |
|---|---|
| | The philosophy and methodology of urban geography |
| | Phenomenological and positivistic approaches in urban geography |
| | The concept of open-space system in the planning of residential areas in South Africa |
| | Migration as an urban phenomenon in South Africa |
| | Housing in South Africa |
| | Squatter settlements in developing countries |
| | Problems and prospects of micro-enterprises in the South African urban economy |
| | Spatial inequalities in the South African residential landscape |
| | Urban planning policy in South Africa |
| | Urban land-use change in Empangeni |
| | Informal housing around Empangeni. |
| | City Models – past, present and the future |
| | Sites of inclusion and exclusion: gated residences in South Africa |
| | Impacts of urban planning |
| | Future global cities: city trends and globalisation |
| | Urban regeneration |
| | Role of transportation in the city: the case of the Gautrain |
| | Legacy of the 2010 FIFA World Cup in the South African Cities |

| Title | **Rural Geography** | | |
|---|---|---|---|
| **Code** | **1GES506** | **Department** | Geography and Environmental Studies |
| **Faculty** | Science & Agriculture | **Creation Date** | |
| **Field** | Life and Social Sciences | | |
| **Programmes** | B.A. (Hons) Geography | | |
| **Credits** | 20 | **Notional Hours** | 200 |
| **Year Level** | 4 | **Semester** | 1 or 2 |
| **Core or elective** | Elective | **NQF Level** | 8 |
| **Prerequisites** | None | **Co-requisites** | None |
| **Aim** | This course aims to encourage discussion of what *rural* means in a country that has undergone both political and economic transition. It aims to assess rural development approaches. Attention will be paid to what characterises rural areas in the developing world and draw comparisons with the developed world. | | |

| Content | The course is designed to interrogate issues in rural geography as analysed by researches, planners, and policy makers |
|---|---|
| | Introduction to rural geography, |
| | Rural deprivation and socio-economic exclusion |
| | Rural livelihoods |
| | Economic activities and rural economies |
| | Rural development approaches and other alternative form of development |
| | Rural women and empowerment |
| | Natural resources management |
| | Land politics |
| | Rural governance |
| | Globalisation |
| | Indigenous knowledge system |
| | Issues of theory, policy and practice (Africa, Asia and South America) |

| Title | Research Project | | |
|---|---|---|---|
| Code | 1GES509 | Department | Geography and Environmental Studies |
| Faculty | Science & Agriculture | | |
| Field | Physical, Life and Social Sciences | | |
| Programmes | BSc. (Hons) and BA (Hons) Geography | | |
| Credits | 40 | Notional Hours | 400 |
| Year Level | 4 | Semester | 1 and 2 |
| Core or elective | Core | NQF Level | 8 |
| Prerequisites | None | Co-requisites | None |
| Aim | The course is aimed at preparing students with skills for independent scientific research. Under guidance from academic staff, students undertake pure or applied research on a topic of their choice relating to the field of Geography. This course builds on research skills gained in 1GES322 during level 3. | | |
| Content | The content will largely depend on the topic chosen, but students are expected to undertake an extensive literature survey; conduct some fieldwork as part of data collection; analyse data and interpret results, and present a written report of the research that is well presented, logically structured and accurately referenced. Students will also make oral presentations of their work at various stages of the research project. | | |

**Master of Arts in Geography - 1MAS10; NQF Level 9 (AMAS10 FOR RETURNING STUDENTS)**
**Total No of Credits: 180**

**Admission Requirements**
To be admitted to MA in Geography a candidate shall have passed Bachelor of Arts (Hons) degree in Geography and Environmental studies or an equivalent qualification.

**Curriculum**
A dissertation (1GES700) on an approved topic. An oral examination on the contents of the dissertation may be required.  Also see General Rules.

**Doctorate of Philosophy in Geography - 1DPH10 (ADPH10 FOR RETURNING STUDENTS) (MODULE CODE 1GES800); NQF Level 10 Total No of Credits: 360**

**Curriculum**
A thesis (1GES800) on an approved topic. An oral examination on the contents of the thesis may be required. Also see General Rules and consult with the HOD.

**DEPARTMENT OF HISTORY**

| | |
|---|---|
| Professor | H.S. Simelane BA CDE (UBS), MA (Ohio), PhD (Toronto) |
| Senior Lecturer | Vacant |
| Lecturers | M.Z. Shamase B.PAED, SSTD, BA (Hons), MA, DPhil (UNIZULU) |
| | S.H. Ntuli B.PAED, SSTD, BA (Hons), MA, DPhil (UNIZULU) |
| | D.H.D. Ngobese BA Ed, BA (Hons), MA (UFS) |

1. History at matric level is not a pre-requisite to enroll for History.
2. The Department of History does not offer an independent programme at undergraduate level. The modules form part of the BA Degree and the same general rules apply.

**DEPARTMENT OF INFORMATION STUDIES**

| | |
|---|---|
| Senior Professor | D.N. Ocholla MA (Krasnador), PhD (Kiev and Leningrad) |
| Professor | G.V. Jiyane STD (Eshowe College) Cert (Online Teaching & Assessment) (Maryland, USA), B Library & Information Science (UZ), B Hons LIS (UZ), M LIS (UZ), PhD Library & Information Science (UZ) |
| Associate Professor | Vacant |
| Senior Lecturer | N.D. Evans BSc (UPE), MA, Phd (UNIZULU) |
| Lecturers | M.D. Kekana B Information Science (UL), M LIS (UKZN) |
| | A.R. Maphoto B Information Science (UL), M LIS (UKZN) |
| | P.N. Dlamini Hons LIB (UNIZULU), M LIS (UNIZULU), PhD (UNIZULU) |
| | L.P. Luthuli-Ngidi BA Library and Information Science, BA LIS (UNIZULU), MA Information Science (UNIZULU), Project Management certificate (ICESA CITY CAMPUS Pietermaritzburg) |
| | M.J. Boloka B Information Science (UL), MA LIS (UNISA) |
| Administrative Assistant: | P.R. Bennett |

**Introduction of the Degree Programmes**
The Department of Information Studies will offer the following 5 programmes in 2019. Bachelor of Library and Information Science (1IDEG2), Bachelor of Arts in Information Science (1IDEG1), Bachelor of Arts Honours in Information Science (1HON13), Master of Arts in Information Science (1MAS13) and Doctor of Philosophy in Information Science (1DPH13). Undergraduate Degree programmes will only be offered if the student intake exceeds 10 at level 1. PostGraduate Diploma in Library and Information Science (1IDIP1) will not be offered in 2019 due to the staff vacancy in the department.

**Description of the degree**

**Bachelor of Arts in Information Science - 1IDEG1; NQF Level 7 (AIDEG1 FOR RETURNING STUDENTS)**
**Total No. of Credits: 384**

Bachelor of Arts in Information Science will take a duration of three years and at least 24 modules. The purpose of the programme is to offer the student knowledge, skills and attitudes for information and knowledge management and is aimed at jobs in the broad information field both within public and corporate organisations.

Programme or exit level outcomes of the 1IDEG1 degree are to equip students with:
1. Digital literacy skills in Information Communication Technologies (ICTs), multimedia and computer networks.
2. Appropriate knowledge and skills to identify, organise and retrieve information.
3. Appropriate knowledge of information behaviour and collection development in a variety of information centres.
4. Appropriate knowledge and skills in general and inforprenueral management.
5. Theoretical research skills.
6. Information literacy and communication skills

On completion of this programme the student can be admitted to an Honours degree programme or its equivalent

**Work integrated learning (WIL)**
Work experience focuses on 3 areas chosen from: computer assembly troubleshooting and repairs, networking, the practical Information services environment, and management. Students will select their areas of choice in consultation with the Department. Students are expected to spend 3 weeks in the WIL programme in a work environment of their choice during their final year.

**General rules**
Unless otherwise stipulated, the rule for the degree of Bachelor of Arts shall apply.

**Composition of Curriculum**
The curriculum shall consist of at least 24 semester long modules as follows, provided that a student who fails any modules may repeat not more than one such module per semester in a subsequent year in addition to the prescribed maxima and obtain credit for them.

First year -          a minimum of eight semester modules
Second year -        a minimum of eight semester modules
Third year -         a minimum of eight semester modules

The curriculum shall consist of all the prescribed modules and electives as specified.

| Faculty | ARTS | |
|---|---|---|
| Department | Information Studies | |
| Degree (Designator) | Bachelor of Arts | |
| Qualifier | Information Science | |
| Majors | Information Science | Library Science |

| Abbreviation | BA (Information Science) |
|---|---|
| Qualification Code (SAQF) | 62482 |
| UNIZULU Code | 1IDEG1 **(FOR FIRST TIME ENTERING STUDENTS)** |
| | AIDEG1 **(FOR RETURNING STUDENTS)** |
| NQF EXIT Level | **7** |
| Admission Requirements | 1. NSC with degree endorsement OR Matric Exemption and an achievement rating of 26 points |
| | 2. English level 4 |
| Minimum Credits for Admission | 26 |
| Minimum duration of studies | 3 YEARS |
| Presentation mode of subjects: | Fulltime |
| Intake for the qualification: | January |
| Registration Cycle for the subjects: | January |
| Readmission: | |
| Total credits to Graduate: | **384** |

| Subject Name | Credits | NQF Level | Prerequisites | Co-requisites | Core |
|---|---|---|---|---|---|
| **YEAR 1** | | | | | |
| **SEMESTER 1** | | | | | |
| **1INF111** **Information Science and Information Literacy** | 16 | 5 | None | 1INF112 | Y |
| **1INF121** **Computer Mediated Communication** | 16 | 5 | None | 1INF122 | Y |
| **1INF131** **Computer Literacy for Information Studies 1** | 16 | 5 | None | 1INF132 | Y |
| **1ENG121** **Practical English 1 A** | 16 | 5 | None | 1ENG122 | Y |
| **OR** **1ENG111** **English 1 Part A: Language and Literature** | 16 | 5 | None | 1ENG121 | Y |
| **SEMESTER 2** | | | | | |

| Course | | | | | |
|---|---|---|---|---|---|
| **1INF112**<br>**Information Searching and Retrieval** | 16 | 5 | None | None | Y |
| **1INF122**<br>**Electronic Publishing** | 16 | 5 | None | None | Y |
| **1INF132**<br>**Computer Literacy for Information Studies 2** | 16 | 5 | None | None | Y |
| **1ENG122**<br>**Practical English 1 B** | 16 | 5 | None | None | Y |
| **OR**<br>**1ENG112**<br>**English 1 Part B: Language and Literature** | 16 | 5 | None | None | Y |
| **YEAR 2** | | | | | |
| **SEMESTER 1** | | | | | |
| **AINF211**<br>**Management Principles and Practices** | 16 | 6 | None | AINF212 | Y |
| **AINF221**<br>**Information Seeking behavior** | 16 | 6 | None | AINF222 | Y |
| **ELECTIVES (CHOOSE ANY TWO)** | | | | | |
| **AINF241 Multi-media I** | 16 | | None | AINF242 | N |
| **1COM111 Communication Science 1** | 16 | | None | 1COM112 | N |
| **AINF251 Assembling and upgrading of computers** | 16 | | None | AINF252 | N |
| **1INF141 Library and Information Centres** | 16 | | None | AINF392 | N |
| **SEMESTER 2** | | | | | |
| **AINF212**<br>**Knowledge Management** | 16 | 6 | None | None | Y |
| **AINF222**<br>**Records Management** | 16 | 6 | None | None | Y |
| **ELECTIVES (CHOOSE ANY TWO)** | | | | | |
| **AINF242  Multimedia II** | 16 | | None | None | N |
| **1COM112 Journalism** | 16 | | None | None | N |
| **AINF252 Computer troubleshooting and repairs** | 16 | | None | None | N |
| **AINF392 Information Collection Development** | 16 | | None | None | N |
| **YEAR 3** | | | | | |
| **SEMESTER 1** | | | | | |
| **AINF311**<br>**Research Methodology** | 16 | 7 | None | None | Y |
| **AINF321**<br>**Information Retrieval I** | 16 | 7 | None | None | Y |
| **AINF331**<br>**Marketing principles and applications** | 16 | 7 | None | None | Y |
| **ELECTIVES (CHOOSE ANY TWO)** | | | | | |
| **AINF301 Multimedia III** | 16 | | None | AINF302 | N |
| **ACOM211 Communication Science 2** | 16 | | | ACOM212 | N |

| Module | Credits | Level | Pre-requisite | Co-requisite | Core |
|---|---|---|---|---|---|
| **AINF361 Networks and networking** | 16 | | | AINF363 | N |
| **AINF391 Readership and children's literature** | 16 | | | AINF412 | N |
| **SEMESTER 2** | | | | | |
| **AINF312 Infopreneurship and Experiential Learning** | 16 | 7 | None | None | Y |
| **AINF322 Information Retrieval II** | 16 | 7 | None | None | Y |
| **AINF332 Informetrics** | 16 | 7 | None | None | Y |
| **ELECTIVES (CHOOSE ANY TWO)** | | | | | |
| **AINF302 Multimedia IV** | 16 | | None | None | N |
| **ACOM212 Public Relations 1A** | 16 | | None | None | N |
| **AINF362 Networks and Computer Centre Management** | 16 | | None | None | N |
| **AINF412 Information Ethics** | 16 | | None | None | N |

| YEAR 2 - FIRST SEMESTER ELECTIVES | | Co-requisites |
|---|---|---|
| **1INF241** | **Multi-media I** This module aims to introduce learners to what Multimedia is and how it is utilised in the modern world. It also aims to teach learners practical skills such as desktop publications, and the use of multimedia software packages | **1INF242** |
| **1COM111** | **Communication Science 1** The purpose of this module is to introduce learners to the scientific theories and skills of intrapersonal communication (communication with the self), interpersonal communication, small-group communication, organisational communication, mass communication, and nonverbal communication. | **1COM112** |
| **1INF251** | **Assembling and upgrading of computers** This module aims to equip students with knowledge and skills in personal computer (PC) hardware assembly, configuration and upgrades and the operating system's fundamentals, | **1INF252** |

| | | |
|---|---|---|
| | installation, configuration and updating. | |
| **1INF 141** | **Library and Information Centres** This module aims to introduce learners to the history and development of libraries and information centres as well as challenges facing the field. It also describes the different library and information centre types, their functions and services. | **1INF392** |
| **YEAR 2 - SECOND SEMESTER ELECTIVES** | | **Co-requisites** |
| **1INF242** | **Multimedia II** This module aims to equip students with knowledge and skills in video and sound editing and webpage design for a content management system (CMS). | **None** |
| **1COM112** | **Journalism** This course has been developed for learners who are interested in pursuing a career in journalism. The qualification is designed to assist learners in the construction of a news report in accordance with the requirements of a specific media news enterprise. Journalism I offers the learner an insight into newspaper journalism and the responsibilities of a journalist, a code of journalism standards and ethics of journalism. Learners will understand the various approaches to writing news. Further, learners will be introduced to developing interview skills and story construction. | **None** |
| **1INF252** | **Computer troubleshooting and repairs** This module aims to equip students with knowledge and skills in personal computer (PC) troubleshooting practices, common problems, how to diagnose and fix hardware or software problems, how to perform preventive maintenance and be aware of safety and environmental issues. | **None** |

| | | |
|---|---|---|
| **1INF392** | **Information Collection Development**<br>This module aims to impart knowledge of collection development theory and practices to the students and enables them to develop and maintain relevant collections for their libraries or information centres. | **None** |
| **YEAR 3 – FIRST SEMESTER ELECTIVES** | | **Co-requisites** |
| **1INF301** | **Multimedia III**<br>This module builds on the work done in Multimedia I and II and aims to equip business with a comprehensive understanding of digital multimedia development and usage on the web | **1INF302** |
| **1COM211** | **Communication Science 2**<br>The purpose of this module is to provide learners with knowledge of organisational communication theory and research, and to enable them to apply this theory and research for the effective use, assessment and planning of communication in and between organisations. | **1COM212** |
| **1INF361** | **Networks and networking**<br>This module aims to equip students with knowledge on the features and functions of network components, media and protocols together with the skills needed to install, configure, and troubleshoot basic networking hardware peripherals and software protocols. | **1INF363** |
| **1INF391** | **Readership and children's literature**<br>This module aims to introduce learners to the concept of readership and how different reader groups are accommodated within a library or information-centre environment. Specific reference to the reading patterns and needs of children forms part of the module. | **1INF412** |

| YEAR 3 – SECOND SEMESTER ELECTIVES | | Co-requisites |
|---|---|---|
| 1INF302 | **Multimedia IV**<br>This module builds on the work done in Multimedia I, II and III and aims to equip business with a comprehensive understanding of digital multimedia development and usage on the web | **None** |
| 1COM212 | **Public Relations 1A**<br>The purpose of this module is to provide learners with knowledge of the theory and practice of public relations, and to enable them to plan the execution of public relations campaigns. | **None** |
| 1INF362 | **Networks and computer centre management**<br>This module aims to equip students with knowledge on computer-center management, the features and functions of networks within computer centers and the skills needed to manage and support networking hardware peripherals and software protocols within computer centers. | **None** |
| 1INF412 | **Information ethics**<br>This module aims to equip students with knowledge of the legal and ethical issues concerning information services and enables them to observe and recognise legal and ethical requirements in information management and services. | **None** |

## Description of Modules

| Subject Name | Credits | NQF Level | Pre-requisites | Co-requisites | Core |
|---|---|---|---|---|---|
| **YEAR 1** | | | | | |
| **SEMESTER 1** | | | | | |
| **1INF111**<br>**Information Science and Information Literacy:**<br>This module aims to equip students with a comprehensive understanding of Information Science and Information Literacy in an information society. Students will be introduced to both manual | 16 | 5 | **None** | **1INF112** | **Y** |

| | | | | | |
|---|---|---|---|---|---|
| and computerised skills in locating, accessing and processing information according to the information need. | | | | | |
| **1INF121**<br>**Computer Mediated Communication:** Introduction to Information and Communication Technology (ICT) and the use of this technology in multimedia communication, e.g. the use of blogs, wiki's, online chat and news social media etc. | **16** | **5** | **None** | **1INF122** | **Y** |
| **1INF131**<br>**Computer Literacy for Information Studies 1:** Introduction to operating systems, file management, Microsoft Word (basic and advanced), and Internet and e-mailing | **16** | **5** | **None** | **1INF132** | **Y** |
| **1ENG121**<br>**Practical English 1 A:** This module introduces students to the basic skills required for academic reading and writing. Study material will be selected for relevance to the student's specific programme of study | **16** | **5** | **None** | **1ENG122** | **Y** |
| **OR**<br>**1ENG111**<br>**English 1 Part A: Language and Literature:** This module will develop student's basic skills in reading and writing in academic contexts. The material to be used will be carefully adapted to the programmes in which the students are registered. As far as possible, they will be placed in groups specific to their programmes. The module will introduce students to basic concepts of text and of readers. It will require them to write coherent and properly structures paragraphs. It will offer graduates exercises in reading and writing to develop skills in summary, inference, generalization, argument and interpretation. The module will also focus on a working grammar, that is, the system by which words of different word classes combine and function in their various forms into phrases, clauses, and sentences that make up larger compositions: paragraphs and essays | **16** | **5** | **None** | **1ENG121** | **Y** |

| | | | | | |
|---|---|---|---|---|---|
| **SEMESTER 2** | | | | | |
| **1INF112**<br>**Information Searching and Retrieval:**<br>This module equips students with theoretical and practical knowledge about information sources available and how to implement search strategies to retrieve and disseminate information for, and to, users. | 16 | 5 | None | None | Y |
| **1INF122**<br>**Electronic Publishing***:*<br>his module aims to equip learners with theoretical knowledge and practical skills of publishing particularly to design and create a variety of electronic information documents and Web-based information sources. | 16 | 5 | None | None | Y |
| **1INF132**<br>**Computer Literacy for Information Studies 2:**<br>Introduction to Excel and Access | 16 | 5 | None | None | Y |
| **1ENG122**<br>**Practical English 1 B:**<br>This module will develop the reading and writing skills introduced in 1ENG121. Study material will be relevant to the student's specific programme. | 16 | 5 | None | None | Y |
| **OR**<br>**1ENG112**<br>**English 1 Part B: Language and Literature:**<br>In this module, the texts to be studied and written and the skills to be developed will be even more specifically chosen in relation to the programmes in which students are registered. As far as possible, they will be placed in groups specific to their programmes. The module will focus on writing, listening, communication and teamwork skills, with an emphasis on description, deduction, generalizations with evidence, comparison and contrast, and understanding causality. The module will also focus on a working grammar, that is, the system by which words combine and function in their various forms into phrases, clauses, and sentences that make up larger compositions, such as essays and reports. | 16 | 5 | None | None | Y |

|  |  |  |  |  |  |
|---|---|---|---|---|---|
| **YEAR 2** |  |  |  |  |  |
| **SEMESTER 1** |  |  |  |  |  |
| **AINF211**<br>**Management Principles and Practices:**<br>This module aims to introduce learners to general management principles and how they are applied in general practice as well as with knowledge, skills and attitudes for resource management for information services such as in a library. | **16** | **6** | **None** | **AINF212** | **Y** |
| **AINF221**<br>**Information Seeking behavior:**<br>This module aims to equip students with knowledge and skills on information seeking, information users and information-needs analysis. | **16** | **6** | **None** | **AINF222** | **Y** |
| **Elective 1** |  |  | **None** | **Elective 2** | **N** |
| **SEMESTER 2** |  |  |  |  |  |
| **AINF212**<br>**Knowledge Management:**<br>This module aims to equip students with knowledge and skills on Knowledge Management as well as Indigenous Knowledge Systems (IKS). | **16** | **6** | **None** | **None** | **Y** |
| **AINF222**<br>**Records Management:**<br>This module aims to equip students with knowledge and skills on records management. Attention will be given to e-records as well. | **16** | **6** | **None** | **None** | **Y** |
| **Elective 2** |  |  | **None** | **None** | **N** |
| **YEAR 3** |  |  |  |  |  |
| **SEMESTER 1** |  |  |  |  |  |
| **AINF311**<br>**Research Methodology:**<br>This module is aimed to equip students with basic knowledge and skills of planning, and conducting and reporting research.  The module will be extended to run over two semesters culminating in a research report. | **16** | **7** | **None** | **None** | **Y** |
| **AINF321**<br>**Information Retrieval I:**<br>This module introduces students to information retrieval and aims to familiarise and equip students with knowledge and skills on current cataloguing theories and practices. In | **16** | **7** | **None** | **None** | **Y** |

| | | | | | |
|---|---|---|---|---|---|
| addition, knowledge and skills of indexing is included into the course. | | | | | |
| **AINF331**<br>**Marketing principles and applications:** This module aims to equip students with knowledge in marketing theory and applications for information services. | 16 | 7 | None | None | Y |
| Elective 5 | | | None | Elective 6 | N |
| **SEMESTER 2** | | | | | |
| **AINF312**<br>**Information Ethics and Infopreneurship:** This module aims to equip students with knowledge of the legal and ethical issues concerning information services and sensitize them to the need for observing legal and ethical requirements in information management and services. In addition, the module will provide students with knowledge, understanding and appreciation of the economics implications of information services, transfer and use that can enable them to develop infoprenuership. The module will be extended to run over two semesters where the fieldwork component culminates in a portfolio of evidence. | 16 | 7 | None | None | Y |
| **AINF322**<br>**Information Retrieval II:** This module aims to introduce students to the methods and practices for the analysis, synthesis and evaluation of recorded knowledge and information largely by means of classification in general, and in the library in particular. A component of indexing is included in the course. | 16 | 7 | None | None | Y |
| **AINF332**<br>**Informetrics:** This module aims to equip students with fundamental theoretical and practical knowledge and skills in informetrics, scientometrics and webometrics. The course also includes an abstracting component. | 16 | 7 | None | None | Y |

**Bachelor of Library and Information Science - 1IDEG2; NQF Level 8 (AIDEG2 FOR RETURNING STUDENTS)**
**Total No. of Credits: 512**

Bachelor of Library and Information Science will take 4 years consisting of 32 modules. The purpose of the qualification programme is to offer knowledge, skills and attitudes for professional information management and service in libraries, in particular, and in information centers in general. On completion of this degree programme the student can be admitted into a Master's qualification programme.

Programme or exit level outcomes of the 1IDEG2 degree are to equip students with:

1. Appropriate understanding and practical experience in the development, services, functions and the role of technologies used in libraries and information services.
2. Appropriate knowledge and skills in general, record, knowledge and inforprenueral management.
3. Appropriate knowledge and skills to identify, organise and retrieve information.
4. Appropriate knowledge of information behaviour and ethics.
5. Digital literacy skills in Information Communication Technologies (ICTs), multimedia and library management systems.
6. Theoretical and practical research skills.
7. Information literacy and communication skills

**Work integrated learning (WIL)**
Work-integrated learning by way of working in a public library for a 3-week period, as well as working in an academic library for 120 hours is a requirement for graduation.

**General rules**
Unless otherwise stipulated, the rules for the degree of Bachelor of Arts shall apply.
Rules concerning choosing of electives in year 2
   • One of the electives must be taken through as a major to 3rd year level.
   • An additional elective is to be taken for 1 year only.
If English is chosen as a major, an additional 2 subjects must be chosen as electives

**Composition of curriculum**
The curriculum shall consist of at least 32 semester-long modules as follows, provided that a student who fails any modules may repeat not more than 1 such module per semester in a subsequent year in addition to the prescribed maxima and obtain credit for them:

| | |
|---|---|
| First year - | a minimum of eight semester modules |
| Second year - | a minimum of eight semester modules |
| Third year - | a minimum of eight semester modules |
| Fourth year - | a minimum of eight semester modules |

The curriculum shall consist of all the prescribed modules and electives as specified.

| Faculty | ARTS | |
|---|---|---|
| Department | Information Studies | |
| Degree (Designator) | Bachelor of Library and Information Science | |
| Qualifier | | |
| Majors | Library Science | Information Science |

| Abbreviation | BLIS |
|---|---|
| Qualification Code (SAQF) | 8769 |
| UNIZULU Code | 1IDEG2 (**FOR FIRST TIME ENTERING STUDENTS)** |
| | AIDEG2 (**FOR RETURNING STUDENTS**) |
| NQF EXIT Level | **8** |
| Admission Requirements | 1. NSC with degree endorsement OR Matric Exemption and an achievement rating of 26 points |
| | **2.** English level 4 |
| Minimum Credits for Admission | 26 |
| Minimum duration of studies | 4 years |
| Presentation mode of subjects: | Day classes |
| Intake for the qualification: | January |
| Registration Cycle for the subjects: | January |
| Readmission: | University regulations apply |
| Total credits to Graduate: | **512** |

| Subject Name | Credits | NQF Level | Pre-requisites | Co-requisites | Compulsory |
|---|---|---|---|---|---|
| **YEAR 1** | | | | | |
| **SEMESTER 1** | | | | | |
| **1INF111** **Information Science and Information Literacy** | 16 | 5 | None | 1INF112 | Y |
| **1INF141** **Libraries and Information Centres** | 16 | 5 | None | 1INF122 | Y |
| **1INF131** **Computer Literacy for Information Studies 1** | 16 | 5 | None | 1INF132 | Y |
| **1ENG121** **Practical English 1 A** | 16 | 5 | None | 1ENG122 | Y |
| **OR** **1ENG111** **English 1 Part A: Language and Literature** | 16 | 5 | None | 1ENG121 | Y |
| **SEMESTER 2** | | | | | |
| **1INF112** **Information Searching and Retrieval**. | 16 | 5 | None | None | Y |
| **1INF122** | 16 | 5 | None | None | Y |

| Course | Credits | Level | Prerequisite | Co-requisite | Y/N |
|---|---|---|---|---|---|
| **Electronic Publishing** | | | | | |
| **1INF132** <br> **Computer Literacy for Information Studies 2** | 16 | 5 | None | None | Y |
| **1ENG122** <br> **Practical English 1 B** | 16 | 5 | None | None | Y |
| **OR** <br> **1ENG112** <br> **English 1 Part B: Language and Literature** | 16 | 5 | None | None | Y |
| **YEAR 2** | | | | | |
| **SEMESTER 1** | | | | | |
| **AINF211** <br> **Management Principles and Practices** | 16 | 6 | None | AINF212 | Y |
| **AINF221** <br> **Information Seeking behaviour** | 16 | 6 | None | AINF222 | Y |
| **Elective 1** | | | None | Elective 2 | N |
| **Elective 3** | | | None | Elective 4 | N |
| **SEMESTER 2** | | | | | |
| **AINF212** <br> **Knowledge Management** | 16 | 6 | None | None | Y |
| **AINF222** <br> **Records Management** | 16 | 6 | None | None | Y |
| **Elective 2** | | | None | None | N |
| **Elective 4** | | | None | None | N |
| **YEAR 3** | | | | | |
| **SEMESTER 1** | | | | | |
| **AINF311** <br> **Research Methodology** | | | None | AINF312 | Y |
| **AINF371** <br> **Cataloguing** | 16 | 7 | None | AINF372 | Y |
| **AINF391** <br> **Readership and Children's Literature** | 16 | 7 | None | AINF391 | Y |
| **Elective 5** | | | None | Elective 6 | N |
| **SEMESTER 2** | | | | | |
| **AINF312** <br> **Infopreneurship and Experiential Learning** | 16 | 7 | None | None | Y |
| **AINF372** <br> **Classification** | 16 | 7 | None | None | Y |
| **AINF392** <br> **Information Collection Development** | 16 | 7 | None | None | Y |
| **Elective 6** | | | None | None | N |
| **YEAR 4** | | | | | |
| **SEMESTER 1** | | | | | |
| **AINF331** | 16 | 7 | None | AINF332 | Y |

| | | | | | |
|---|---|---|---|---|---|
| **Marketing principles and applications** | | | | | |
| **AINF411** <br> **Experiential learning** | 16 | 8 | None | AINF412 | Y |
| **Elective 7** | | | None | Elective 8 | N |
| **Elective 9** | | | None | Elective 10 | N |
| **SEMESTER 2** | | | | | |
| **AINF422** <br> **Advanced information retrieval, indexing and abstracting** | 16 | 8 | None | None | Y |
| **AINF412** <br> **Information ethics** | 16 | 8 | None | None | Y |
| **Elective 8** | | | None | None | N |
| **Elective 10** | | | None | None | N |

**Electives for Bachelor in Library and Information Science**

| Elective1 | Elective 2 (Co-requisites) |
|---|---|
| 1. 1ANT111 : Intro to Anthropology <br> 2. 1COM111 : Communication Science 1 <br> 3. AENG211 : English 2 Part A <br> 4. 1HIS111: History 1 : Theory & Methods of History <br> 5. 1PSY111 : Intro to Psychology <br> 6. 1SGY111 : Intro to Sociology | 1. 1ANT112 : Culture & Society in Africa <br> 2. 1COM112 :Journalism 1 <br> 3. AENG212 : English 2 Part B <br> 4. 1HIS112 : History 1: South African History <br> 5. 1PSY112 : Applied Psychology 1&2 <br> 6. 1SGY112 : Industrial Societies |
| **Elective 3** | **Elective 4 (Co-requisites)** |
| 1. 1ANT111 : Intro to Anthropology <br> 2. 1COM111 : Communication Science 1 <br> 3. AINF241 : Multimedia 1 <br> 4. 1HIS111 : History 1: Theory & Methods of History <br> 5. 1PSY111 : Intro to Psychology <br> 6. 1SGY111 : Intro to Sociology | 1. 1ANT112 : Culture & Society in Africa <br> 2. 1COM112 : Journalism 1 <br> 3. AINF242 : Multimedia 2 <br> 4. 1HIS112 : History 1: South African History <br> 5. 1PSY112 : Applied Psychology 1&2 <br> 6. 1SGY112 : Industrial Societies |
| **Elective 5** | **Elective 6 (Co-requisites)** |
| 1. AANT211 : Health & Socio-cultural Context <br> 2. ACOM211 : Communication Science 2 <br> 3. APSY211 : Social Psychology <br> 4. AHIS211 : 19th & early 20th Century Europe 1 | 1. AANT212 : Understanding Families & <br>    a. Households <br> 2. ACOM212 : Public Relations 1 A <br> 3. APSY 212 : Intro to Research Methodology <br> 4. AHIS212 : General Topics: 19th & early 20th Century SA |
| **Elective 7** | **Elective 8 (Co-requisites)** |
| 1. AANT311 : Applied Anthropology <br> 2. ACOM311 : Communication Science 3 <br> 3. AENG311 : English 3 Part A <br> 4. APSY321 : Psychopathology <br> 5. AHIS311 : Archival Skills & intro to Cultural Muse | 1. AANT312: Research Methodology Plus <br>    a. Special Topic <br> 2. ACOM312 : Public Relations 2 A <br> 3. AENG312 : English 3 Part B <br> 4. APSY322 : Therapeutic Psychology <br> 5. AHIS312 : Colonial and Post independent Africa |

<table>
<tr><td colspan="2"><strong>Elective 9</strong><br>1. AANT321 : Anthropology of the Media<br>2. ACOM321 : Marketing & Advertising B<br>3. AENG321 : English 3 Part C<br>4. APSY311 : Research Methods and Statistics<br>5. AHIS321 : The Zulu Monarchy and KZN leaders in retrospective</td><td colspan="2"><strong>Elective 10 (Co-requisites)</strong><br>1. AANT322 : Development of Anthropological<br>   a. Thought<br>2. ACOM322 : Journalism 2<br>3. AENG322 : English 3 Part D<br>4. APSY312 : Research Methods and Statistics<br>5. AHIS322 : Totalitarian Regimes & the Nuclear Age</td></tr>
</table>

| Subject Name | Credits | NQF Level | Prerequisites | Co-requisites | Compulsory |
|---|---|---|---|---|---|
| **YEAR 1** | | | | | |
| **SEMESTER 1** | | | | | |
| **1INF111**<br>**Information Science and Information Literacy**<br>This module aims to equip students with a comprehensive understanding of Information Science and Information Literacy in an information society. Students will be introduced to both manual and computerised skills in locating, accessing and processing information according to the information need. | **16** | **5** | **None** | **1INF112** | **Y** |
| **1INF141**<br>**Libraries and Information Centres**<br>This module aims to introduce learners to the history and development of libraries and information centres as well as the challenges facing them. It also describes the different library and information centre types, their functions and services. | **16** | **5** | **None** | **1INF122** | **Y** |
| **1INF131**<br>**Computer Literacy for Information Studies 1**<br>Introduction to Operating Systems, Microsoft Word (basic and advanced), and Internet and e-mailing. | **16** | **5** | **None** | **1INF132** | **Y** |

| Module | | | | | |
|---|---|---|---|---|---|
| **1ENG121**<br>**Practical English 1 A**<br>This module introduces students to the basic skills required for academic reading and writing. Study material will be selected for relevance to the student's specific programme of study. | 16 | 5 | **None** | **1ENG122** | **Y** |
| **OR**<br>**1ENG111**<br>**English 1 Part A: Language and Literature**<br>This module will develop students' basic skills in reading and writing in academic contexts. The material to be used will be carefully adapted to the programmes for which the students are registered. As far as possible, they will be placed in groups specific to their programmes. The module will introduce students to basic concepts of text and of readers. It will require them to write coherent and properly structured paragraphs. It will offer graduates exercises in reading and writing to develop skills in summarising, inference, generalisation, argument and interpretation. The module will also focus on a working grammar, that is, the system by which words of different word classes combine and function in their various forms into phrases, clauses, and sentences that make up larger compositions, such as paragraphs and essays. | 16 | 5 | **None** | **1ENG121** | **Y** |
| **SEMESTER 2** | | | | | |
| **1INF112**<br>**Information Searching and Retrieval**<br>This module equips students with theoretical and practical knowledge about the many information sources available and how to implement search strategies to retrieve and disseminate information for, and to, users. | 16 | 5 | **None** | **None** | **Y** |
| **1INF122**<br>**Electronic Publishing** | 16 | 5 | **None** | **None** | **Y** |

| | | | | | |
|---|---|---|---|---|---|
| his module aims to equip learners with the theoretical knowledge and practical skills of publishing, particularly for designing and creating a variety of electronic-information documents and Web-based information sources. | | | | | |
| **INF132**<br>**Computer Literacy for Information Studies 2**<br>Introduction to Excel and Access | **16** | **5** | **None** | **None** | **Y** |
| **ENG122**<br>**Practical English 1 B**<br>This module will develop the reading and writing skills introduced in AENG121.<br>Study material will be relevant to the student's specific programme | **16** | **5** | **None** | **None** | **Y** |
| **OR**<br>**ENG112**<br>**English 1 Part B: Language and Literature**<br>In this module, the texts to be studied and written, and the skills to be developed will be even more specifically chosen in relation to the programmes in which students are registered. As far as possible, they will be placed in groups specific to their programmes. The module will focus on writing, listening, communication and teamwork skills, with an emphasis on description, deduction, generalisations with evidence, comparison and contrast, and understanding causality. The module will also focus on a working grammar, that is, the system by which words combine and function in their various forms into phrases, clauses, and sentences that make up larger compositions, such as essays and reports. | **16** | **5** | **None** | **None** | **Y** |

| | | | | | |
|---|---|---|---|---|---|
| **YEAR 2** | | | | | |
| **SEMESTER 1** | | | | | |
| **AINF211**<br>**Management Principles and Practices**<br>This module aims to introduce learners to general-management principles and how it is applied in general practice as well as with knowledge, skills and attitudes for resource management for information services, such as in a library. | **16** | **6** | **None** | **AINF212** | **Y** |
| **AINF221**<br>**Information Seeking Behaviour**<br>This module aims to equip students with knowledge and skills on information seeking, information users and information-needs analysis. | **16** | **6** | **None** | **AINF222** | **Y** |
| **Elective 1** | | | **None** | **Elective 2** | **N** |
| **Elective 3** | | | **None** | **Elective 4** | **N** |
| **SEMESTER 2** | | | | | |
| **AINF212**<br>**Knowledge Management**<br>This module aims to equip students with knowledge and skills on Knowledge Management as well as Indigenous Knowledge Systems (IKS). | **16** | **6** | **None** | **None** | **Y** |
| **AINF222**<br>**Records Management**<br>This module aims to equip students with knowledge and skills on records management. Attention will be given to e-records as well. | **16** | **6** | **None** | **None** | **Y** |
| **Elective 2** | | | **None** | **None** | **N** |
| **Elective 4** | | | **None** | **None** | **N** |
| **YEAR 3** | | | | | |
| **SEMESTER 1** | | | | | |
| **AINF311**<br>**Research Methodology**<br>This module is aimed to equip students with the basic knowledge and skills needed for planning, conducting and reporting research. The module will be extended to run over two semesters culminating in a research report. | **16** | | **None** | **AINF312** | **Y** |

| | | | | | |
|---|---|---|---|---|---|
| **AINF371**<br>**Cataloguing**<br>This module aims to familiarise and equip students with knowledge and skills on current cataloguing theories and practices. Students will be introduced to both manual and computerized theories and practices. | **16** | **7** | **None** | **AINF372** | **Y** |
| **AINF391**<br>**Readership and Children's Literature**<br>This module aims to introduce learners to the concept of readership and how different reader groups are accommodated within a library or information-centre environment. Specific reference to the reading patterns and needs of children forms part of the module. | **16** | **7** | **None** | **AINF392** | **Y** |
| **Elective 5** | | | **None** | **Elective 6** | **N** |
| **SEMESTER 2** | | | | | |
| **AINF312**<br>**Infopreneurship and Experiential Learning**<br>This module aims to equip students with knowledge of the legal and ethical issues concerning information services and sensitize them to the need for observing legal and ethical requirements in information management and services. In addition, the module will provide students with knowledge, understanding and appreciation of the economic implications of information services, enabling the development of infoprenuership. The module will be extended to run over two semesters where the fieldwork component culminates in a portfolio of evidence. | **16** | **7** | **None** | **None** | **Y** |
| **AINF372**<br>**Classification**<br>This module aims to introduce students to the methods and practices for the analysis, synthesis and evaluation of recorded knowledge and information by means of classification in general, and in the library in particular. | **16** | **7** | **None** | **None** | **Y** |

| | | | | | |
|---|---|---|---|---|---|
| **AINF392**<br>**Information Collection Development**<br>This module aims at imparting knowledge on collection-development theory and practices to the students, enabling them to develop and maintain relevant collections for their libraries or information centres. | **16** | **7** | **None** | **None** | **Y** |
| **SEMESTER 1** | | | | | |
| **AINF331**<br>**Marketing principles and applications**<br>This module aims to equip students with knowledge in Marketing and the applications of Marketing principles. | **16** | **7** | **None** | **AINF332** | **Y** |
| **AINF411**<br>**Experiential learning**<br>This module aims to teach students the practical knowledge, skills and attitudes needed to prepare them for the workplace environment. | **16** | **8** | **None** | **AINF412** | **Y** |
| **Elective 7** | | | **None** | **Elective 8** | **N** |
| **Elective 9** | | | **None** | **Elective 10** | **N** |
| **SEMESTER 2** | | | | | |
| **AINF422**<br>**Advanced information retrieval, indexing and abstracting**<br>This module aims to equip students with basic knowledge and skills on storage, retrieval and evaluation of information. The course also covers abstracting and indexing theories and practices. | **16** | **8** | **None** | **None** | **Y** |
| **AINF412**<br>**Information ethics**<br>This module aims to equip students with knowledge of the legal and ethical issues concerning information services and sensitize them to the need for observing legal and ethical requirements in information management and services. | **16** | **8** | **None** | **None** | **Y** |
| **Elective 8** | | | **None** | **None** | **N** |
| **Elective 10** | | | **None** | **None** | **N** |

**Description of the diploma**

**Postgraduate Diploma in Library and Information Science - 1IDIP1; NQF Level 8 (AIDIP1 FOR RETURNING STUDENTS)**

**Total No. of Credits: 128**

This is a 1-year qualification consisting of 8 semester courses. PGDLIS is open to candidates with degree qualifications other than Library and Information Science, or its equivalent, so that they can pursue careers in Library and Information management and service.

Programme or exit-level outcomes of the 1IDIP1 Postgraduate Diploma are to equip students with:
1. Appropriate understanding and practical experience in the development, services, functions and the role of technologies used in libraries and information services.
2. Appropriate knowledge and skills in general, record, knowledge and inforprenueral management.
3. Appropriate knowledge and skills to identify, organise and retrieve information.
4. Appropriate knowledge of information behaviour and ethics.
5. Digital literacy skills in Information Communication Technologies (ICTs), multimedia and library management systems.
6. Theoretical and practical research skills.
7. Information literacy and communication skills

**Work integrated learning (WIL)**
Work-integrated learning by way of working in a public library for 3 weeks, as well as working in an academic library for 120 hours is a requirement.

**Admission Requirements**
A candidate for the Post-graduate Diploma in Library and Information Science must be in possession of an approved Bachelor's degree or any other qualification accepted by the Senate as equivalent thereto and must have passed their bachelor-degree courses with an average mark of 60%.

**General rules**
**Rules G20 and G21** shall apply and be extended to include the Post-graduate Diploma in Library and Information Science wherever the word "degree" occurs.

| Subject Name | Credits | NQF Level | Pre-requisites | Co-requisites | Core |
|---|---|---|---|---|---|
| **YEAR 1** | | | | | |
| **SEMESTER 1** | | | | | |
| **1LIS121** **Introduction to Information Science and Information Literacy** | 15 | 8 | None | 1LIS122 | Y |
| **1LIS141** **Cataloguing theory/practical** | 15 | 8 | None | 1LIS142 | Y |

| Subject Name | Credits | NQF Level | Prerequisites | Co-requisites | Core |
|---|---|---|---|---|---|
| **1LIS151**<br>**Research methodology** | 24 | 8 | None | 1LIS152 | Y |
| **1LIS161**<br>**Readership and Children's Literature**<br>. | 15 | 8 | None | 1LIS162 | Y |
| **SEMESTER 2** | | | | | |
| **1LIS112**<br>**Knowledge management and Fieldwork** | 15 | 8 | None | None | Y |
| **1LIS142**<br>**Classification theory/practical** | 15 | 8 | None | None | Y |
| **1LIS152**<br>**Information Searching and Retrieval** | 15 | 8 | None | None | Y |
| **1LIS162**<br>**Collection development** | 15 | 8 | None | None | Y |

| Subject Name | Credits | NQF Level | Prerequisites | Co-requisites | Core |
|---|---|---|---|---|---|
| **YEAR 1** | | | | | |
| **SEMESTER 1** | | | | | |
| **1LIS121**<br>**Introduction to Information Science and Information Literacy**<br>This module aims to equip students with a comprehensive understanding of Information Science and Information Literacy in an information society. Students will be introduced to both manual and computerized skills in locating, accessing and processing information according to what information is needed. | **15** | **8** | **None** | **1LIS122** | **Y** |
| **1LIS141**<br>**Cataloguing theory/practical**<br>This module aims to familiarise and equip students with knowledge and skills on current cataloguing theories and practices. Students will be introduced to both manual and computerized skills theories and practices. | **15** | **8** | **None** | **1LIS142** | **Y** |
| **1LIS151**<br>**Research methodology**<br>This module is aimed at equipping students with basic knowledge and skills for | **24** | **8** | **None** | **1LIS152** | **Y** |

| | | | | | |
|---|---|---|---|---|---|
| planning, conducting and reporting research. | | | | | |
| **1LIS161**<br>**Readership and Children's Literature**<br>This module aims to introduce learners to the concept of readership and how different reader groups are accommodated within a library or information-centre environment. Specific reference to the reading patterns and needs of children forms part of the module. | **15** | **8** | **None** | **1LIS162** | **Y** |
| **SEMESTER 2** | | | | | |
| **1LIS112**<br>**Knowledge management and Fieldwork**<br>This module aim to equip students with the basic knowledge and skills needed for Knowledge Management. | **15** | **8** | **None** | **None** | **Y** |
| **1LIS142**<br>**Classification theory/practical**<br>This module aims to introduce students to the methods and practices for the analysis, synthesis and evaluation of recorded knowledge and information by means of classification in general – in the library in particular. | **15** | **8** | **None** | **None** | **Y** |
| **ALIS152**<br>**Information Searching and Retrieval**<br>This module equips students with theoretical and practical knowledge about information sources available, and how to implement search strategies to retrieve and disseminate information for, and to, users. | **15** | **8** | **None** | **None** | **Y** |
| **1LIS162**<br>**Collection development**<br>This module aims to teach learners the ability to build and maintain relevant collections for their libraries or information centres | **15** | **8** | **None** | **None** | **Y** |

**BA Honours in Information Science - 1HON13; NQF Level 7 (AHON13 FOR RETURNING STUDENTS)**
**Total No. of Credits: 120**

The BIS –Honours is a postgraduate degree programme offered to aspirants who already have BA (IS) or their equivalent qualification, obtained a 60% average in LIS subjects offered for the duration of study and wish to pursue advanced study in LIS. The programme takes 1 year full-time and 2 years part-time, and consists of 7 modules including 3 compulsory modules and 2 Electives, i.e. a total of 5 modules must be taken. For qualification purposes a candidate shall obtain an average of at least 50%, with a minimum of 45% allowed in 2 papers in the Honours examination.

**NOTE: Five 3-hour papers and a research project (AIS501, AIS503 and AIS506 – research report) are compulsory**

| CODE | TITLE | CREDIT VALUE | DESCRIPTION |
|------|-------|--------------|-------------|
| 1IS 501 | User Studies and Research Methods | 30 | The aim of the module to enable the student to understand research concepts and application in order to plan, conduct and report research. Students will also be enabled to understand and apply user-studies, concepts and applications, largely within a defined context. |
| 1IS 502 | Management and Administration | 16 | The aim of the module to enable the students to understand and apply management theories and models, and principles to the management of modern information and knowledge systems and services within a defined context. |
| 1IS 503 | Information Storage and Retrieval | 16 | This module aims to equip students with knowledge of how information is stored and retrieved. |
| 1IS 504 | School and Children's Libraries: Children's Literature | 16 | The aim of the module is to familiarise students with aspects concerning the management of school and children's libraries, and also to familiarise them with aspects of children's literature. |
| 1IS 505 | Document Studies | 16 | The aim of the module is to familiarise students with aspects concerning the management, storage and maintenance of documents, with specific reference to the electronic era. |
| 1IS 506 | Research report | 30 | The aim of the module to enable the students to conduct, compile and report research in LIS . |
| 1IS 508 | Multimedia | 16 | The aim of this module is to impart to students theoretical and practical knowledge of various multimedia applications and programs, especially internet-based programs and mobile applications. Student will also be enabled to understand and apply multimedia concepts and applications, largely within a defined context. |

Methods of assessment include continuous assessment (at least 40%) and final exam (at least 60%).

Master's and Doctorates focus on candidates preparing to occupy senior information and knowledge management positions, LIS theory and research and for academics and HEIs educators. To be accepted in the Master's programme, a minimum mark of 65% for the BIS Honours is required

**Master of Arts in Information Science - 1MAS13; NQF Level 9 (AMAS13 FOR RETURNING STUDENTS)**
**Total No. of Credits: 180**

**Admission requirements**
Refer to Faculty requirements

**Duration of the proposed degree**
The curriculum shall extend over at least 1 year.

**Examination**
The examination shall consist of a dissertation on an approved subject. This may be supplemented with an oral examination if the HOD deems it fit.

**Doctor of Philosophy in Information Science - 1DPH13; NQF Level 10 (ADPH13 FOR RETURNING STUDENTS)**
**Total No. of Credits: 360**

Rules for a Doctorate in the Faculty of Arts shall apply. The examination shall consist of a thesis on an approved topic, subject to rules G48-G56

## DEPARTMENT OF PHILOSOPHY AND APPLIED ETHICS

| | |
|---|---|
| Associate Professor | Vacant |
| Senior Lecturer | Vacant |
| Lecturers | E. Latecka MA (English) (University of Lodz Poland) |
| | N. Smith BA (Hons) (UJ), MA Philosophy (UJ) |
| | P. Mwipikeni BA (Hons), MA, (Zimbabwe), PHD (UJ) |
| | S. Ndlovu BA (Economics and Political Studies) (UNISA) BA (Hons) Philosophy (UKZN); MA (African Studies – Political Philosophy) (UCT); PhD (Philosophy) (UKZN) |
| Junior Lecturer | C. Austin BA (Hons) (UNIZULU) |

**BA Honours in Philosophy - 1HON17; NQF Level 8 (AHON17 FOR RETURNING STUDENTS)**
**Total No. of Credits: 120**

**Admission requirements**
Relevant University and Faculty rules apply. Specifically, in order to qualify for admission to the Philosophy Honours course, students should have obtained a minimum aggregate pass of 65% for the third-year qualifying courses in Philosophy.  Students with an aggregate mark of less than 65% at third-year level may be admitted at the discretion of the HOD.

University and Faculty rules apply to students who have not majored in Philosophy and who wish to enroll for Honours in Philosophy.

**Duration of the proposed Degree**
The curriculum shall extend over at least 1 year.

**Examinations**

Candidates have to complete a **compulsory research paper and 4 other papers** from the list below. Not all options are taught each year as they depend on the expertise available in the Department. Therefore, students must consult the HOD before they make their choices. Candidates may, after consultation with the HOD, be granted permission to do 1 paper offered by another Department at the Faculty of Arts. However, the candidates has to complete the compulsory Research Paper in the Department of Philosophy and Applied Ethics.

**The structure of the degree is as follows**

| TITLE | CODE | CREDITS | NQF LEVEL | DESCRIPTION |
|-------|------|---------|-----------|-------------|
| Epistemology | 1PH501 | 20 | 8 | This module presents a selection of epistemological theories. |
| African Philosophy | 1PH502 | 20 | 8 | This module presents a selection of topics from African Philosophy. |
| Philosophical Anthropology | 1PH503 | 20 | 8 | This module presents topics from the intersection of philosophy and anthropology. |
| Applied Ethics | 1PH504 | 20 | 8 | This module deals with a selection of ethical theories and their applications. |
| Existential Phenomenology | 1PH505 | 20 | 8 | This module presents a selection of topics from existential phenomenology, including phenomenology and existentialism. |
| Critical Theory | 1PH506 | 20 | 8 | This module presents a selection of topics concerning Critical Theory from its origin till the present day. |
| A Study of Texts | 1PH507 | 20 | 8 | This module allows students to engage with contemporary and past philosophical texts. |
| Contemporary Philosophical Debates – a Research Paper | 1PH508 | 40 | 8 | This is a **compulsory** paper fulfilling the research requirement for Honours. Candidates are required to produce an article-length research paper which meets the standards of a peer-reviewed journal. The work is supervised and, while publication is not a necessary condition for passing the paper, candidates will be encouraged to aim at publication in a recognised journal. |

Students choose 4 of the semester modules after consultation with the HOD. The Research Paper must be completed by the end of January. The examinations for the remaining papers are written during the May/June and November/January examination sessions.

**Master of Arts in Philosophy - 1MAS17; NQF Level 9 (AMAS17 FOR RETURNING STUDENTS)**
**Total No. of Credits: 180**

**Admission requirements**
Refer to Faculty requirements.

**Duration of the proposed degree**
The curriculum shall extend over at least 1 year.

**Examination**
The Philosophy Master's is a Master's by dissertation on an approved subject. See general
University rules and consult the HOD.

**Doctor of Philosophy in Philosophy - 1PHD17; NQF Level 10 (APHD17 FOR RETURNING STUDENTS)**
**Total No. of Credits: 360**

A thesis on an approved subject in philosophy. See general University rules and consult the HOD

## DEPARTMENT OF POLITICS AND INTERNATIONAL STUDIES

| | |
|---|---|
| Professor | Vacant |
| Associate Professor | Vacant |
| Senior Lecturer | Vacant |
| Lecturer | T.C. Adetiba BA (Hons) History (Ilorin), MA International Relations and Strategic Studies (LASU), PhD Development Studies (Fort Hare) |
| | N.P. Dlamini BSS (Politics & HRM) UKZN, PMB-South Africa; BSocSci Honours (International Relations), UKZN-PMB, SA ; MSS (Political Science), UKZN- PMB, SA |

The Department of Politics and International Studies (POLIS) offers a Major, up to third-year level, as part of the BA Degree.

## DEPARTMENT OF PSYCHOLOGY

| | |
|---|---|
| Professor | J.D. Thwala BA (Hons) (Univ North), MA Clinical Psych (Natal), Advanced Holistic Diploma (Western Australia), PhD Community Psychology (UNIZULU) |
| Associate Professor | P.B. Mbele D Phil (Psychology) (UZ), MA SocSc (Psychology), BA (Hons) Psychology (UND), B Cur I et A (Medunsa), Dip Midwifery (St Mary's Hospital), Dip GNSA (Edendale Hospital) |
| Senior Lecturer | C.Hermann B.Psych, MA (Clin. Psych) (UNIZULU), DPhil (UNIZULU) |
| Lecturers | A.D. Singh BA Social Sciences (UN), BA (Hons) Psychology, MA Research Psychology (Durban Westville) |

V.C. Mathe BA (Hons), MA (Counselling Psychology) (UNIZULU)
M. Govender BPsych, MA (Clinical Psych) (UNIZULU)
T.I. Sithole B Social Sciences (UKZN), B Social Sciences Hons (Psychology) (UKZN), MSoc Science (Counselling Psychology) (UKZN), PGDip HIV/Aids Management (Stellenbosch Univ)

**BA Honours in Psychology - 1HONS18; NQF Level 8 (AHON18 FOR RETURNING STUDENTS) (NOT OFFERED IN 2019)**
**Total No. of Credits: 180**

**Admission requirements**
Admission to the BA Honours in Psychology course is limited to:
1. This degree is an academic degree **ONLY** and does not lead to professional registration.
2. A minimum average pass rate of 65% in Psychology modules.
3. Students will be selected in terms of both academic merit and personal suitability.
   No correspondence will be entered into with unsuccessful candidates.
1.  Preference will be given to students with the following (or equivalent) modules:
       a.  Psychopathology.
       b.  Psychological assessment.
       c.  Psychological Interventions

2.  Candidates must select 6 modules from the list below:

    Modules:
    | | | |
    |---|---|---|
    | 1PS501 | Research methodology | (core) |
    | 1PS502 | Psychopathology and social psychology | (core) |
    | 1PS503 | Social psychology | (elective) |
    | 1PS504 | Developmental psychology | (elective) |
    | 1PS505 | Personality psychology | (elective) |
    | 1PS506 | Physiological psychology | (elective) |
    | 1PS507 | Clinical psychology | (elective) |
    | 1PS508 | Counselling | (elective) |
    | 1PS509 | Psychological assessment and measurement | (core) |

**Duration of the Proposed Degree**
The degree extends over a minimum of 1 year full time.

**Examination**
There are 2 exams. One exam in June, and 1 exam in October.
The examination shall consist of a 3-hour paper on each of the theoretical modules.

**Master of Arts in Clinical Psychology - AMAS18; NQF Level 9 (Not offered in 2019)**
**Total No. of Credits: 180**

**Admission requirements**
Refer to Faculty requirements
1.  B. Psych Degree with minimum pass rate of 65%.
2.  Bachelor of Arts in Psychology Honours Degree with a minimum pass rate of 65% in psychology modules.
3.  Bachelor of Education in Educational Psychology.

4. Bachelor of Education in Counselling and Guidance or Orthopedagogics.
5. Personality suitability and academic merit.
6. Shortlisted applicants will be invited to an interview with a panel consisting of internal and external supervisors.
7. The MA (Clinical Psychology) is an applied degree leading towards registration with the Professional Board for Psychology of the Health Professions Council of South Africa (HPCSA) as a clinical psychologist. The course is a natural extension of the Honours course. Only a limited number of students can be admitted to the course. Students will be selected in terms of both academic merit and personal suitability. No correspondence will be entered into with unsuccessful candidates.
8. Students who have insufficient background at Honours or BEd levels in areas of research methodology, psychopathology, psychological assessment or the equivalents of these papers will be required to do and pass these subjects for non-degree purposes (NDPS) before they are admitted to the MA (Clinical Psychology) course of study.

### Duration of the proposed degree
1. The course extends over a minimum of 2 years of which 1 is a full-time academic year plus a 12-month internship at an HPCSA accredited institution before the degree can be conferred.
2. A further 12-month Community Service period at a Government Hospital is required, plus an HPCSA Board examination.

### Curriculum
1. University coursework – 1PS701
2. Dissertation – 1PS702
3. A 12-month internship at an HPCSA accredited training institute.

| Faculty | ARTS | | |
|---|---|---|---|
| Department | Psychology | | |
| Degree (Designator) | Master of Arts: Clinical Psychology | | |
| CESM Category | 18 | Psychology | |
| Majors | Psychology | | |
| Abbreviation | MA ClincPsych | | |
| Qualification Code (SAQF) | 9071 | | |
| UNIZULU Code | AMAS18 | | |
| NQF EXIT Level | **9** | | |
| Admission Requirements | BA Honours degree in Psychology or related field | | |
| | also refer to the Faculty rules | | |
| Minimum Credits for Admission | 480 | | |
| Minimum duration of studies | | | |
| | 2 YEARS | | |
| Presentation mode of subjects: | | | |
| | FULL TIME | | |
| Intake for the qualification: | | | |
| | JANUARY | | |

| Registration Cycle for the subjects: | JANUARY |
| --- | --- |
| Readmission: | |
| Total credits to Graduate: | **180** |

**UNIZULU QUALIFICATION STRUCTURE**

| Faculty | ARTS | |
| --- | --- | --- |
| Department | PSYCHOLOGY | |
| Degree (Designator) | MASTERS of ARTS | |
| Qualifier | MASTERS | In CLINICAL PSYCHOLOGY |
| Majors | | |
| Abbreviation | MA (ClinPsy) | |
| Qualification Code (SAQF) | 9071 | |
| UNIZULU Code | AMAS18 | |
| NQF EXIT Level | **9** | |
| Admission Requirements | 1. BPsych DEGREE or | |
| | 2. BA Hons in PSYCHOLOGY | |
| Minimum Credits for Admission | 480 | |
| Minimum duration of studies | 2 YEARS | |
| Presentation mode of subjects: | DAY CLASSES | |
| Intake for the qualification: | JANUARY | |
| Registration Cycle for the subjects: | JANUARY | |
| Readmission: | | |
| Total credits to Graduate: | **180** | |

**FIRST YEAR**

| SUBJECT NAME | SUBJECT CODE | SUBJECT CREDITS | SUBJECT LEVEL | PREREQUISITE SUBJECT(S) |
| --- | --- | --- | --- | --- |
| **YEAR 1** | | | | |
| UNIVERSITY COURSE WORK | **APS701** | **90** | **9** | |
| DISSERTATION | **APS702** | **90** | **9** | |
| **TOTAL** | | **180** | | |

| FIRST YEAR | | | | |
|---|---|---|---|---|
| | | | | |
| SUBJECT NAME | SUBJECT CODE | SUBJECT CREDITS | SUBJECT LEVEL | PREREQUISITE SUBJECT(S) |
| YEAR 1 | | | | |
| UNIVERSITY COURSE WORK | 1PS701 | 90 | 9 | |
| DISSERTATION | 1PS702 | 90 | 9 | |
| TOTAL | | 180 | | |

**Master of Arts in Counselling Psychology - 1MAS19; NQF Level 9 (NOT OFFERED IN 2019)**
**Total No. of Credits: 180**

**Admission requirements**
Refer to Faculty requirements
1. B. Psych Degree with minimum pass rate of 65%
2. Bachelor of Arts in Psychology Honours Degree
3. Bachelor of Education in Educational Psychology
4. Bachelor of Education in Counselling and Guidance or Orthopedagogics.
5. Personality suitability and academic merit.
6. The MA (Counselling Psychology) is an applied degree leading towards registration with the Professional Board for Psychology of the Health Professions Council of South Africa (HPCSA) as a counselling psychologist. The course is a natural extension of the Honours course. Only a limited number of students can be admitted to the course. Students will be selected in terms of both academic merit and personal suitability. No correspondence will be entered into with unsuccessful candidates.
7. Students who have insufficient background at Honours or BEd levels in areas of research methodology, psychopathology, psychological assessment or equivalents of these papers will be required to do and pass these subjects for non-degree purpose (NDPS) before they are admitted to the MA (Counselling Psychology) course of study.

**Duration of the proposed degree**
1. The course extends over a minimum of 2 years of which 1 is a full-time academic year plus a 12-month internship at an HPCSA accredited institution before the degree can be conferred.

| Faculty | ARTS | |
|---|---|---|
| Department | Psychology | |
| Degree(Designator) | Master of Arts: Counselling Psychology | |
| CESM Category | 18 | Psychology |
| Majors | Psychology | |
| Abbreviation | MA: CounsPsych | |
| Qualification Code (SAQF) | **19801** | |

| UNIZULU Code | Code: AMAS19 | |
|---|---|---|
| NQF EXIT Level | **9** | |
| Admission Requirements | BA: Honours degree in Psychology or related field | |
| | also refer to the Faculty rules | |
| Minimum Credits for Admission | 480 | |
| Minimum duration of studies | | |
| | 2 YEARS | |
| Presentation mode of subjects: | | |
| | FULL TIME | |
| Intake for the qualification: | JANUARY | |
| | | |
| Registration Cycle for the subjects: | | |
| | JANUARY | |
| Readmission: | | |
| Total credits to Graduate: | **180** | |

| SUBJECT NAME | SUBJECT CODE | SUBJECT CREDITS | SUBJECT LEVEL | PREREQUISITE SUBJECT(S) |
|---|---|---|---|---|
| **YEAR 1** | | | | |
| UNIVERSITY COURSE WORK | 1YC701 | 90 | 9 | |
| DISSERTATION | 1YC702 | 90 | 9 | |
| | | | | |
| **TOTAL** | | **120** | | |

**Doctor of Philosophy in Community Psychology - 1EC800 (1PHD20); NQF Level 10 (APHD20 FOR RETURNING STUDENTS)**
**Total No. of Credits: 360**

1. The PhD in community psychology consists of a specialised doctoral programme of studies for registered psychologists. All doctoral degrees require the completion of a thesis. (Some doctoral programmes may have coursework components, but in such instances the successful completion of the coursework component serves merely as a prerequisite for the submission of the thesis for assessment. **Only the thesis assessment is considered for the award of the degree**. Doctoral degrees are awarded pass or fail assessments. No marks are awarded and degrees are not awarded with merit or distinction.  A limited number of students selected in terms of academic merit and personal suitability will be admitted to the programme, which extends over a minimum period of 2 years.

   The curriculum consists of 2 basic units:
   1.1 the university coursework – 1EC801
   1.2 a thesis – 1EC802

2. University coursework: This consists of examinations and supervised course-work in the following areas:

Paper 1      African community psychology and/or community psychology in South Africa, including early older forms of community psychology, traditional healing and Afro-Christian healing. Community psychology theory, models and development e.g. in industry, education and health with special focus on rural development.

Paper 2      Community psychology research methods applied in community settings.

Paper 3      Community psychology interventions, including community and cultural counselling and individual, interpersonal, marital, family, group psychotherapy in educational, clinical, health and industrial community settings.

Paper 4      This consists of supervised practical work in a variety of community centres and settings. The practical part is distinguishable but inseparable from the thesis and theoretical part in that the community centres and settings provide the resources, direction and context for the thesis and theoretical part. The formal requirement for completion of the practical part is the submission of a scientific paper based upon the community psychological practice.

2.2 A Thesis (Paper 5)

Although it may be limited in scope and length the thesis satisfies all the academic requirements of a PhD thesis.

3. The two parts; thesis and coursework each carry equal weight. Candidates must pass both parts before the degree PhD (Community Psychology) is conferred.

| Faculty | ARTS | | |
|---|---|---|---|
| Department | Psychology | | |
| Degree (Designator) | Doctor of Philosophy | | |
| CESM Category | 18 | Psychology | |
| Majors | Psychology | | |
| Abbreviation | D.Phil.: Psychology | | |
| Qualification Code (SAQF) | 9077 | | |
| UNIZULU Code | Code: 1PHD20 (FOR FIRST TIME ENTERING) | | |
| | APHD20 ( FOR RETURNING STUDENTS) | | |
| NQF EXIT Level | **10** | | |
| Admission Requirements | Master's degree in Psychology or related field | | |
| | Also refer to the Faculty requirements | | |
| | | | |
| | | | |
| | | | |
| Minimum Credits for Admission | | | |

| Minimum duration of studies | 2 YEARS | |
|---|---|---|
| Presentation mode of subjects: | FULL TIME | |
| Intake for the qualification: | JANUARY | |
| Registration Cycle for the subjects: | JANUARY | |
| Readmission: | | |
| **Total credits to Graduate:** | **360** | |

**UNIZULU QUALIFICATION STRUCTURE**

| Faculty | ARTS | |
|---|---|---|
| Department | PSYCHOLOGY | |
| Degree (Designator) | PHD | |
| Qualifier | PHD | In COMMUNITY PSYCHOLOGY |
| Majors | | |
| Abbreviation | PhD, DPhil, DLitt | |
| Qualification Code (SAQF) | 9077 | |
| UNIZULU Code | APHD20 | |
| NQF EXIT Level | **10** | |
| Admission Requirements | 3.   MA in CLINICAL PSYCHOLOGY | |
| | 4.   MA in COUNSELLING PSYCHOLOGY | |
| | 5.   MA in RESEARCH PSYCHOLOGY | |
| | 6.   MA in EDUCATIONAL PSYCHOLOGY | |
| | 7.   MA in INDUSTRIAL PSYCHOLOGY | |
| Minimum Credits for Admission | 760 | |
| Minimum duration of studies | 3 YEARS | |
| Presentation mode of subjects: | PART TIME | |
| Intake for the qualification: | JANUARY | |
| Registration Cycle for the subjects: | JANUARY | |
| Readmission: | | |
| **Total credits to Graduate:** | **360** | |

| SUBJECT NAME | SUBJECT CODE | SUBJECT CREDITS | SUBJECT LEVEL | PREREQUISITE SUBJECT(S) |
|---|---|---|---|---|
| YEAR 1 | | | | |
| UNIVERSITY COURSE WORK | 1EC801 | 180 | 10 | |
| DISSERTATION | 1EC802 | 180 | 10 | |
| TOTAL | | **360** | | |

| SUBJECT NAME | SUBJECT CODE | SUBJECT CREDITS | SUBJECT LEVEL | PREREQUISITE SUBJECT(S) |
|---|---|---|---|---|
| YEAR 1 | | | | |
| UNIVERSITY COURSE WORK | 1EC801 | 180 | 10 | |
| DISSERTATION | 1EC802 | 180 | 10 | |
| TOTAL | | **360** | | |

**Doctor of Philosophy in Psychology (D.Phil.); NQF Level 10**
A Thesis on approved topic.

Admission to the Doctor of Philosophy in Psychology programme is limited to students who are in possession of a Master's degree in Counselling, Clinical, Educational and Industrial Psychology. Further details are available at the Department of Psychology

**DEPARTMENT OF RECREATION AND TOURISM**

**Departmental Staff**

| | |
|---|---|
| Professor | Vacant |
| Associate Professor | A.T. Nzama B.Paed, STD, B.Ed, BA (Hons) (UNIZULU), MEd (UOVS), MA (UNIZULU), MSc (SIU-C Illinois) PhD (SIU-C Illinois) |
| Senior Lecturers | I.O. Ezeuduji BSc Hons (UNIJOS), MSc (BOKU Vienna), MBA (The Open University UK), PhD (BOKU Vienna) |
| | N.R. Ngcobo BA (Hons), MRT, UED, PhD (UNIZULU), Diploma in Management Development (Executive Education), Certificate in Strategic Leadership and Management Development (ITS Learning and Development Institute), Project Management (Boston) |
| Lecturers | S.P. Tshabalala JSTC Eshowe College, B.Paed (UNIZULU), BA (Hons)(KwaZulu-Natal), MRT (UNIZULU), PhD (University of Granada) |
| | G.S. Nkosi STD Dip. Eshowe College, BA (Hons) Environmental Studies (UNIZULU), Advanced Certificate in Education (KwaZulu-Natal), MRT Recreation and Tourism, PhD (UNIZULU) |
| | M.S. Nkwanyana STD (Eshowe College) Travel & Tourism (RAU), Hons in Education, MNGT Law (UP), MRT (UNIZULU), PhD, UNIZULU |

**Bachelor of Tourism Studies (B Tourism Studies) 1RDEG1 (ARDEG1 FOR RETURNING STUDENTS)**
**Degree NQF Level 7**

Unless otherwise stipulated, the rules for the degree of Bachelor of Arts shall apply.
The curriculum shall extend over at least three years which includes Work Integrated Learning (WIL) of not less than six months in a reputable Recreation and/or Tourism related organization within the Tourism industry.

**The structure of the curriculum**
The curriculum shall consist of at least 24 semester modules as follows:

      First year -    a minimum of eight semester modules
      Second year - a minimum of eight semester modules
      Third year -    a minimum of eight semester modules including a six months WIL programme.

The curriculum shall consist of all the prescribed modules.  Electives can be taken as specified.

The B. Tourism with a focus on Tourism Studies [NQF Level 7] is a three-year degree designed to produce graduates with the skills that are required in the Tourism Industry in particular. The programme consists of 384 credits obtainable after completing a total of 24 foundation, core and elective semester modules. Students are not only equipped with the skills to enter the job market, but are also prepared for self-employment, consultancy and business leadership in tourism and other related fields. Students are geared towards becoming competent tourism facilitators and managers with the knowledge of principles and procedures that are relevant to tourism management and development. At the end of the programme students are expected to demonstrate the ability to make a range of creative tourism related options and make sound decisions. Prospective students will be required to undergo work integrated learning (WIL) which is a practical component of the programme for a period not less than six (6) months with a reputable recreation/tourism organization.

| FACULTY | Arts | |
|---|---|---|
| DEPARTMENT: | Recreation and Tourism | |
| Degree(Designator) | Bachelor of Tourism Studies | |
| Qualifier | | |
| MAJORS | Information Technology in Tourism Distribution Channels | Tourism Research |
| Abbreviation | B. Tourism | |
| HEQSF Code | | |
| UNIZULU Code | 1RDEG1 (FOR FIRST TIME ENTERING STUDENTS | |
| | ARDEG1 (FOR RETURNING STUDENTS | |
| NQF EXIT Level | 7 | |
| Admission Requirements | **1.** NSC with degree endorsement OR Matric Exemption and an achievement rating of 26 points | |
| | **2.** English level 4 and Geography/Tourism level 4 | |
| | **3.** English level SG symbol D or HG level E and Geography SG symbol E | |

| Minimum Credits for Admission | 26 Points |
|---|---|
| Minimum duration of studies | 3 Years |
| Presentation mode of subjects: | Day Classes |
| Intake for the qualification: | January |
| Registration Cycle for the subjects: | January |
| Total credits to Graduate: | **384** |

**YEAR 1**

| Subject Code | Module Name | Credits | NQF Level | Prerequisites | Co-Requisites | Compulsory (Y/N) |
|---|---|---|---|---|---|---|
| **Semester 1** | | | | | | |
| 1RTO111 | Introduction to Tourism | 16 | 5 | None | None | Yes |
| 1RTO121 | Tourism Development | 16 | 5 | None | None | Yes |
| 4CPS121 | Computer Literacy 1 | 16 | 5 | None | None | Yes |
| **Electives (Any language)** | | | | | | |
| 1ENG111 | English 1 Part A OR | 16 | 5 | None | None | No |
| 1ZUL151 | Sounds, Words & Their Dynamics A OR | 16 | 5 | None | None | No |
| 1FFR111 | Practical Afrikaans OR | 16 | 5 | None | None | No |
| 1GER111 | Beginners German 1A OR | 16 | 5 | None | None | No |
| **Semester 2** | | | | | | |
| 1RTO112 | Business Tourism and Entrepreneurship | 16 | 5 | 1RTO111 | None | Yes |
| 1RTO122 | Tourism Management | 16 | 5 | 1RTO121 | None | Yes |
| 4CPS122 | Computer Literacy 11 | 16 | 5 | None | None | No |
| **Electives (Choose any language)** | | | | | | |
| 1ENG112 | English 1 Part B OR | 16 | 5 | 1ENG111 | None | No |
| 1ENG122 | Practical English 1B OR | 16 | 5 | 1ENG111 | | No |

| 1ZUL152 | Translation, Interpretation Traditional **OR** | 16 | 5 | None | None | No |
|---------|-----------------------------------------------|----|---|------|------|----|
| 1FFR112 | Practical Afrikaans & Literature **OR** | 16 | 5 | None | None | No |
| 1GER112 | Beginners German 1B | 16 | 5 | 1GER111 | None | No |
| | | | | | | |
| **YEAR 2** | | | | | | |
| **Semester 1** | | | | | | |
| 1RRE111 | Introduction to Recreation | 16 | 5 | 1TRO122 | None | Y |
| ARTO211 | Tourism Marketing A | 16 | 6 | 1RTO112 | None | Y |
| ARTO221 | Recreation and Tourism Events Management A | 16 | 6 | 1RTO122 | None | Y |
| **Electives (Choose any one language)** | | | | | | |
| AENG211 | English 2 Part A: Language and Literature **OR** | 16 | 6 | AENG211 | AENG212 | No |
| AZUL241 | Sounds, Words & Their Dynamics B **OR** | 16 | 6 | None | None | No |
| AAFR211 | Afrikaans Morphology & Lexicography **OR** | 16 | 6 | None | None | No |
| AGER211 | Intermediate German 2A | 15 | 6 | None | None | No |
| **Semester 2** | | | | | | |
| 1RRE112 | Recreation Management | 16 | 6 | 1RRE111 | None | Yes |
| ARTO212 | Tourism Marketing B | 16 | 6 | ARTO211 | None | Yes |
| ARTO222 | Recreation and Tourism Events Management B | 16 | 6 | ARTO221 | None | Yes |
| **Electives (Choose any one)** | | | | | | |
| AENG212 | English 2 Part B: Language and Literature **OR** | 16 | 6 | AENG211 | None | No |
| AZUL242 | Translation, Sociolinguistic, Heritage **OR** | 16 | 6 | None | None | No |

| Code | Subject Name | Credits | NQF Level | | | |
|---|---|---|---|---|---|---|
| AAFR212 | Afrikaans Prosa & Drama **OR** | 15 | 6 | None | None | No |
| AGER212 | Intermediate German 2B | 16 | 6 | None | None | Yes |
| | **Total Credits: Level 2** | **128** | | | | |
| **YEAR 3** | | | | | | |
| ARTO311 | Tourism Research A | 16 | 7 | | ARTO312 | Y |
| ARTO321 | Information Technology in Tourism Distribution | 16 | 7 | | ARTO312 | Y |
| ARTO331 | Tourism Practices and Customer Services | 16 | 7 | | | Y |
| **ELECTIVES** | | | | | | |
| 1RTA111 | Administrative Practices of Recreation Services | 16 | 5 | None | None | No |
| 1GER111 | Beginners German **OR** | 16 | 5 | None | None | No |
| 1DEV111 | NGO Sector, Development & Underdevelopment **OR** | 16 | 5 | None | None | No |
| 4CHT111 | Introduction to Hospitality Management | 16 | 5 | None | None | No |
| **Semester 2** | | | | | | |
| ARTO312 | Tourism Research B | 16 | 7 | None | None | Yes |
| ARTO322 | Work Integrated Learning (WIL) A | 16 | 7 | None | None | Yes |
| ARTO332 | Work Integrated Learning (WIL) B | 16 | 7 | None | None | Yes |
| ARTO342 | Work Integrated Learning (WIL) C | 16 | 7 | None | None | Yes |

**PROGRESSION RULES**

**To progress to the next level a student must pass six modules including core subjects, this rule is applicable to level one and two respectively.**

| Subject Name | | Subject Code | Credits | NQF Level |
|---|---|---|---|---|
| **YEAR 1** | | | | |
| **SEMESTER 1** | | | | |
| **English 1 Part A** | | **1ENG111** | **16** | **5** |

| | | | |
|---|---|---|---|
| This module introduces students to the basic features of literary genres as well making them aware of some of the features of the English language and developing their reading and writing skills to an academic level. | | | |
| **Computer** | **4CPS121** | **16** | **5** |
| **Introduction to Tourism**<br>This module aims at equipping students with basic knowledge of tourism in its various forms and how it relates to other fields. It also highlights the interdependence between various sectors of the economy.<br>**The focus of this module will be on the following:**<br>Defining and explaining the concept and theories of tourism, hospitality and leisure issues;<br>Eras in the history and evolution of tourism;<br>Forms and types of tourism;<br>Aspects of tourism economics;<br>Models of tourism;<br>Impact of tourism growth on the destination economically, socially and environmentally;<br>Trends and issues in the development of tourism. | **1RTO111** | **16** | **5** |
| **Tourism Development**<br>This module aims at equipping students with basic knowledge and skills in tourism development and distribution.<br>**The focus of this module will be on the following:**<br>Definition of concepts<br>Types of tourism development;<br>Drivers of tourism growth<br>Components of tourism development<br>Linking sustainable development with sustainable tourism development<br>Understanding destination competitiveness<br>Models of destination competitiveness<br>Tourism development projects management<br>Impacts of legislation on tourism development;<br>Policy on tourism development<br>Managing tourism development | **1RTO121** | **16** | **5** |
| | | | |
| **YEAR 1** | | | |
| **SEMESTER 2** | | | |
| **English 1 Part B**<br>This module develops and builds upon the knowledge and skills gained in AENG111, exposing students to slightly more complex literature and language features. | **1ENG112** | **16** | **5** |
| **Computer Literacy 11** | **4CPS122** | **16** | **5** |

| Business Tourism and Entrepreneurship<br>This module aims at equipping students with basic knowledge and skills on establishing different types of tourism related businesses.<br>**The focus of this module will be on the following:**<br>Definitions of concepts;<br>Types and elements of entrepreneurship;<br>Recognizing business opportunities;<br>Starting up own business;<br>Process of entrepreneurship;<br>Developing a Business Plan;<br>Assembling business resources;<br>Management and growth of business venture;<br>Marketing and entrepreneurship;<br>Strategy and entrepreneurship;<br>Informal business | 1RT0112 | 16 | 5 |
|---|---|---|---|
| Tourism Management<br>This module aims at equipping students with basic knowledge and skills of tourism management and destination management in particular.<br>**The focus of this module will be on the following:**<br>Defining key concepts in tourism management;<br>Understanding destination management<br>Destination management stakeholders<br>Institutional arrangements for destination management<br>Analysing the tourism destination<br>Tourism destination in the tourism system<br>Destination management process;<br>Management of impacts of tourism;<br>Visitor management;<br>Policy on management | 1RTO122 | 16 | 5 |

| Subject Name | Subject Code | Credits | NQF Level |
|---|---|---|---|
| **YEAR 2** | | | |
| **SEMESTER 1** | | | |
| **ANY LANGUAGE OF CHOICE: English/IsiZulu**<br>This module introduces students to the basic features of literary genres as well as making them aware of some of the features of the language. | AENG211/AZUL241 | 16 | 6 |
| **Introduction to Recreation**<br>This module aims at equipping students with basic understanding and application of recreation concepts, philosophies and processes.<br>**The focus of this module will be on the following:**<br>History of recreation; | 1RRE111 | 16 | 5 |

| | | | |
|---|---|---|---|
| Benefits of and motivations for participating in recreation;<br>Individual factors influencing recreation in different life stages;<br>Factors influencing participation in and outcomes of leisure and recreation;<br>Recreation programming<br>Recreation programme areas. | | | |
| **Tourism Marketing A**<br>This module aims at equipping students with recreation and tourism marketing skills.<br>**The focus of this module will be on the following:**<br>Recreation and tourism marketing principles to real situations;<br>Recreation and tourism marketing mix;<br>Characteristics of recreation and tourism marketing;<br>Marketing plan for a recreation and tourism organization;<br>Marketing research for a recreation and tourism organization;<br>Recreation and tourism market environment;<br>Consumer and group buying behaviour. | **ARTO211** | **16** | **6** |
| | | | |
| **Recreation and Tourism Events Management A**<br>This module introduces the student to a broad practical and sound understanding of events management.<br>**The focus of this module will be on the following:**<br>Events management concepts, principles and trends locally and internationally;<br>Events role players;<br>Bid plans for events;<br>Events impact assessment;<br>Events planning systems and tools;<br>Staging of events;<br>Events sponsorships;<br>Events programming;<br>Events policy | **ARTO221** | **16** | **6** |
| **YEAR 2** | | | |
| **SEMESTER 2** | | | |
| **ANY LANGUAGE OF CHOICE: English/IsiZulu**<br>This module develops and builds upon the knowledge and skills gained from the first semester module. | **AENG212/AZUL242** | **16** | **6** |

| | | | |
|---|---|---|---|
| **Recreation Management**<br>This module aims at equipping students with a broad understanding of how recreation and tourism sectors are managed in a sustainable and balanced manner.<br>**The focus of this module will be on the following:**<br>Definition of concepts;<br>History of management in recreation;<br>Founding principles of modern management;<br>Management functions and systems;<br>Management process;<br>Visitor management processes;<br>Resource management processes;<br>Management of Tourism demand.<br>Strategic planning process | **1RRE112** | **16** | **5** |
| **Tourism Marketing B**<br>This module aims at equipping students with recreation and tourism marketing skills.<br>**The focus of this module will be on the following:**<br>Product/<br>offering strategies;<br>Pricing strategies;<br>Distribution, communication and advertising strategies;<br>Sales promotion and personal selling strategies;<br>Internet marketing and direct marketing and printed marketing strategies;<br>Service quality and total quality management. | **ARTO212** | **16** | **6** |
| **Recreation and Tourism Events Management B**<br>This module aims at equipping students with recreation and tourism events management skills**.**<br>**The focus of this module will be on the following:**<br>Events accounting and financial management;<br>Events marketing;<br>Events risk management;<br>Catering management for different events;<br>Project management;<br>Meeting management;<br>Sport events management;<br>Exhibition management;<br> Political events;<br>Evaluation and monitoring | **ARTO222** | **16** | **6** |

| Subject Name | Subject Code | Credits | NQF Level |
|---|---|---|---|
| **YEAR 3** | | | |
| **SEMESTER 1** | | | |
| **Tourism Research A**<br>**The focus of this module will be on the following:**<br>Introduction to research;<br>Research traditions;<br>Research methodology and Research design;<br>Qualitative methods;<br>Social surveys;<br>Sampling techniques;<br>Various qualitative methods that can be used in tourism;<br>Research instruments;<br>Techniques of the data collection;<br>Analysis and interpretation of qualitative data;<br>Using SPSS to analyze data. | **ARTO311** | **16** | **7** |
| **Information Technology in Tourism Distribution Channels**<br>**The focus of this module will be on the following**<br>Definition of terms<br>Understanding information technology (IT) within the recreation and tourism industry.<br>The use the latest technology that is in the recreation/tourism industries<br>Tourism, technology and competitive strategies<br>Structure of the tourism distribution channels<br>Components of the tourism distribution system<br>Distribution of tourism in South Africa<br>Global distribution channels | **ARTO321** | **16** | **7** |
| **Tourism Practices and Customer Service**<br>**The focus of this module will be on the following:**<br>Concepts relating to travel practices;<br>Travel trends<br>Travel need model<br>Time Zones and daylight saving<br>Travel documents and travel information;<br>Analyzing and comparing forex;<br>Planning and designing basic itineraries;<br>Interpreting tourists' maps;<br>Relating health and safety issues to travel experiences;<br>Introduction to Customer Service;<br>Cultural needs of tourists<br>Service delivery and customer satisfaction<br>Customer Service Excellence.<br>Customer Service Excellence standards<br>Measuring service | **ARTO331** | **16** | **7** |

| | | | |
|---|---|---|---|
| Analysis of tourists feedback<br>Total Quality Management (TQM) | | | |
| **Electives**<br>**Administrative Practices of Recreation Services**<br>Definition of Concepts:<br>Administration and management of Recreation facilities;<br>Programming leisure and recreation services and facilities.<br>**OR** | 1RTA111 | **16** | **5** |
| **Beginners German 1**<br><br>**OR** | 1GER111 | **16** | **5** |
| **NGO Sector, Development & Underdevelopment**<br>Programming leisure and recreation services<br>and facilities;<br>Administration of recreation events;<br>Staffing and<br>Organizational<br>Structure;<br>Leadership<br>In Recreation<br>Organizations.<br><br>**OR** | 1DEV111 | **16** | **5** |
| **Introduction to**<br>**Hospitality**<br>**Management**<br>To provide students with an overview of<br>hospitality services, expectations of the<br>industry in provision of quality services.<br><br>**The focus of this module will be on the following:**<br>Hospitality services and link with tourism<br>Hotel business development and classification<br>General introduction to food and beverage services<br>Restaurant business and classification – restaurant operations<br>Accommodation management<br>Regulations and guidelines on housekeeping equipment, materials and their selection and maintenance<br>Housekeeping staff and responsibilities. | 4CHT111 | **16** | **5** |

| YEAR 3 | | | |
|---|---|---|---|
| **SEMESTER 2** | | | |
| **Tourism Research B** <br> **The focus of this module will be on the following:** <br> Inferential statistics; <br> Summarizing, analyzing and interpreting data; <br> Writing of a research report; <br> Presenting research findings. <br> Students that are doing internship conduct an internship site based research.  At the end of internship they present their findings and submit a research report. | ARTO312 | 16 | 7 |
| **Work Integrated  Learning (WIL) A** <br> This module aims at exposing students to practical experience that allows them to apply theory to practice in the recreation and tourism industry. Students have to find a suitable recreation/tourism organization where they will spend not less than six months of practical experience.  The students are expected to compile and submit a report based on the internship experience. | ARTO322 | 16 | 7 |
| **Work Integrated  Learning (WIL) B** <br> This module aims at exposing students to practical experience that allows them to apply theory to practice in the recreation and tourism industry. Students have to find a suitable recreation/ tourism organization where they will spend not less than six months of practical experience.    The mid-term and final internship evaluation forms are part of this module. This evaluation is conducted by the internship site mentor. | ARTO332 | 16 | 7 |
| **Work Integrated  Learning (WIL) C** <br> This module aims at exposing students to practical experience that allows them to apply theory to practice in the recreation and tourism industry. Students have to find a suitable recreation/ tourism organization where they will spend not less than six months of practical experience. Students are expected to submit an abstract and give a presentation on their internship experiences | ARTO342 | 16 | 7 |

**UNDERGRADUATE PROGRAMMES NOT OFFERED IN 2019**
Bachelors of Tourism Studies in Ecotourism Management - 1RDEG2
Bachelors of Tourism Studies in Outdoor Recreation Management - 1RDEG3
Bachelors of Tourism Studies in Indigenous Tourism Development - 1RDEG4
Bachelors of Tourism Studies in Events Management – 1RDEG5

**Postgraduate Programmes**

**BA Honours in Recreation and Tourism 1HON21 NQF Level 8 (AHON21 FOR RETURNING STUDENTS)**

Admission to the Postgraduate Diploma in Recreation and Tourism programme is limited to students in possession of:
(a)     A suitable Bachelor Degree in the Social Sciences and / or Natural Sciences or
(b)     Matriculation plus any relevant diploma, with at least two years of working experience in an appropriate field, to be approved by the Head of the Department.
(c)     Students must have obtained at least 60% in their third year modules.

Honours in Recreation and Tourism [NQF Level 8] is a one-year (full time) or two-years (part time) advanced programme designed to cater mainly for individuals already in the Recreation or Tourism industry who want to improve their work skills and knowledge. The programme consists of 120 credits obtainable after completing six (6) prescribed modules (five core and one elective). ). To register for an Honours degree in Recreation and Tourism, the student must have obtained at least 65% in their third year.

| Subject Code | Subject Name | Credits | NQF Level |
|---|---|---|---|
| 1RH501 | Natural Resource Management Module (Core) | 20 | 8 |
| 1RH502 | Recreation and Leisure Management Module (Core) | 20 | 8 |
| 1RH503 | Tourism Planning and Development Module (Core) | 20 | 8 |
| 1RH504 | Marketing in Recreation and Tourism Module (Core) | 20 | 8 |
| 1RH505 | Research Project Module (Core) | 30 | 8 |
| 1RH506 | Events Management Module (Elective) | 10 | 8 |
| 1RH507 | Information Technology in Recreation and Tourism Module (Core) | 10 | 8 |
| 1RH508 | Sport Management Module (Elective) | 10 | 8 |
| | **Total Credits** | **120** | |

**The examination shall consist of a 3 hour paper on each of the theoretical modules.**
**Postgraduate Diploma in Recreation and Tourism (1PDRT) NQF Level 7 (APDRT FOR RETURNING STUDENTS)**

Postgraduate Diploma in Recreation and Tourism [NQF Level 8] is a two-year advanced programme designed to cater mainly for individuals already in the Recreation or Tourism industry who want to improve their work skills and knowledge. The programme consists of 120 credits obtainable after completing six (6) prescribed modules. Minimum admission requirements entail a Social and/or Natural Science Bachelor's degree, or matriculation qualification plus any relevant diploma, with at least two years working experience in an appropriate field to be approved by the Head of Department.

| Subject Code | Subject Name | Credits | NQF Level |
|---|---|---|---|
| 1RT501 | Resource Management (Core) | 20 | 8 |
| 1RT502 | Recreation (Core) | 20 | 8 |
| 1RT503 | Tourism (Core) | 20 | 8 |
| 1RT504 | Statistical Applications (Core) | 20 | 8 |

| 1RT505 | Research Project (Core) | 20 | 8 |
|---|---|---|---|
| 1RT506 | Internship  (Elective) | 20 | 8 |
| | **Total Credits** | **120** | |

## Masters Programmes in Recreation and Tourism

Two types of Master's Degree will be offered:
<br>(a)     The Master's Degree by Dissertation in Recreation and Tourism (MA)
<br>(b)     The Coursework Master's Degree in Recreation and Tourism (MRT)

## Admission Requirements

## Master of Tourism 1MAS22 [NQF Level 9] (AMAS22 FOR RETURNING STUDENTS)

(a) For admission to this degree, a student shall possess the Postgraduate Diploma in Recreation and Tourism or an Honours Degree in Recreation and Tourism or related Social Sciences.
(b) 1RT700-Recreation and Tourism (Masters).
(c) The examination consists of a dissertation on an approved topic subject to regulation G35 – G46.

| Subject Code | Subject Name | Credits | NQF Level |
|---|---|---|---|
| 1RT700 | Masters in Tourism | 180 | 9 |

## Master of Recreation and Tourism 1MAS21 (Coursework) (AMAS21 FOR RETURNING STUDENTS)

Master's degree in Recreation and Tourism [NQF Level 9] is a two-year programme designed to improve individuals' recreation and tourism knowledge and working skills. The programme consists of 180 credits obtainable after completing six (6) prescribed modules. The research component forms 50% of the total value of the Degree.  Admission requirement is limited to an honours degree in Social and/or Natural Sciences or any other relevant degree, with at least three years working experience in the field of tourism or recreation or an appropriate field to be approved by the Head of Department.

| Subject Code | Subject Name | Credits | NQF Level |
|---|---|---|---|
| 1RT701 | Sustainable Resource Management Module | 24 | 9 |
| 1RT702 | Recreation Planning and Management Module | 24 | 9 |
| 1RT703 | Tourism Development and Management Module | 24 | 9 |
| 1RT704 | Statistical and Computer Applications in Research | 24 | 9 |
| 1RT705 | Mini Dissertation | 60 | 9 |
| 1RT706 | Tourism Practical & Services | 24 | 9 |
| | **Total Credits** | **180** | |

In a Master of Recreation and Tourism (MRT)
(c) The research component forms 50% of the total value of the Degree.

1RT705 Module
The dissertation research project is undertaken during the second year of study by part-time students and first year by full time students. The research project culminates in a well-bound dissertation which constitutes 50% of the Degree

**Master of Arts in Recreation and Tourism - Coursework (MRT) NQF Level 9**

Admission to this degree is limited to students in possession of:
- (a) An Honours  Degree in Recreation and Tourism or a suitable Honours Degree in The Social Sciences and/or Natural Sciences or
- (b) A Postgraduate Diploma in Recreation and Tourism or
- (c) Any other suitable Degree plus any relevant diploma, with at least three years working experience in an appropriate field approved by the Head of        Department.

The curriculum consists of four basic units to be studied over two academic years on a part-time basis or one year for full-time students.

**(a)     Theoretical Modules**
1RM 701 Sustainable Resource Management
1RM 702 Recreation Planning and Management
1RM 703 Tourism Development and Management

**(b)     1RM704 Statistical and Computer Applications in Research**
This module consists of the following components:
Statistical techniques
Research methodology
Computer techniques

**(c )     Mini Dissertation**
1RM 705
The dissertation research project is undertaken during the second year of study by part-time students and during the first year by full-time students. The research project culminates in well-bound dissertation of limited scope and usually does not exceed 15 000 words of text.

**(d)     Tourism Practical and Services**
1RM 706
Students are required to do WIL for six months with a recognised agency.
The student must select the recreation or tourism agency in consultation with the WIL programme coordinator. Students who have done WIL as part of their undergraduate Degree can apply for exemption with the approval of the Head of Department.

The examination shall consist of a 3-and-a-half-hour paper on each of the theoretical modules, a WIL report and a research project. (The Faculty Honours Examination Rules apply *mutatis mutandis*.)

**Doctor of Philosophy in Recreation and Tourism (1DPH21) [NQF Level 10] (ADPH21 FOR RETURNING STUDENTS)**

(d) Admission to the Doctor of Philosophy in Recreation and Tourism programme is limited to students who are in possession of a Master's degree in Recreation and Tourism or related Social and/or Natural Sciences. This programme is absolutely research only. Admitted candidates will be expected to produce a thesis on an approved topic subject to regulation G35 – G46. Further details are available at the Department of Recreation and Tourism.

| Subject Code | Subject Name | Credits | NQF Level |
|---|---|---|---|
| 1RT800 | Doctor of Philosophy in Recreation and Tourism (Thesis) | 360 | 10 |

**DEPARTMENT OF SOCIAL WORK**

| | |
|---|---|
| Professor | Vacant |
| Associate Professor | Vacant |
| Senior Lecturer | Vacant |
| Lecturers | P.M Dimo BA (SW) North West University. MA (SW) University of Limpopo. PhD (SW) North West University |
| | B.N. Ndlovu BA (SW) (University of Fort Hare), BA (Hons), MA (Community Work), M.A (S.W) (University of Zululand), Personnel, Management and Training (Damelin), Project Management (ITumeleng Training Solutions), HIV/AIDS Training (Department of Health UThugulu) |
| | T.Z. Ramphele BA (SW), (Hons) UFH, MA Social Science (Rhodes), HRM (IPM-JHB) |
| | M.M. Shabalala BA (SW), MA (SW) (Unizulu) |
| | S.S Nxumalo BSW (University of Zululand), MA (SW) (University of Zululand) |
| | C.H.N. Shongwe BA Hons (SW) (Unizulu), MA (SW) (KwaZulu-Natal) |
| | T. Mwandla BA (SW) (Unizulu), Post-grad Diploma (Education,Training and Development), MA Social Science (KwaZulu-Natal) |
| Administrative Assistants: | B.S.P. Mkwanazi |
| | N.N. Ngubane |

**Name of Degree: Bachelor of Social Work - AWDEGI); NQF Level 8**
**Total No. of Credts: 480**

**NB: THERE WILL BE NO 1ST YEAR INTAKE IN 2019 DUE TO THE RE-DESIGN OF BSW CURRICULUM PROCESS. ONLY PIPELINE STUDENTS WILL BE ENROLLED IN 2019 (I.E. THOSE WHO WERE ALREADY IN THE PROGRAMME IN 2016).**

**Description of the Degree**:
The Bachelor of Social Work (BSW) is a generalist programme designed for the students' acquisition of knowledge, skills and values, with the emphasis on preventive, pro-active and developmental approaches to social service delivery to individuals, groups and communities in accordance with developmental policy as outlined post-1994.
**Purpose of the programme**

The purpose of the 4-year BSW professional qualification which serves as the driver of the core purpose of social work in South Africa is to equip social workers with:
- Skills to challenge structural sources of poverty, inequality, oppression, discrimination and exclusion.
- Knowledge and understanding of human behavior and social systems and the skills to intervene at the points where people interact with their environments in order to promote social well-being.
- The ability and competence to assist and empower individuals, families, groups, organisations and communities to enhance their social functioning and their problem-solving capacities.
- The ability to promote, restore, maintain and enhance the functioning of individuals, families, groups and communities by enabling them to accomplish tasks, prevent and alleviate distress and use resources effectively

- Understanding of and the ability to demonstrate social work values and the principles of human rights and social justice while interacting with and assisting a range of diverse people.
- Understanding and ability to provide social work services towards protecting people who are vulnerable, at-risk and unable to protect themselves.
- Knowledge and understanding of both the South African and the global welfare context and the ability to implement the social development approach in social-work services.
- Understanding of the major social needs, issues, policies and legislation in the South African social welfare context and the social worker's role and contribution.
- The skill to work effectively within teams, including social work teams, multi- and inter-disciplinary teams as well as multi-sectorial teams.

The above purpose is consistent with the core purposes of social work as identified in the Global Standards for the Education and Training of Social Work (adopted by the IASSW and IFSW in 2004) (Sepal & Jones, 2005), as reflected below:
- Facilitate the inclusion of marginalised, socially excluded, dispossessed, vulnerable and at-risk groups of people.
- Address and challenge barriers, inequalities and injustices that exist in society.
- Form short and longer-term working relationships with and mobilize individuals, families, groups, organisations and communities to enhance their well-being and their problem-solving capacities.
- Assist and educate people to obtain services and resources in their communities.
- Formulate and implement policies and programmers that enhance people's well-being, promote development and human rights, and promote collective social harmony and social stability, insofar as such stability does not violate human rights.
- Encourage people to engage in advocacy with regard to pertinent local, national, regional and international aspects.

**EXIT LEVEL OUTCOMES OF THE BSW PROGRAMME**
**(a) Policy & Legislation**
- Critically appraise social welfare and social work from a global, regional (African) and nation perspective.
- Critically appraise the current status and position of the social work profession within the South African welfare context.
- Apply and uphold the basic values and principles enshrined in the Bill of Rights in the SA Constitution in relation to social work service delivery.
- Elucidate national and local governance structures and the general laws and charters governing social welfare policy and social work services in South Africa.
- Demonstrate understanding of how social policies and legislation on social issues impact on these issues and how to use legislation, ethically and accountably in order to protect and improve the quality of life of client systems from a social work perspective.
- Demonstrate understanding of how social welfare policy and legislation are developed and influenced.
- Demonstrate understanding of the roles and functions of the social worker within relevant statutory frameworks.
- Identify how social security is used optimally for the benefit of client systems.

### (b) Intervention
- Develop and maintain professional social-work relationships with client systems
- Access clients' social functioning
- Plan and implement appropriate social work interventions strategies and techniques at micro, mezzo and macro levels
- Access and use resources appropriate to client systems' needs and strengths
- Evaluate the outcome of social-work intervention strategies, techniques and processes
- Terminate a social-work intervention.
- Negotiate and use contracts during a social work intervention.
- Demonstrate social-work values while interacting with diverse people.
- Appraise and implement the ethical principles and values of social work.
- Work effectively with social workers and members of inter-sectorial and multi-and/or inter-disciplinary teams for social work service delivery.

### (c) Inequality and Social Inclusion
- Identify, select and implement various techniques, methods and means of raising awareness, developing critical consciousness about the structural forces of oppression, exclusion and disempowerment and use such awareness to engage people as change agents.
- Analyse human behavior with regard to the intersections of race, class, culture, ethnicity, gender, differential abilities and sexual orientation.
- Identify the influence of the relationship between socio-political and economic factors on social services.
- Identify the purpose, functions and principles of social work within the social development paradigm.

### (d) Management, Administration and Supervision
- Produce and maintain records of social work interventions, processes and outcomes.
- Demonstrate understanding of the roles, functions, knowledge and skills for effective social work supervision and consultation.
- Demonstrate understanding of roles, functions and characteristics of management and administration within social service delivery.
- Formulate a business plan for the funding to fund social services.

### (e) Research
- Use and plan social work research

### Skills to be learned
- Interviewing skills
- Counselling skills
- Communication skills
- Report-writing skills
- Research skills
- Presentation skills
- Computer literacy skills
- Human relations skills
- Leadership skills
- Administrative skills
- Listening skills

- Management skills
- Planning skills
- Policy formulation skills

**Target group of students**
- The National Senior Certificate (NSC) as certified by Umalusi, with an achievement rating of four (50%) or higher in 4 recognised NSC subjects with 26 credits and achievement rating 4 or higher in English.
- Admission selection is done through the Central Applications Office (CAO) or some students who have registered with the University from other programmes who would like to modify and study social work.
- Students shortlisted must attend selection interviews held in November.
- Must have satisfied the Department during the interview and in the course of his or her study that she or he possesses the qualities required to train as a social worker.

**Structure and Composition of the curriculum**
The curriculum shall consist of at least 32 semester modules as follows:

First year -            a minimum of eight semester modules
Second year -          a minimum of eight semester modules
Third year -           a minimum of eight semester modules
Fourth year-           a minimum of eight semester modules

**Additional information relevant to the programme e.g. WIL, practicals, dress codes, etc.**
**Rules**
a)      General rules of the Faculty of Arts apply.
b)      The curriculum shall extend over at least 4 years of study.

**<u>Departmental Policy on Work Integrated Learning</u>**
a)      A student shall complete the practical work/service learning programme for the second, third and fourth year levels and shall hand in all reports as determined by the HOD.
b)      A student who does not report at the school/community project/social welfare and social work agency where he or she is placed and does not produce satisfactory written justification for his or her absence, will not be considered to have met the requirements for the practical work programme.
c)      A student who misses more than 3 days of practical work with no valid and satisfactory reason will be disqualified and stopped from proceeding training in that year.
d)      Students undergoing practical work must register with the South African Council for Social Service Professions as a student social worker in terms of the regulations made under the Social Service Professions Act, 1978.
e)      No student will undertake 4th year practical work if he or she has outstanding first semester module(s) from previous year(s).
f)      All students undergoing practical work from 2nd year to 4th year must be registered with the South African Council for Social Service Professions, a statutory body regulating the Code of Ethics for Social Workers, as a student social worker in terms of the regulations made under the Social Service Professions Act, 1978.

**<u>Dress Code</u>**
Students must dress appropriately and formal for practical work, in comfortable clothing which adequately covers the body all the time.

**Ethical Rules and Code of Conduct**

(a)     Students in practical settings are required to maintain a professional relationship with clients, colleagues and other professionals at all times.

    (b)     Students are forbidden from engaging in sexual relationships with clients. Any student who is found to be engaging in a sexual relationship with a client before the expiry period of 24 months will be **PERMANENTLY** discontinued from the BSW Training Programme and struck off the roll as a student Social Worker or future practicing Social Worker by the SACSSP.

**Departmental Policy on Portfolio of Evidence**

Social work students from level 1 to 4 are required to keep a portfolio of evidence of all the work done (and other recommended documents) in the Bachelor of Social Work Programme in order for them to fulfill the requirements for a Bachelor's degree in Social Work. BSW qualification will only be conferred once the student has satisfied the Department that she or he has submitted evidence as stipulated above.

**Assessment of students' work**

The Department uses the University assessment policy. Four assessments per semester are to be administered by all lecturers within the department for theory modules. Continuous assessments are implemented by the Department. Practical work is done through the submission of weekly reports, and there are no examinations for practical work modules, unless if practical work has been infused into a theory module

**Teaching and learning within the department**

The Department uses the University teaching and learning policy. Students should demonstrate understanding and integration of BSW exit level outcomes in their learning and practicum tasks. A variety of teaching and learning methods should be utilised.

Lecturers should prepare and review study guides annually.

**University Exclusion Policy**

The Department also applies the exclusion policy if the need arises.

.

| | |
|---|---|
| **Faculty** | ARTS |
| **Department** | Social Work |
| **Degree (Designator)** | Bachelor of Social Work |
| **Qualifier** | |
| **Majors** | Social Work | |
| **Abbreviation** | BSW |
| **Qualification Code (SAQA)** | |
| **UNIZULU Code** | AWDEG1 |
| **EXIT NQF LEVEL** | 8 |
| **Admission Requirements** | <ul><li>The National Senior Certificate (NSC) as certified by Umalusi, with an achievement rating of four (50%) or higher in 4 recognised NSC subjects with 26 credits and achievement rating 4 or higher in English.</li><li>Admission selection is done through the Central Applications Office (CAO) or some students who have registered with the University from other programmes who would like to modify and study social work.</li><li>Students shortlisted must attend selection interviews held in November</li></ul> |

| | |
|---|---|
| **Minimum Credits for Admission** | 26 NSC points |
| **Minimum duration of studies** | 4 YEARS |
| **Presentation mode of subjects:** | DAY CLASSES |
| **Intake for the qualification:** | JANUARY |
| **Registration Cycle for the subjects:** | JANUARY |
| **Readmission:** | Subject to prior performance and current applicability of passed modules |
| **Total credits to Graduate:** | **480** |

| Subject Code | Module Name | Credits | NQF Level | Prerequisites | Co-Requisites | Com-pulsar (Y/N) |
|---|---|---|---|---|---|---|
| **YEAR 1** | | | | | | |
| ASWK111 | **Introduction to Social Welfare and Social Work** | 15 | 5 | None | ASWK 121 | Y |
| ASWK 121 | **Social Work Practice 1** | 15 | 5 | None | ASWK 111 | Y |
| 1ENG121 | **Practical English 1 A** | 15 | 5 | None | | N |
| 1PSY111 | **Introduction to Psychology** | 15 | 5 | None | | N |
| ASWK112 | **Introduction to Social Work Interventions** | 15 | 5 | ASWK121 | ASWK 122 | Y |
| ASWK122 | **Social Work Practice 2** | 15 | 5 | ASWK111 | ASWK 112 | Y |
| 1ENG122 | **Practical English 1 B** | 15 | 5 | 1ENG121 | None | N |
| 1SGY122 | **Social Change and Development** | 15 | 5 | None | None | N |
| **YEAR 2** | | | | | | |
| ASWK211 | **Social Group work with reference to activity** | 15 | 6 | ASWK 112 | ASWK221 | Y |
| ASWK221 | **Social Casework, Family and Childcare** | 15 | 6 | ASWK 122 | ASWK211 | Y |
| ASWK241 | **Theories and skills for Social Work** | 15 | 6 | ASWK122 | ASWK 221 | Y |
| 4CPS121 | **Computer Literacy 1** | 15 | 5 | None | None | N |
| ASWK 212 | **Cross-cultural understanding in professional practice** | 15 | 6 | ASWK221 | ASWK 222 | Y |

| ASWK222 | Life Skills (Fieldwork Practice) | 15 | 6 | ASWK211 | ASWK212 | Y |
|---------|----------------------------------|----|---|---------|---------|---|
| APSY222 | **Developmental Psychology** | 15 | 6 | None | 1PSY111 | N |
| ASWK232 | **Substance Abuse from childhood to adulthood** | 15 | 6 | None | ASWK222 | Y |
| **YEAR 3** | | | | | | |
| ASWK311 | **Programme and Project Evaluation (Community Development Practice)** | 15 | 7 | ASWK222 | ASWK 321 | Y |
| ASWK321 | **Preparation and Fieldwork Practice 1** | 15 | 7 | ASWK221 & ASWK 222 | ASWK 311 | Y |
| ASWK341 | **Philosophy of social work and social ethics** | 15 | 7 | ASWK221 | ASWK321 | Y |
| ACOR211 | **Crime Prevention** | 15 | 6 | None | None | N |
| ASWK 312 | **Social Development for Social Service Professions** | 15 | 7 | ASWK311 | ASWK332 | Y |
| ASWK322 | **Research Methodology: Beginning Social Work Research** | 15 | 7 | None | ASWK 312 | y |
| ASWK332 | **Integrated Service Learning (Fieldwork Practice 2)** | 15 | 7 | ASWK 321 | ASWK 312 | y |
| CBMG302 | **Business Management 3B** | 15 | 7 | None | None | N |
| **YEAR 4** | | | | | | |
| ASWK411 | **Fieldwork Instruction 1: Direct Practice with individuals** | 15 | 8 | ASWK 321 | ASWK421 | Y |
| ASWK 421 | **Fieldwork Instruction 2: Direct Practice with** | 15 | 8 | ASWK 222 & | ASWK431 | Y |

| | | | | ASWK 332 | | |
|---|---|---|---|---|---|---|
| ASWK431 | **Fieldwork Practice 3: Indirect practice: Agency Assessment** | 15 | 8 | ASWK321 | ASWK441 | Y |
| ASWK441 | **Fieldwork 4: Indirect Practice: Practical Work Assessment** | 15 | 8 | ASWK321 | ASWK411 | Y |
| ASWK 412 | **Counselling Skills with Special Reference** | 15 | 8 | None | ASWK422 | Y |
| ASWK422 | **Research Methodology: Guide for preparing a research document and production of a project of approximately 25 pages** | 15 | 8 | ASWK322 | ASWK432 | Y |
| ASWK432 | **Management and Administration in Social Work** | 15 | 8 | ASWK332 | ASWK412 | Y |
| ASWK442 | **Youth and Social Service Practice** | 15 | 8 | ASWK312 | ASWK422 | Y |

**DESCRIPTION OF MODULES:**

| Semester | Subject Name | Subject Code | Credits | NQF Level |
|---|---|---|---|---|
| **YEAR 1** | | | | |
| **Semester 1** | **Introduction to Social Welfare and Social Work** Purpose: To introduce students to social work and social welfare development, policies and legislation in South Africa with the aim of identifying forces that impacted on the philosophy and operations of the current system. | ASWK111 | **15** | **5** |
| | **Social Work Practice 1 Purpose:** To introduce students to the general landscape of social welfare, social development and social work from national, regional and global perspectives and to the methods of social work. This course will provide an introduction to the discipline (theory) and profession. | ASWK 121 | *15* | *5* |

| | | | | |
|---|---|---|---|---|
| | **Practical English 1 A**<br>Purpose:<br>This module introduces students to the basic skills required for academic reading and writing. Study material will be selected for relevance to the student's specific programme of study. | 1ENG 111 | **15** | **5** |
| | **Introduction to Psychology**<br>Purpose:<br>To introduce students to psychology, what it is, different categories and different approaches, as well as its development as a science<br>Discusses the relationship between human behavior and the functioning of the brain and mind.  Topics such as neuroscience and behavior, sensation and perception, states of consciousness, learning and memory, form the content for this module. | 1PSY 111 | **15** | **5** |
| **Semester 2** | **Introduction to Social Work Methods and Special Issues**<br>Purpose:<br>Introduction to Social Work intervention and special issues:<br>Introduction to Social Work intervention methods:  case work, group work, community work, research and administration<br>Special issues:  like poverty, alcohol and drug abuse, discrimination and HIV/AIDS | ASWK112 | **15** | **5** |
| | **Social Work Practice 2**<br>Purpose:<br>To introduce students to communication and interviewing in Social Work. Definition of communication and interviewing. Types of communication, barriers in communication, differences between interviewing and conversation, and cultural factors in interviewing. | ASWK122 | **15** | **5** |
| | **Practical English 1 B**<br>Purpose:<br>This module will develop the reading and writing skills introduced in AENG 121.  Study material will be relevant to the student's specific programme. | 1ENG 122 | **15** | **5** |

| | | | | |
|---|---|---|---|---|
| | **Social Change and Development**<br>Purpose:<br>To introduce students to human social structures; politics and democracy, traditional culture and change, women and development and family. | 1SGY122 | **15** | **5** |
| **YEAR 2** |||||
| **Semester 1** | **Social Group work with reference to activity groups:**<br>To introduce students to the theory underpinning social intervention in group situations.  It includes definitions of the social group work method; group-work process; group dynamics; social group work intervention skills; screening and selection; phases/stages of group development; roles and expectations of group members; relationship building; programming, planning, recording, common problems in group work; termination. | ASWK211 | **15** | **6** |
| | **Social Casework, Family and Childcare**<br>Purpose:<br>To equip students with professional knowledge, skills and attitudes applied in social case work practice and counselling of individuals and families.  It includes casework definitions, process of short term counselling; phases of the casework process; family genogram; roles of the social worker; client and the social work agency as components of the casework situation; interviewing and the client-worker relationship as primary tools in casework practice. | ASWK 221 | **15** | **6** |
| | **Theories of Social Work**<br>Purpose:<br>The module broadens the student's knowledge and understanding of various theories that may be used to understand and interpret human behavior.  Helping students to grasp the link between the theoretical frameworks used to understand and interpret human behavior and the intervention techniques to be used in working with presenting problems. | ASWK241 | **15** | **6** |
| | **Computer Literacy 1** | 4CPS121 | **15** | **5** |
| **Semester 2** | **Cross-cultural understanding in professional practice.**<br>Purpose:<br>To introduce students to cross-cultural knowledge, skills and practice, and be able to work with diverse client groups who are different from them in terms of gender, race, | ASWK212 | **15** | **6** |

| | | | | |
|---|---|---|---|---|
| | ethnicity, sexual orientation, language and cultural practice.<br>To facilitate the application of casework with individuals and families as one of the social work methods. Includes facilitation of the casework process with real client systems in school setting (after registration with SACSSP), short-term counselling and interviewing and report writing under the supervision of fieldwork supervisors who are qualified and registered social workers. | | | |
| | **Life Skills (Fieldwork Practice)**<br>Purpose:<br>To provide learners with practical training in the use of group work method, theories and skills as social work interventions. It includes establishing a group for helping purposes; group dynamics; termination in therapy group settings. | ASWK222 | **15** | **6** |
| | **Substance Abuse from childhood to adulthood**<br>Purpose:<br>To let students know that substance abuse starts from childhood to adulthood; to familiarise students with types of drugs and how they affect human beings; factors influencing drug use, i.e. constitutional, individual and environmental factors; adolescent drug and alcohol use; to teach children about prevention and treatment of drug and alcohol problems; to teach students about harmful effects of drugs and alcohol. | ASWK232 | **15** | **6** |
| | **Developmental Psychology**<br>Purpose:<br>Provides students with an understanding of human development. | 1PSY222 | **15** | **6** |
| **YEAR 3** | | | | |
| Semester 1 | **Programme and Project Evaluation (Community Development Practice)**<br>Purpose:<br>To introduce students to the theory underpinning social interventions at community level. It includes community development and poverty; understanding poverty and its manifestations; community development as an intervention strategy; community profiling; sustainable livelihoods and project management. | ASWK311 | **15** | **7** |

| | | | | |
|---|---|---|---|---|
| | **Preparation and Fieldwork Practice 1**<br>Purpose:<br>To enable students to apply social work methods in the agency setting during winter vacation. Students are expected to work with real clients in an agency setting and produce reports. They are also expected to produce a group-work proposal, agency report and 2 casework reports. | ASWK321 | **15** | **7** |
| | **Philosophy of social work and social ethics**<br>Purpose:<br>To help students to understand the philosophy of social work and social work ethics. | ASWK341 | **15** | **7** |
| | **Crime Prevention**<br>Approaches to social and environmental factors in crime; application of basic concepts to specific crime issues; theoretical knowledge as to the causation, explanation and prevention of crime. | ACOR 211 | **15** | **6** |
| **Semester 2** | **Social Development for Social Service Professions**<br>**Purpose:**<br>The purpose of this module is to enable students to gain an understanding of entrepreneurship and how it relates to issues of community development so that students are able to implement social development strategies. Every student at the end of this module should be able to assess the community and understand the dynamics in the community as a learning tool, and be able to deal with these dynamics in a manner befitting the professional expectations placed on them. It includes entrepreneurship and the relevance of entrepreneurship in community development in the South African context; the business planning; characteristics of a successful entrepreneur; reasons for success and failure of small businesses; idea viability and feasibility; small business finance, and use of The Business Game as a training tool. | ASWK 312 | **15** | **7** |
| | **Methodology: Beginning Social Work Research**<br>Purpose:<br>To introduce students to social work research. It includes the relevance of social work research; methodologies (qualitative and quantitative); selection and formulation of a research problem and proposal writing; | ASWK322 | **15** | **7** |

| | | | | |
|---|---|---|---|---|
| | sampling procedures and techniques; measurement in research, and the research instrument. | | | |
| | **Integrative Service Learning (Fieldwork Practice 2**<br>Purpose:<br>To enable students to apply social work methods in the agency setting during winter vacation. Students are expected to work with real clients in an agency setting and produce reports. They are also expected to produce a group work proposal, agency report and 2 casework reports, and they will present the reports and share their experiences in class in the second semester. | ASWK332 | **15** | **7** |
| | **Business Management 3B**<br>This is a commerce module in which students are taught entrepreneurial skills as well as business plan writing. | 2BMG3023 | **15** | **7** |
| **YEAR 4** | | | | |
| Semester 1 | **Fieldwork Instruction 1: Direct Practice with individuals**<br>Purpose:<br>To provide learners with hands-on experience in the practice of social work (all) methods under a qualified and registered social worker within a registered social work agency.<br>To facilitate the application of casework with individuals and families as one of the social work methods at an advanced level. It includes facilitation of the casework process with real client system at the social work agency, short term counselling and interviewing and report writing under the supervision of fieldwork supervisors who are qualified and registered social workers. | ASWK411 | **15** | **8** |
| | **Fieldwork Instruction 2: Direct Practice with groups and communities**<br>Purpose:<br>To provide learners with advanced practical training in the use of group work method, theories and skills as social work interventions. It includes establishing a group for helping purposes; group dynamics; termination in therapy group settings. | ASWK421 | **15** | **8** |

| | | | | |
|---|---|---|---|---|
| | To introduce students to the theory underpinning social-work intervention at the community level. | | | |
| | **Fieldwork Practice 3:  Indirect practice: Agency Assessment**<br>Observed and implemented by social workers, looking at how agencies use legislative acts. | ASWK431 | **15** | **8** |
| | **Fieldwork 4:  Indirect Practice: Practical Work Assessment**<br>Purpose:<br>Assessment strategies are used to assess the overall practicum experience of the student in terms of services rendered by the agency; student supervision; ethics and social work values used during block placement; social work theories used during the intervention with the client and case examples how these theories were used; recommendations/suggestions to the agency and/or university regarding practicum. | ASWK441 | **15** | **8** |
| **Semester 2** | **HIV/AIDS Counselling in Social Work**<br>Purpose:<br>To equip students with the salient skills and knowledge of working with people infected and affected by HIV/AIDS.  It enables students to acquire needed skills to help clients with HIV/AIDS related issues and problems. Understanding terminology counselling, HIV and AIDS, history of HIV/ AIDS; the counselling process; types of HIV/AIDS counselling; psychosocial counselling of people with HIV;AIDS and their families. | ASWK412 | **15** | **8** |
| | **Research Methodology: Guide for preparing a research document and production of a project of approximately 25 pages**<br>Purpose:<br>To equip social-work students with the practical skills regarding the application of research knowledge by means of a research project. Imparting the theory of research methodology and the practical application of research skills.  To teach the procedure for conducting a research study. | ASWK422 | 15 | 8 |

| | Management and Administration in Social Work<br>Purpose:<br>To introduce students to pertinent issues on management and administration of human service organisations in relations to social-work services. It includes the definition of management and administration; principles and functions of management and administration; organisational structures; social work administration and supervision; leadership; accountability; budgeting; time management; strategic planning; business plans; meeting procedures and roles of office bearers. | ASWK432 | **15** | **8** |
|---|---|---|---|---|
| | **Youth and Social Service (Social Policy)**<br>Purpose:<br>To equip students with knowledge of social policy and how social policy and legislations are developed. It includes meaning of social policy, past and present policies of South Africa, social welfare policies; residual, institutional and social development, policy making process and social welfare policies and Acts, social security, human rights. | ASWK442 | **15** | **8** |

**Postgraduate Diploma in Community Work – 1DIP23; NQF Level 8 (ADIP23 FOR RETURNING STUDENTS)**

**Total No. of Credits: 120**

**Admission requirements**
Students with a 3-year degree are accepted in this programme, refer to Faculty requirements.

**Duration of the Proposed Degree**
The curriculum shall extend over at least 1 year full time or 2 years part time
**Examination**
Four examination papers, practical work document plus a mini-dissertation

**Names Codes and details of Papers**

Four 3-hour examination papers
Paper 1 (1CW 401)    the theory and development of community work
Paper 2 (1CW 402)    Social policy and planning, social legislation and administration
Paper 3 (1CW 403)    Community work practice
Paper 4 (1CW 404)    Research theory and project Management

**(1CW40P) Research Project**
   Report to be submitted by the 31st October


**Master of Arts in Community Work - 1MAS24; NQF Level 9 (AMAS24 FOR RETURNING STUDENTS)**
**Total No. of Credits: 180**


**Admission requirements**
Students with Honors, or 4-year degree or a postgraduate diploma in any field can be accepted to this programme.
Additionally, refer to Faculty requirements


**Duration of the Proposed Degree**
The curriculum shall extend over at least 1 year full time or 2 years part time


The examination of the coursework Master's degree in community work consists of 4 3-hour papers plus a dissertation of approximately 100 pages (which will account for 50% of the final mark for the degree) and practical work. To be accepted in the programme 65% must be obtained in your 4th year /Honors degree.

**Names Codes and details of Papers**

| | | |
|---|---|---|
| Paper 1 (1WS 701) | History and Philosophy of community work. | |
| Paper 2 (1WS 702) | Social policies and planning | |
| | Policy formulation and analysis | |
| | Local, regional and national planning | |
| | Financial management for NGOs | |
| | Marketing and strategic planning | |
| Paper 3 (1WS 703) | Community work strategies and tactics | |
| | Developing leadership | |
| | Coalition building | |
| | | |
| Paper 4 (1WS 704) | Mini Dissertation (Course Work Masters) | |
| | A dissertation of approximately 100 typed pages | |
| | | |
| Paper 5 (1WS79P) | Advanced Community Work Practice | |
| | | |
| | A comprehensive report comprises of community profiling, Business plan and project evaluation report to be submitted by 31st October. | |


**Master of Social Work - 1MAS23; NQF Level 9 (AMAS23 FOR RETURNING STUDENTS)**
**Total No. of Credits: 180**


**Admission requirements**
Students with an Honors degree in Social Work or a 4-year degree in Social Work are accepted in this programme.


Rules: Refer to Faculty rules

**Duration of the Proposed Degree**
The curriculum shall extend over at least 1-year full time or 2 years part time

The examination of the Research in Master of Social Work consists of a dissertation of approximately 120 typed pages on an approved subject.

**Doctor of Philosophy in Social Work - 1DPH23; NQF Level 10 (ADPH23 FOR RETURNING STUDENTS)**
**Total No. of Credits: 360**

**Admission requirements**
Students with Master's degree in Social Work are accepted in this programme
Refer to Faculty rules

**Duration of the Proposed Degree**
The curriculum shall extend over at least 2 years full time or 3 years part time

# DEPARTMENT OF SOCIOLOGY

| | |
|---|---|
| Professor | Vacant |
| Senior Lecturers | P.F. Stewart BA (UCT), BA (Hons Ind. Soc) (WITS), BA (Hons Phil) (WITS), PhD (WITS) |
| | N.G. Tshabalala BA (Hons), MA (UNIZULU), Master's Certificate Labour Relations (RAU), PHRM (UNISA), PhD (UNIZULU) |
| | S.P.T. Zikhali BA (Hons), MA, PhD (UNIZULU) |
| Lecturers | S.C. Cele BA (Hons), MA (Durban Westville), PhD (UNIZULU) |
| | E.S. Ncube PTC (Ntuzuma College of Educ.), JSTC and STD (Umlazi) College for Further Education), BA (Hons), MA (UNIZULU) |
| | J. Guambe BA, BA (Hons), MA (UNIZULU) |

**Bachelor of Arts in Sociology and 1SDEG1 (ASDEG1 FOR RETURNING STUDENTS);**
**NQF LEVEL 7 Total No. of Credits 360**
**Bachelor of Arts in Industrial Sociology 1SDEG2 (ASDEG2 FOR RETURNING STUDENTS);**
**NQF LEVEL 7 Total No of Credits: 360**

**Description**
Sociology offers two stream programmes i.e. Sociology and Industrial Sociology.

**Bachelor of Arts in Sociology (1SDEG1) and Bachelor of Arts in Industrial Sociology 1SDEG2**

Sociology is concerned with the way we live in the world, along with people and other species. Aspects of human social behavior are studied within the political, economic, social, cultural and religious context as they influence and affect the societal change at micro- and macro-structural levels. Sociology encourages critical and independent thinking and urges students to critique existing theoretical frameworks.

**For the Bachelor of Arts in Sociology (1SDEG1)** a general overview of Sociology is presented in Sociology at first-, second- and third-year levels. This is particularly relevant for students who are interested in understanding sociological theories, social policy, social development, gender issues and analysing social problems.

**For the Bachelor of Arts in Industrial Sociology (1SDEG2)**
Industrial Sociology is a crucial area within the field of sociology of work. It is the direction and implications of trends in technological change, labour markets, globalisation, managerial practices and employment relations.

**Structure and Duration of the programmes**
Both programmes mentioned above shall extend over a 3-year period. The curriculum shall consist of at least 24 semester modules as follows:
**First year** - a minimum of eight semester modules
**Second year**- a minimum of eight semester modules
**Third year** - a minimum of eight semester modules

A general overview of Industrial Sociology is presented in introductory sociology at first-year level, and specific modules in this field are dealt with at second- and third-year levels. This is particularly relevant for students who are interested in labor relations, human resource management, training and development.

**Rules**
Courses should be taken in <u>consecutive order</u> as per the advice of the department.

**MODULE TEMPLATE: BA in Sociology**

| Faculty | ARTS | |
|---|---|---|
| Department | Sociology | |
| Degree (Designator) | Bachelor of Arts in Sociology | |
| Qualifier | Sociology | |
| Majors | Sociology | |
| Abbreviation | BA (Sociology) | |
| HEQFS Code | H22/12523/HEQFF | |
| UNIZULU Code | 1SDEG 1 (**FOR FIRST TIME ENTERING STUDENTS** | |
| | ASDEG1 (**FOR RETURNING STUDENTS)** | |
| NQF EXIT Level | 7 | |
| Admission Requirements | 1. NSC with degree endorsement OR Matric Exemption and an achievement rating of 28 points as certified by Umalusi | |
| | 2. English with an achievement rating of 4 | |
| | 3. Non-South African students, approved foreign equivalents certified by SAQA are necessary | |
| Minimum Credits for Admission | 26 Points | |
| Minimum duration of studies | 3 Years | |
| Presentation mode of subjects: | Day Classes | |

| | | | | | | |
|---|---|---|---|---|---|---|
| Intake for the qualification: | January | | | | | |
| Registration Cycle for the subjects: | January | | | | | |
| Total credits to Graduate: | **360** | | | | | |

| Subject Code | Module Name | Credits | Subject Level | Prerequisites | Co-requisite | Compulsory Yes/No |
|---|---|---|---|---|---|---|
| **YEAR 1** | | | | | | |
| **Semester 1** | | | | | | |
| 1SGY 111 | Introduction to Sociology | 16 | 5 | None | | Y |
| 1SGY 121 | Human Societies | 16 | 5 | None | | Y |
| 1SGY 131 | Social policy & policy implementation | 16 | 5 | None | | Y |
| 1SGY 141 | Service provisioning | 15 | 5 | None | | Y |
| | Choose ONE elective | | | | | |
| **Semester 2** | | | | | | |
| 1SGY 112 | Industrial Societies | 16 | 5 | 1SGY 111 | | Y |
| 1SGY 122 | Social change & development | 16 | 5 | 1SGY 121 | | Y |
| 1SGY 132 | Introduction to integrated rural development The module will equip students with the following: | 15 | 5 | 1SGY 131 | | Y |
| 1SGY 142 | Introduction to local Government | 15 | 5 | 1SGY 141 | | Y |
| | Electives | | | | | |
| **YEAR 2** | | | | | | |
| **Semester 1** | | | | | | |
| ASGY 211 | History of sociological thoughts and sociological theories | 16 | 6 | 1SGY 111 1SGY 112 | | |
| ASGY 221 | Sociological theories & social institutions | 15 | 6 | 1SGY 121 1SGY 122 | | Y |
| ASGY 231 | Introduction to political sociology | 15 | 6 | 1SGY 131 1SGY 132 | | Y |

| ASGY 241 | Research methods 1 | 15 | 6 | 1SGY 141 1SGY 142 | | Y |
|----------|--------------------|----|---|-------------------|---|---|
| **Semester 2** | | | | | | |
| ASGY 212 | Advanced social policy & policy implementation | 16 | 6 | ASGY 211 | | Y |
| ASGY 222 | Integrated rural development | 15 | 6 | ASGY 221 | | Y |
| ASGY 232 | South African Local Government | 15 | 6 | ASGY 231 | | Y |
| ASGY 242 | Research Methods 2 | 15 | 6 | ASGY 241 | | Y |
| **YEAR 3** | | | | | | |
| **Semester 1** | | | | | | |
| ASGY 311 | Research Methods and Modern social problems | 16 | 7 | ASGY211, A SGY212 | | Y |
| ASGY 321 | Theories of development & social change 1 | 16 | 7 | ASGY221,AS GY 222 | | Y |
| ASGY 331 | Democracy & society 1 | 15 | 7 | ASGY231,AS GY 232 | | Y |
| ASGY 341 | Research Methods 3 | 15 | 7 | ASGY241, A SGY242 | | Y |
| **Semester 2** | | | | | | |
| ASGY312 | Research Methodology and Statistics | 16 | 7 | ASGY 311 | | **Y** |
| ASGY 322 | Theories of development & social change 2 | 15 | 7 | ASGY 321 | | **Y** |
| ASGY 332 | Democracy & society 2 | 15 | 7 | ASGY 331 | | **Y** |
| ASGY 342 | Research Methods 4 | 15 | 7 | ASGY 341 | | **Y** |

## DESCRIPTION OF MODULES: BA in Sociology

| Subject Code | Module Name | Description |
|--------------|-------------|-------------|
| **YEAR 1** | | |
| 1SGY 111 | **Introduction to Sociology** | The module will equip students with the following: An understanding of the theories about society, and the complexities of human relationships. A Systematic understanding of social organisations and behaviour. An understanding of complexities of human relationships. The knowledge to apply theories about society to, describe and interpret the complexities of human relationships |
| 1SGY 121 | **Human Societies** | The purpose of this module is to assist sociology students with processes information about how societies have moved from one century to the other. It also, deepens their understanding of the |

| | | stages of socialisation and the stages of development societies have gone through. It provides a clear understanding of evolution and revolution of societies. |
|---|---|---|
| 1SGY 131 | **Social policy & policy imple-mentation** | The purpose of this module is to assist students to understand how needs of communities are met. The module is very important to the students in social work, nursing, criminal justice and those doing a course in sociology because it provides a clear understanding of the nature and the extent of how politics and ideology shapes society. It also helps students to understand how states redistribute the resources amongst its citizens – social expenditure. |
| 1SGY 141 | **Service provisioning** | The module will equip students with the following;<br>An understanding that the concept of need has a variety of definitions and dimensions; one being that it can be defined according to the existential categories of being, having, doing and interacting.<br>An understanding of the social welfare system which is socialist in nature.<br>An understanding of the concept of "need"<br>An understanding of the ethics of the social welfare system and its significance to the citizens of different countries.<br>The ability to execute comparative study regarding relative needs service delivery. |
| 1SGY 112 | **Industrial Societies** | The module will equip students with the following:<br><br>An understanding of key concepts such as Capitalism, Division of labour, Social Stratification and Post Industrial Societies.<br>An understanding of the elements, issues and drawbacks of Capitalism.<br>An understanding of the origins of Division of labour and gender roles and Social stratification.<br>An understanding of the difference between Industrial and Post-industrial societies. |
| 1SGY 122 | **Social change & development** | This module prepares the students to understand that societies are not stagnant.<br>It also makes students aware that societies do change with the changing times, either for better or for worse. It will help students understand that change occurs at home, in the workplace, at church, though sports, etc. |
| 1SGY 132 | **Introduction to integrated rural development**<br><br>. | The module will equip students with the following:<br>An understanding of the processes for the creation of a diversity of jobs.<br>An understanding of the processes for the redistribution of government expenditure to deprived areas.<br>An appreciation of the importance of tradition and culture without being trapped by the past, but preserving the best of it.<br>An understanding of key concepts such as: underdevelopment, development, sustainable development, community development, |

| | | integrated sustainable rural development programme, etc. The awareness of divisions of labour in terms of gender roles. An understanding of past policies that impacted rural areas in South Africa. | |
|---|---|---|---|
| 1SGY 142 | **Introduction to local Government** | The module introduces students to the relationship between politics and society, more specifically, the civil society in a democratic state. It also assists students to know and understand the changes that are there in societies, changes that are taking place in their vicinity in the form of service delivery. Over and above that, it prepares the students as members of society to respect government property and many other structures that are in communities and also to participate in some of these processes actively for development. | |
| **YEAR 2** | | | |
| ASGY 211 | **Advanced social policy & policy implementation** | This module is aimed at assisting students to understand how community needs are met. The module is pertinent to the students in social work, nursing, criminal justice and those doing a course in sociology because it provides clear understanding of the nature and the extent of politics of the country and how its ideology shapes society. The students will be able to understand how governments redistribute the resources amongst their citizens – social expenditure. | |
| ASGY 221 | **Sociological theories & social institutions** | | 1SGY 121 1SGY 122 |
| ASGY 231 (APOL 212) | **Introduction to political sociology** | The course introduces students to the relationship between politics and society, more specifically, the state and civil society in a democratic state. It therefore explores the concepts of power, democracy, the state and civil society and their interdependent relationships. The course also introduces students to the different approaches to understanding political sociology as well as its classical theories such as Pluralism, Elite theory and Social Class theory. In spite of the processes of social change that have challenged the essence of the state, the shortcomings of these theories in relation to the position of the state are also explored. Lastly, the course deals with political behaviour in that it covers a number of important social phenomena that influence the political trajectory of states, such as class and race. This also includes political socialisation agencies (civil society groups) such as schools, the media, trade unions, political parties and business organisations. | |
| ASGY 241 | **Research methods 1** . | This module entails the introductory aspects of social scientific research. However, the module also covers the basics of the quantitative social research paradigm. This is the first in the Sociology department's undergraduate sequence in social research methods. The goal of this module is therefore to equip students with skills in the practice of social research, with specific reference to the quantitative design strategies. As the first in the Sociology research series, this course is therefore a pre-requisite for the subsequent Research Modules. | |

| ASGY 212 | **History of sociological thoughts and sociological theories** | The module will enable students to gain knowledge of the influence of philosophical thoughts on social theory. The module will also assist students to acquire knowledge on the process of theory building in the social sciences. Students will become familiar with the development of early positivistic thought and its influence on sociological research. Students will also develop an understanding of the works and thoughts of classical sociological theorists and the founding fathers of sociology. | |
|---|---|---|---|
| ASGY 222 | **Integrated rural development** | | ASGY 221 |
| ASGY 232 | **South African Local Government** | | ASGY 231 |
| ASGY 242 | **Research Methods 2**<br><br>**Research methods to be studies include: Ethnography, ethnometho-dology and phenomen-ology.** | This module is the second in the Sociology department's undergraduate sequence in social research methods. In order to be prepared for this course, students should have taken the introductory research methods 1SGY 241 which introduces students to the research questions that sociologists investigate, and the designing of scientific research study, the logic of sampling, and the basic instruments for data collection.<br><br>The course is structured in such a way that students get an overview of qualitative paradigm in sociological research design, and the associated methods of data collection. | |
| **YEAR 3** | | | |
| ASGY 311 | **Research Methods and Modern social problems** | This module has a 2-pronged approach. The first objective of the module is to introduce students to practical research strategies. These include specific research designs that are tailored toward project evaluations or organisational problem solving, i.e. evaluation research and Action Research/Participatory Action Research. Furthermore, the module is geared toward providing students with practical experience in conceptualising and executing a research project from start to finish. Students will therefore be assigned research topics and research problems to resolve.<br>The module aims to equip students with the skills to analyse data and to conceptualise and implement a research project. Therefore, students would be expected to prepare a research proposal, go through all phases of social research and write a research report. | |
| ASGY 321 | **Theories of development & social change 1** | | |
| ASGY 331 | **Democracy & society 1** | | |
| ASGY 341 | **Research Methods 3** | This module builds on the basic research methods knowledge already acquired in 1SGY 241 and 1SGY 242. However, this module is geared towards a two pronged strategy. The first objective of the module is to introduce students to practical research strategies. These include specific research designs that are tailored | |

| | | towards project evaluations or organisational problem solving i.e. evaluation research and Action Research. In the earlier research modules students were already introduced to the more traditional research designs. Secondly this module is geared towards providing students with the practical experience in conceptualising and executing a research project from start to finish. Students will therefore be assigned research topics and research problems to resolve.<br><br>The module aims to equip students with the skills to analyse data and to conceptualise and implement a research project. Therefore, students would be expected to prepare a research proposal, go through all phases of social research and write a research report. | |
|---|---|---|---|
| ASGIY312 | **Statistical methods of research** | This module is tailored toward equipping students with skills in the manipulation of the statistical tools required for analysing qualitative data. The course is thus devoted to introducing students to the rudiments of statistical analysis in social research.  Students will be put through the process of organising and making meaning of qualitative data, using measures of central tendency and measures of dispersion or variability to describe data and testing hypotheses using correlation coefficients. | |
| ASGI 322 | **Theories of development & social change 2** | | ASGY 321 |
| ASGY 332 | **Democracy & society 2** | | ASGY 331 |
| ASGY 342 | **Research Methods 4**<br><br>. | This is the final module in the Sociology department's undergraduate sequence in research methods. In order to be prepared for this course, students are expected to have undergone the three other introductory courses in research methods such as ASGY 241, ASGY 242 and ASGY 341. It is important that students have attained a basic comprehension of the types of research methods that sociologists adopt, how the research process works, the logic of sampling, and the major instruments used for data collection.<br><br>The present course is tailored towards equipping students with skills in the manipulation of the statistical tools required for analysing qualitative data. The course is thus devoted to introducing students to the rudiments of statistical analysis in social research. Students will be put through the process of organising and making meaning of qualitative data, using measures of central tendency and measures of dispersion or variability to describe data and testing hypotheses using correlation coefficients. | |

**Table 2. MODULE TEMPLATE: BA in Industrial Sociology**

| Subject Code | Module Name | Credits | Subject Level | Prerequisites | Co-Requisites | Compulsory (Y/N) |
|---|---|---|---|---|---|---|
| **YEAR 1** | | | | | | |
| **Semester 1** | | | | | | |
| 1SGY111 | Introduction to Sociology | 16 | 5 | None | | Y |
| 1SGY121 | Human Societies | 16 | 5 | None | | Y |
| 1SGY131 | Social policy & policy Implementation | 16 | 5 | None | | Y |
| 1SGY141 | Service provisioning | 15 | 5 | None | | Y |
| **Semester 2** | | | | | | |
| 1SGY112 | Industrial Societies | 16 | 5 | 1SGY111 | | Y |
| 1SGY122 | Social change & development | 16 | 5 | 1SGY121 | | Y |
| 1SGY132 | Introduction to integrated rural development | 15 | 5 | 1SGY131 | | Y |
| 1SGY142 | Introduction to local government | 15 | 5 | 1SGY141 | | Y |
| **YEAR 2** | | | | | | |
| **Level 1 Semester 1** | | | | | | |
| ASGI211 | Industrial Relations System | 15 | 6 | 1SGY111 1SGY112 | | Y |
| ASGI221 | Selection process ,recruitment & training | 15 | 6 | 1SGY121 1SGY122 | | Y |
| ASGI231 | Organizations theory | 15 | 6 | 1SGY131 1SGY132 | | Y |
| ASGY241 | Research methods 1 | 15 | 6 | 1SGY141 1SGY142 | | Y |
| **Level 2 Semester 2** | | | | | | |
| ASGI212 | Labour Arbitration & Conflict Resolution | 15 | 6 | 1SGY111 1SGY112 | | Y |

| ASGI222 | Bargaining levels in South Africa | 15 | 6 | 1SGY121 1SGY122 | | Y |
|---------|----------------------------------|----|---|-----------------|---|---|
| ASGI232 | South African Labour Market | 15 | 6 | 1SGY131 1SGY132 | | Y |
| ASGY242 | Research Methods 2 | 15 | 6 | 1SGY141 1SGY142 | | Y |
| **YEAR 3** | | | | | | |
| **Semester 1** | | | | | | |
| ASGI311 | Introduction to labour law 1 | 15 | 7 | ASGI211, ASGI212 | | Y |
| ASGI321 | Labour Law 2 | 15 | 7 | ASGI221, ASGI222 | | Y |
| ASGI331 | Advanced analysis of organi zational change & development | 15 | 7 | ASGI231, ASGI232 | | Y |
| ASGY341 | Research Methods 3 | 15 | 7 | ASGY241, ASGY242 | | Y |
| **Semester 2** | | | | | | |
| ASGI312 | Managerial Strategies Compensation and Rewards | 15 | 7 | ASGI311 | | **Y** |
| ASGI322 | Multinational Companies | 15 | 7 | ASGI321 | | **Y** |
| ASGI332 | Workers & managerial participation | 15 | 7 | ASGI331 | | **Y** |
| ASGY342 | Research Methods 4 | 15 | 7 | ASGY341 | | **Y** |

**DESCRIPTION OF MODULES: BA in Industrial Sociology 1SDEG2**

| Subject Code | Module Name | Description |
|--------------|-------------|-------------|
| 1SGY111 | **Introduction to Sociology** | The module will equip students with the following: An understanding of the theories about society, and the complexities of human relationships. A Systematic understanding of social organisations and behaviour. An understanding of complexities of human relationships. The knowledge to apply theories about society, describe and interpret the complexities of human relationships. |
| 1SGY121 | **Human Societies** | The purpose of this module is to teach sociology students how societies have moved from one century to the other. It also, deepens their understanding of the stages of socialisation and the stages of development societies have gone through. It |

| | | provides a clear understanding of evolution and revolution of societies. |
|---|---|---|
| 1SGY131 | **Social policy & policy Implementation** | The purpose of this module is to assist students to understand how the needs of communities are met. The module is very important to the students in social work, nursing, criminal justice and those doing a course in sociology because it provides clear understanding of the nature and the extent of politics of the country and how its ideology shapes the society. It also helps students to understand how states redistribute the resources amongst its citizens – social expenditure. |
| 1SGY141 | **Service provisioning** | The module will equip students with the following: An understanding that the concept of need has a variety of definitions and dimensions; one being that it can be defined according to the existential categories of being, having, doing and interacting. An understanding of the social welfare system which is socialist in nature. An understanding of the concept of "need" An understanding of the ethics of the social welfare system and its significance to the citizens of different countries. The ability to execute comparative study regarding relative needs service delivery. |
| 1SGY112 | **Industrial Societies** | The module will equip students with the following: An understanding of key concepts such as Capitalism, Division of labour, Social Stratification and Post Industrial Societies. An understanding of the elements, issues and drawbacks of Capitalism. An understanding of the origins of division of labour and gender roles and Social stratification. An understanding of the difference between Industrial and Post- industrial societies. |
| 1SGY122 | **Social change & development** | This module prepares the students to understand that societies are not stagnant. And also to make students aware that societies do change with the changing times, either for better or for worse. It will make students to understand that change occurs at home, in the workplace, at church, through sports, etc. |
| 1SGY132 | **Introduction to integrated rural development** | The module will equip students with the following: An understanding of the processes for the creation of a diversity of jobs. An understanding of the processes for the redistribution of government expenditure to deprived areas. An appreciation of the importance of tradition and culture without being trapped by the past, but preserving the best of it. |

| | | An understanding of key concepts such as: underdevelopment, development, sustainable development, community development, integrated sustainable rural development programme, etc. |
|---|---|---|
| | | The awareness of divisions of labour in terms of gender roles. |
| | | An understanding of past policies that impacted rural areas in South Africa. |
| 1SGY142 | **Introduction to local government** | The module introduces students to the relationship between politics and society, more specifically, the civil society in a democratic state. It also assists students to know and understand the changes that are there in societies, changes that are taking place in their vicinity in the form of service delivery. Over and above that, it prepares the students as members of the society to respect government property and many other structures that are in communities and also to participate in some of these processes actively-development |
| ASGI211 | **Industrial Relations System – Industry Sociology** | The module will equip students with the following:<br><br>An understanding of the South African labour relations system and the relationship of the parties involved.<br>An understanding of the major theories on labour relations<br>An understanding of the meaning of industry, community, and polity.<br>An understanding of the role of the State as controller, regulator, promoter, entrepreneur and planner in an industrial relations system.<br>An understanding of the different approaches to industry-community relations. |
| ASGI221 | **Selection process recruit-ment & training**<br><br>. | The module will equip students with the following:<br>An understanding of the concepts of selection, recruitment, training and development.<br>An understanding of the factors influencing recruitment and selection decisions.<br>An understanding of the functioning of organisations in relation to the clients they serve.<br>An understanding of the relationship between selection, recruitment, training and development |
| ASGI231 | **Organizations theory**<br><br>. | The module will equip students with the following:<br>An understanding of the definition of organisational theory.<br>An understanding of the structure, functioning, behavior and performance of organisations.<br>An understanding of the different environmental settings which impact on the organisation.<br>An understanding of the processes through which the structure, functioning, behavior and performance of organisations operate in practice. |

| ASGY241 | **Research methods 1** | This module entails the introductory aspects of social scientific research. It also covers the basics of the quantitative social research paradigm.<br>This is the first in the Sociology department's undergraduate sequence in social research methods. The goal of this module is therefore to equip students with skills in the practice of social research, with specific reference to the quantitative design strategies. As the first in the Sociology research series, this course is therefore a pre-requisite for the subsequent research courses. |
|---|---|---|
| ASGI212 | **Labour Arbitration & Conflict Resolution** | The module will equip students with the following:<br>An understanding of the concept and nature of labour disputes.<br>An understanding of the role of the CCMA as the primary body for dispute resolution.<br>An understanding of conflict as an inevitable consequence of the different goals, perceptions, cultures, beliefs, management and styles in an organisation.<br>An understanding of unfair labour practices. |
| ASGI222 | **Bargaining levels in SA** | The module will equip students with the following:<br>An understanding of the collective bargaining process.<br>An understanding of the legal status of collective agreements.<br>An understanding of the various bargaining levels and structures provided for by LRA.<br>A broad understanding of the rules of the 3 main statutory dispute resolution bodies established under the LRA. |
| ASGI232 | **South African Labour Market** | The module will equip students with the following:<br>An understanding of the Sociological conception of "labour market".<br>An understanding of the evolution of labour-market theory in Sociology.<br>An understanding of the legislative framework governing labour relations.<br>An in-depth understanding of the various labour-market issues.<br>An understanding of the cultural dynamics of strategic international human resource management. |
| ASGY242 | **Research Methods 2** | This module is the second in the Sociology department's undergraduate sequence in social research methods. In order to be prepared for this course, students should have taken the introductory research methods ASGY 241 which introduces students to the research questions that sociologists investigate, and the designing of scientific research study, the logic of sampling, and the basic instruments for data collection. The course is structured in such a way that students get an overview of qualitative paradigm in sociological research design, and the associated methods of data collection. |

| | | Research methods to be studies include: Ethnography, ethnomethodology and phenomenology. |
|---|---|---|
| ASGI311 | **Introduction to labour law 1** | This module will equip students with the following: Understanding of what is labour law is in South Africa. Understanding of the importance of labour law in South Africa. Understanding of the statutory regulations in the contract of employment. |
| ASGI321 | **Labour Law 2** | This module will equip students with understanding the following: The application of managerial strategies and labour relations. The statutory regulations related to organizational management styles. Structure suitable to managerial strategies for organisations. The relationship between management strategy and labour relations. The applicatory systems for implementing managerial strategies in the work place. Business ethics in labour relations, and ethics and law. The ethical dilemmas and conflict in the workplace. |
| ASGI331 | **Advanced analysis of organizational change & development** | This module will equip students with the following: Advanced skills in the Analysis of organisational structure An Understanding of the main elements of organisational structure and how they are applied in organisational design An understanding of the basic principles of co-ordination and the authority structure of an organisations. |
| ASGY341 | **Research Methods 3** | This module builds on the basic research methods knowledge already acquired in ASGY 241 and ASGY 242. It is geared toward a 2-pronged strategy. The first objective is to introduce students to practical research strategies aimed at problem solving, i.e. evaluation research and Action Research. In the earlier research modules students were already introduced to the more traditional research designs. Secondly, this module aims to introduce students to practical research strategies. These include specific research designs that are tailored toward project evaluations or organisational providing students with the practical experience in conceptualising and executing a research project from start to the finish. Students will therefore be assigned research topics and research problems to resolve.<br><br>The module aims to equip students with the skills to analyse data and to conceptualise and implement a research project. Therefore, students would be expected to prepare a research proposal, go through all phases of social research and write a research report. |

| ASGI312 | **Managerial Strategies Compensation And Rewards** | This module will equip students with the following: Advanced Understanding of what labour law is in South Africa. Advanced Understanding of the importance of labour law in South Africa. Advanced Understanding of the statutory regulations in the contract of employment. |
|---------|---------|---------|
| ASGI322 | **Multinational Companies** | The module will equip students with the following: The ability to analyze multinational companies. An in-depth knowledge of the key issues relevant to internationalization of business An understanding of the significance and the contribution of multinational companies to societal development An understanding of the cultural dynamics in strategic international human resource management |
| ASGI332 | **Workers & managerial participation** | The module will equip students with the following: An understanding of worker and managerial participation in the work place. An understanding of the statutory regulations and requirements to worker and managerial participation Scholarly knowledge on matters relating to worker and managerial participation |
| ASGY342 | **Research Methods 4** | This is the final module/course in the Sociology department's undergraduate sequence in research methods. In order to be prepared for this course, students are expected to have undergone the three other introductory courses in research methods such as ASGY241, ASGY242 and ASGY341. It is important that students have attained a basic comprehension of the types of research methods that sociologists adopt, how the research process works, the logic of sampling, and the major instruments utilized for data collection. The present course however is tailored toward equipping students with skills in the manipulation of the statistical tools required for analyzing qualitative data. The course is thus devoted to introducing students to the rudiments of statistical analysis in social research. Students will be put through the process of organizing and making meaning of qualitative data, using measures of central tendency and measures of dispersion/variability to describe data and testing hypotheses using correlation coefficients. |

## Postgraduate Degrees

**BA Honours in Sociology 1HON26; NQF Level 8 (AHON26 FOR RETURNING STUDENTS)**

This BA Honours programme consists of intensive, mandatory course-work. Five courses are offered, running parallel for 1 year. Admission to the Honours programme is limited to a minimum pass of 60% in Sociology or Industrial Sociology.

**Compulsory Papers**

The structure of the degree is as follows:

| CODE | TITLE | CREDIT VALUE | DESCRIPTION | Compulsory (Yes/No) |
|------|-------|--------------|-------------|---------------------|
| **1SY501** | **Classical Sociological Theory** | 20 | Classical sociological theories are of a profound scope, having been created in Europe between the early 1800s and early 1900s. The work of classical sociological theorists such as Auguste Comte, Karl Marx, Emile Durkheim, Max Weber and F.W.G Hegel was important in its time and played a central role in the subsequent development of Sociology, and how their ideas impact and become relevant today. | Y |
| **1SY502** | **Research Methodology and Statistics for Sociological Research** | 20 | This is the sociology department's apex course in research methodology. The module builds upon knowledge earlier acquired from the research method courses taught at undergraduate level. The module starts by introducing students to the rudiments of quantitative-data analysis. The first unit entails the practical analysis of quantitative data using the statistical package for the social sciences. The module further delves into the processes of theory development in Sociology. This entails a study of the philosophy of the Social Sciences with discussions on the contributions of Karl Popper, Thomas Khun, Imre laktos and Paul Feyerabend to the conceptions of science and the development of social theory.<br><br>The module further deals with specific research methods and techniques including grounded theory research and unobtrusive research, contents analysis and thematic contents analysis. | Y |
| **1SY503** | **Contemporary Sociological Theory** | 20 | The purpose this module is to assist Sociology postgraduate students with the information on how contemporary sociologists view life situations as opposed to the classical Sociologists, from one century to another. The | Y |

| 1SY504 | Choice of one field, from: Sociology of development, religion, the state and politics, family, social policy, medical sociology and social stratification | 20 | module will provide students with a clear understanding of the evolution and revolution of societies and demonstrate that human beings are not stagnant. The course will focus on the following theories: Critical theory, Humanist theory, Interactionism, Structuralism, Social systems and Social change, globalisation and world systems theory as well as Feminist-gender theories of inequality. | |
|---|---|---|---|---|
| 1SY504 | Choice of one field, from: Sociology of development, religion, the state and politics, family, social policy, medical sociology and social stratification | 20 | Choice of one field, from: Sociology of development, religion, the state and politics, family, social policy, medical sociology and social stratification. | Y |
| 1SY505 | Practical Work (Field Research) | 40 | The candidate is expected to choose a Research Topic in consultation with the HOD. | |

**Master of Arts in Sociology - 1MAS26; NQF Level 9 (AMAS26 FOR RETURNING STUDENTS)**

**Doctor of Philosophy in Sociology - 1DPH26; NQF Level 10 (ADPH26 FOR RETURNING STUDENTS)**
Intensive theoretical, historical and comparative study around the chosen, approved topic for research, guided by the supervisor and HOD, and a thesis.

**Doctor of Philosophy in Industrial Sociology (1DPH27)  (ADPH27 FOR RETURNING STUDENTS) NQF Level 10**
Intensive theoretical, historical and comparative study around the chosen, approved topic for research, guided by the supervisor and HOD and a thesis.