This brochure is valid for 2011 only. Rules and syllabuses may be changed for 2012.

The Brochure is obtainable from: The Registrar, PO Box 392, 0003

ISBN (Set of Brochures)
ISBN (MyModules@Unisa)
ISSN 0257-8840

Printed and published by the University of South Africa

Courses delivered on the Internet will initially only be in English. Although covering the same core content as the print-based study material, the characteristics of the Internet will facilitate different forms of enrichment.
Vision

Towards the African university in the service of humanity

Mission

The University of South Africa is a comprehensive, open learning and distance education institution, which, in response to the diverse needs of society:

- provides quality general academic and career-focused learning opportunities underpinned by principles of lifelong learning, flexibility, and student-centredness;
- undertakes research and knowledge development guided by integrity, quality and rigour;
- participates in community development by utilizing its resources and capacities for the upliftment of the disadvantaged;
- is accessible to all learners, specifically those on the African continent, and the marginalised, by way of a barrier-free environment, while responding to the needs of the global market;
- addresses the needs of a diverse learner profile by offering relevant learner support, facilitated by appropriate information and communications technology;
- develops and retains high quality capacities among its staff members to achieve human development, by using the resources at its disposal efficiently and effectively;
- cultivates and promotes an institutional ethos, intellectual culture and educational experience that is conducive to critical discourse, intellectual curiosity, tolerance, and a diversity of views;
- contributes to good and responsible society by graduating individuals of sound character and versatile ability; and
- meets the needs of the global competitive society by nurturing collaborative relationships with its stakeholders and other partners.

Values

The University of South Africa espouses the values in the Constitution of the Republic of South Africa: human dignity, the achievement of equality, and social justice. We also affirm the historic principles of academic freedom. We seek to weave these into the fabric of our institutional life and culture.

Elaborated, these values and principles consist of the following elements:

INTEGRITY

Subscribing to truth, honesty, transparency and accountability of conduct in all that we do

SOCIAL JUSTICE AND FAIRNESS

Promoting equity of access and opportunity so that all may develop their full potential

EXCELLENCE

Upholding high standards of aspiration in all our practices, with continuous attention to improvement in quality
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SECTION A: GENERAL INFORMATION

General Information

Unisa offers a wide range of degrees and diplomas by means of distance education

1 Subject Chapters

This Calendar contains, in alphabetical order, details such as codes, Prerequisite, co-requisites, purpose statements, etc. of all subjects offered at undergraduate level. You are advised to carefully read through the entire subject chapter to ensure you meet the necessary requirements in respect of the modules for which you wish to register.

Before registering, check that the module for which you wish to register may be included in your chosen curriculum.

2 Definitions

SUBJECT: The discipline offered: e.g. History, Economics.
PAPERS: The papers have a tuition period of one year and are generally offered at Postgraduate level.
MODULES: smaller study unit than a paper which may be offered in tuition periods of one year or in four months (semesters).
PREREQUISITE: If Module A is a PREREQUISITE for Module B, a student must pass Module A before he/she enrolls for Module B.
CO-REQUISITE: If Module A is a CO-REQUISITE for Module B and a student wishes to enrol for Module B but has not yet passed Module A, he/she must register for Modules A and B simultaneously.

A student may NOT cancel his/her enrolment for a co-requisite unless the module(s) for which it is prescribed is(are) also cancelled.

(S1) AND (S2): Modules which are offered in the first semester are indicated as (S1) after the respective module under the syllabus. Modules offered in the second semester are indicated as (S2). Unless indicated as (S1) or (S2), the module will have a duration of one year.

SEMESTER: Is a shorter tuition period. This period has a duration of 14–16 weeks. The two modules of Accounting on first-year level are offered in semesters (FAC1502 in the first semester (January–May) and FAC1601 in the second semester (June–October)).

3 Codes

All modules and papers are designated by codes consisting of seven characters. The first three indicate the subject.

NB The full code (e.g. FAC1501) for each study unit must be used in all cases. The full codes will be found under syllabuses in each subject chapter.

4 Examinations

Unless otherwise indicated the duration of an examination is two hours.

Examinations may be written ONLY in the semester for which the module was registered.

Examinations for the first semester are conducted in May/June with the supplementary examinations being written in October/November.

Examinations for the second semester are conducted in October/November with the supplementary examinations being conducted in May/June of the following year.

Examinations in modules which have a tuition period of one year are conducted in October/November with the supplementary examinations being written in January/February of the following year.

5 Prescribed Books

As many of the prescribed books in foreign languages are published overseas, students registering for a foreign language are advised to order and purchase their prescribed books as early as possible.

If making use of the quotation request form, it is advisable to list all the modules for which you intend to register.
SECTION B: SUBJECTS AND SYLLABUSES FOR FORMATIVE AND PROFESSIONAL QUALIFICATIONS

Accounting Data Processing

1 General Information
Credit for a degree is granted for either AIN1501 (DPA101P) or DPA201S.

2 Syllabus
MODULES: NQF LEVEL 5

AIN1501 (DPA101P) Accounting systems in a computer environment (S1 and S2)
Purpose: to introduce students to information processing concepts; information systems development and management; computer controls and security; a background to business applications and the basics of operating a micro computer.

MODULES: NQF LEVEL 6

DPA202T Practical accounting data processing (S1 and S2)
Prerequisite: (DPA201S or DPA101P, INF1505 or INF1059 or AIN1501 or DPA101P) and (FAC1501 or ACN101M or ASK131U) and (FAC1601 or ACN102N)
Purpose: to introduce students to computer concepts: accounting software and end-user software. On an intermediate level: operating a micro computer and business applications.

Financial Accounting Principles for Law Practitioners

1 General information
Credit for a degree is granted for either LAC101C or FAC1503.

2 Syllabus
MODULES: NQF LEVEL 5

FAC1503 (ALP101G) Financial Accounting Principles for Law Practitioners (S1 and S2)
(This module is offered to students only in the College of Law)
Purpose: to introduce students to the fundamental concepts and principles of financial accounting; the collecting and processing of financial accounting data of an entity; the financial accounting treatment and disclosure of non-current assets and current assets, non-current liabilities and current liabilities, specific financial accounting aspects for law practitioners, financial analysis and practice management in a law practice.

African Languages

1 General Information
Languages offered:
Northern Sotho Swati Venda
Tsonga Xhosa Southern Sotho
Tswana Zulu
Details in connection with the beginners’ modules in African Languages will be found in 2 below. Note that there are restrictions on the admission of students to the beginners’ modules.

The various African languages offered by the University have been classified as follows:

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<th>Group</th>
<th>Language(s)</th>
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<tr>
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<td>Nguni – Swati, Xhosa and Zulu</td>
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<tr>
<td>(ii)</td>
<td>Sotho – Northern Sotho, Southern Sotho and Tswana</td>
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<td>(iii)</td>
<td>Tsonga</td>
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<td>(iv)</td>
<td>Venda</td>
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<td>(v)</td>
<td>Any other African language approved by the Senate</td>
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FOR THE COLLEGE OF ECONOMIC AND MANAGEMENT SCIENCES

Students who passed (or were exempted from) African Languages (special course) for the BAdmin degree prior to 1982 retain credit for it. Credit for a degree is NOT granted for both African Languages I and African Languages.

ANY OTHER LANGUAGE on first-year level may be taken – see the relevant language subject chapter for the admission requirements.

2 Admission Requirements
BEGINNERS’ MODULES

Tuition will be offered in English.
National Senior Certificate. Students are advised to first pass module AFL1503 before registering for module AFL1504.
Students who took an African language as FIRST language at matriculation level (Grade 12) may NOT register for the beginners’ modules, but should take AFL1501 or AFL1502 (or both AFL1501 and AFL1502 if they are doing a major in African Languages)
Students who did not take an African language as FIRST language at matriculation level should register for the beginners’ module AFL1503 (followed by AFL1504 if they wish to do the full beginners’ course)
BEGINNERS' MODULES (NQF LEVEL 5)

5.1 MODULE CODES

No previous knowledge of the relevant language is required. A pass in these modules entitles the candidate to proceed with other first-level modules in the language concerned.

Interaction with mother-tongue speakers with whom communication skills can be practised, is advisable. Regular exposure to the relevant African language is also recommended.

AFL1503 Language and communication skills acquisition in an African language 1 (S1 and S2)

Purpose: To provide students with the opportunity to learn the basic language structure and vocabulary of an African language. Students who achieve the outcomes of this course will be able to communicate on an elementary level with speakers of the target language and be equipped with basic reading, listening and comprehension skills. They will also be culturally sensitive to language nuances on an elementary level.

AFL1504 Language and communication skills acquisition in an African language 2 (S1 and S2)

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

5.2 SYLLABUS

BEGINNERS' MODULES (NQF LEVEL 5)

NB

Two beginners' modules are offered for all the African languages listed below. Students exercise their choice of language within these modules. Tuition is in English, but language specific material is provided for the chosen target language. These modules serve as electives in other programmes.

AFL1503 and AFL1504 cater for the following languages at beginner's level:

- Northern Sotho
- Southern Sotho
- Tsonga
- Tswana
- Venda
- Xhosa
- Zulu

NB

Any four first level modules.

NB

Any four first level modules.

NB

Any four first level modules.

NB

Any four first level modules.

NB

Any four first level modules.

NB

Any four first level modules.

NB

Any four first level modules.

NB

Any four first level modules.

NB

Any four first level modules.
**MODULES: NQF LEVEL 6**

**Recommendation:** See 2 above.

AFL2601 Communication dynamics in African languages (offered in English with texts in selected African languages on additional media) (S1 and S2)

**Purpose:** This module will be useful to students who want to develop their communicative competence, skills and knowledge in African languages, especially as language practitioners in the field of communication sciences. It provides a broad background of the origins of African languages and equips students with insights into the nature of African languages, which will be of practical value to them in the fields of language development, lexicography, human language technologies, effective communication, verbal and non-verbal interaction as well as multilingualism and language contact.

AFL2602 Understanding African management practices as reflected in African languages literature and texts (offered in English with texts in selected African languages on additional media) (S1 and S2)

**Purpose:** This module will be useful to people who need to communicate with people of different cultures. African languages literature and texts are used to illustrate African management practices and to inculcate an appreciation of how societal values are expressed.

AFL2603 Literature and society: A perspective on African languages (offered in English with texts in selected African languages on additional media) (S1 and S2)

**Purpose:** The purpose of this module is to introduce students to the way in which African languages literature depicts various aspects of society. This module will be useful to students who want to develop competence, skill and knowledge in understanding the various literary genres found in African languages, critiquing literary works in African languages, explaining the role of the author in addressing societal issues and discovering the application of various literary theories to African languages literature.

**MODULES: NQF LEVEL 7**

**Recommendation:** See 2 above (Admission requirements).

AFL3701 African Languages: The science of language in context (offered in English with texts in selected African languages on additional media) (S1 and S2)

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

AFL3702 Indigenous Knowledge Systems and African Languages (offered in English with texts in selected African languages on additional media) (S1 and S2)

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

AFL3703 An introduction to language policy and planning in South Africa: The case of African Languages (offered in English with texts in selected African languages on additional media) (S1 and S2)

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

AFL3704 Language technology, terminology and lexicography (offered in English with texts in selected African languages on additional media) (S1 and S2)

**Purpose:**

**Section A:** to serve as an introduction to language processing as applied to the area of speech and language technology. Students are exposed to language resources, an essential component of language technology.

**Section B:** in view of terminologies and lexicons resorting under strategic language resources, this module aims at developing the much needed skills in terminology and lexicography with special reference to the African languages. This will include term creation strategies, basic dictionary typology and computerised lexicography.

AFL3705 Creative writing and translation (offered in English with texts in selected African languages on additional media) (S1 and S2)

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

### African Politics

**1 Syllabus**

**MODULES: NQF LEVEL 6**

PSC2601 (PLC801H) South African politics (S1 and S2) (NQF level 7)

**Purpose:** to enable students to demonstrate an understanding of South African politics, the theories and ideas: to analyse and describe the background and the characteristics of the most important aspects thereof.

**MODULES: NQF LEVEL 7**

PSC3701 (PLC802J) Contemporary issues in politics: capita selecta (S1 and S2) (NQF level 7)

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

PSC3702 (PLC821M) Political conflict and conflict resolution (S1 and S2) (NQF level 7)

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

PSC3703 (PLC822N) Political knowledge (S1 and S2) (NQF level 7)

**Purpose:** to enable students to analyse, describe and apply the criteria for the acquisition of political knowledge; and to apply the approaches and theories pertaining thereto.
to analyse, describe and explain the relationship between politics and
democracy and conflict in the region.

APC2602 (APC202H) The politics of West and North Africa (S1 and S2)

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

MODULES: NQF LEVEL 7

Prerequisite: APC1501 (APC101D), APC1502 (APC102E) or any FOUR
first-level modules

APC3701 (APC301K) The politics of Southern Africa (S1 and S2)

Purpose: to enable students to demonstrate an understanding of, and to
analyse, describe and explain the nature and role of political parties, institutions,
democracy and conflict in the region.

APC3702 (APC302L) The politics of East Africa (S1 and S2)

Purpose: to enable students by way of comparative case studies of countries in
East Africa (such as Kenya, Tanzania and Uganda), to demonstrate an understanding of,
to analyse, describe and explain the nature and role of political parties, institutions,
democracy and conflict in the region.

APC3703 (APC303M) The politics of West and North Africa (S1 and S2)

Purpose: to enable students by way of comparative case studies of countries in
West and North Africa (such as Ghana, Nigeria, Algeria and Egypt), to
demonstrate an understanding of, to analyse, describe and explain the
nature and role of political parties, institutions, democracy and conflict in the respective regions.

Afrikaans

1 Afrikaans as a Major Subject

Compulsory modules for a major subject

NQF level 5: AFK 1501, 1502 (or 1503)

NQF Level 6: AFK 201 (from 2012 AFK 3701), 2601, 2602, TEX 2601

NQF Level 7: AFK3702, 3703, 3704, TEX3701

2 Transitional Arrangements

Students who have passed AFK302X before 2007 retain credit for AFK3704
(AFK232N). Students who before 2000 have passed any other modules in
Afrikaans, must contact the Chair of the Department regarding other possible
credits.

3 Syllabus

MODULES: NQF LEVEL 5

AFK1501 (AFK101Q) Afrikaans today (Literature) (S1 and S2)

Advice: Students wishing to major in Afrikaans must register for this module. They are strongly advised to also register for the modules THL1501 (Introduction to General Literary Theory) or THL1502 (Introduction to literary genres) offered by Theory of Literature.

Purpose: to improve students’ understanding of Afrikaans literature by studying a collection of present day texts comprising different genres and oeuvres. Topical questions and the focus of the Afrikaans text on everyday issues form the core of this module. Students are introduced to reading, interpretation and life skills. The module consists of five optional units, of which students may choose any two.

(a) Text and reader: an introduction to the literary communication process

(b) Topical texts 1: Afrikaans in Africa

(c) Topical texts 2: Men come from Mars, women from Venus

(d) Youth literature

(e) Dutch texts for South Africa

Students enrolled for BEd must include option (d) Youth literature (see Section 2).

AFK1502 (AFK102R) Basic text skills (S1 and S2)

Advice: Compulsory for students who wish to major in Afrikaans. This module teaches basic text skills and serves as an introductory module.

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

AFK1504 (AFK103S) Afrikaans for law students (S1 and S2)

Purpose: to provide students with knowledge of and skills in the specific language requirements of the legal profession with a focus on textual characteristics of law reports, legislation and other law sources; argumentation in legal texts, linguistic aspects of legal texts, terminology and texts used in legal practice.

AFK1503 (AFK105U) Contemporary Afrikaans: Language studies and written communication (S1 and S2)

Purpose: to improve students’ communicative skills in Afrikaans: listening, speaking, reading, writing, perceptual abilities and reproduction skills through an introduction to Afrikaans grammar (grammatical structures) in conjunction with the development of the six communicative skills: phonetics (pronunciation), spelling, the correct use of punctuation, morphology (formation of words), syntax (sentence structure and word order) and semantics (meaning of words and sentences).
MODULES: NQF LEVEL 6

Prerequisite: AFK1501, 1502 (or 1503) or AFK101, 102 (or 105) (for BEd): AFK1501, 1503 or AFK101, 105

Advice: Students must be adequately proficient in reading, writing and understanding Afrikaans. Students wishing to major in Afrikaans, must register for all four modules.

BEd students who are not majoring in Afrikaans, should not register for TEX2601 but for AFK2601 and AFK2602.

AFK201T Communicative scenario’s (S1 and S2)

Purpose: to familiarise students with literary communication in diverse scenario’s and various forms. Students explore the actuality of disparate genres (literary criticism, cabaret, intertextual mixed modes drawing on other media) and their extensive communicative links with literature and other art forms.

The module consists of three optional units, of which students may choose any two:
(a) Text and usage
(b) Cabaret
(c) Critics conversing

AFK2601 (AFK202U) Genre and theme (S1 and S2)

Purpose: to enable students to question the traditional perspectives on genre theory. Students are introduced to contemporary texts which experiment with genre conventions on both a thematical and technical level; texts where the traditional boundaries are transcended; where the conventional reappears in new forms.

The module consists of three optional units, of which students may choose any two:
(a) Prose: Places and puzzles
(b) Current Afrikaans poetry
(c) Children's and youth literature

BEd-students must select option (c): Children's and youth literature as one of their two choices

AFK2602 (AFK203V) Afrikaans grammar (S1 and S2)

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

TEXT2601 (TEX8216) Writing skills for the communications industry (S1 and S2)

NB
Students who major in Afrikaans must enrol for the Afrikaans version of TEXT2601. All other students may enrol for either the Afrikaans or the English version of TEXT2601.

Students registering for Communication Science as a major subject are intended for non-native speakers of Afrikaans as this will introduce them to Afrikaans literature by reading texts in translation.

Prerequisite: (for Afrikaans as major subject): AFK2601, 2602, TEXT2601 (for other students): TWO first-level modules in this subject or any FOUR first-level modules.

Purpose: to enhance your knowledge of and skills in the design, writing and evaluation of persuasive texts.

AFK3704 (AFK823N) Afrikaans beyond boundaries: an interdisciplinary perspective (S1 en S2)

NB
This module consists of two options of which students must select one:
(a) Afrikaans texts in translation
(b) Ecocriticism: Man, text and environment

Students majoring in Afrikaans may only choose option (b). Option (a) is intended for non-native speakers of Afrikaans as this will introduce them to Afrikaans literature by reading texts in translation.

This module may be taken on third-level subject to the Prerequisite being met.

OPTION A: Afrikaans texts in translation

Purpose: to understand, recognize and apply language structures and conventions in context, in particular with reference to the relationships between Afrikaans and its broad socio-historic context; and to communicate own, but motivated ideas on a variety of literary discourses.

Non-native speakers of Afrikaans are introduced to Afrikaans literature by reading texts in translation.

OPTION B: Ecocriticism: Man, text and environment

Purpose: to introduce native speakers of Afrikaans to Afrikaans literary texts exploring the complex relationships between humans and the environment.
Agricultural Science

MODULES: NQF LEVEL 5

AME1015 Production Economics and Financial Management (S1 and S2)
Syllabus: Production Factors (Land, Labour, Capital and Entrepreneurship); Production Economies theory (explains total product, marginal product, average product, stages of production, variable costs, fixed costs, total costs and profit and the production Function); Optimization of Input and Output Factors (deals with necessary condition, sufficient condition, profit maximization, optimum determination, use of total value product and total cost, and optimum amount of input); Financial Management (tasks of financial management, factors affecting agricultural finance, financial records, inventories, financial statements, balance sheets, income statement and cash flow statements).

ASA101L Animal Physiology (S1 and S2)
Syllabus: The structure and functions of body systems; A description of how different units of the body are composed to form functional systems; organs and systems in animals; structures of animal cells and their functions; the movement processes through cell membranes; the different types of body tissues; characteristics, locations, and functions of different types of body tissues; location and functions of different structures of the skeletal system; muscle tissue; nervous system; cardiovascular system; respiratory system; excretory system; male and female reproductive system; digestive system; and the role of enzymes in the digestive system.

ASA102M Animal Nutrition (S1 and S2)
Syllabus: Knowledge of chemical composition of feeds and nutritional standards for farm animals; feed nutrients and their importance to animal health and production; feed evaluation and trial balances; ruminant and monogastric digestive physiology; feed processing method and how they affect digestibility and efficiency; feed formulation methods for farm animals.

ASA103N Livestock Production Systems (S1 and S2)
Syllabus: Animal agriculture in perspective; basic nomenclature in animal production; livestock breeds in South Africa; South African livestock industry; livestock production potential of a region; the production environment; animal production systems; animal products.

ASP101N Bio-Resource Ecology (S1 and S2)
Syllabus: The ecosystem: structure and composition; dynamics; structure and functioning of ecosystems; the role of humans in the ecosystem; the environment as a resource; environmental degradation; and resource management.

SSW101D Agricultural Meteorology and Ecosystems (S1 and S2)
Syllabus: The Ecosystem: eco-Dynamics; the role of Humans in the Ecosystem; the environment as a resource; environmental degradation and resource management.

SSW102E Soil Chemistry (S1 and S2)
Syllabus: Chemical principles; charge origin; chemical equilibriums; manifestations of absorption; ion exchange; acid and saline soils; organic fraction of soil; and chemistry of macro and micro plant nutrients.

SSW103F Pedology and Soil Classification (S1 and S2)
Syllabus: Ecological Functions of Soil: medium for plant growth, regulation of water supply, recycling wastes, habitat for organisms, mediate air and water quality; Soil Formation: soil forming factors e.g. parent material and topography, horizon development and soil horizons and soil profiles; Soil texture, Structure and Colour; soil colour, soil porosity, soil structure and soil texture; Soil Classification: soil classification and interpretation, soil mapping, individual classification systems; Mineralogy: inorganic constituents of soil, primary and secondary minerals, identification of minerals and properties and products of weathering.

CHE1501 General Chemistry A (S1 and S2)
Syllabus: (offered by Chemistry Department)

PHY1501 (PHY1015) Elementary Mechanics (S1 and S2)
Syllabus: (offered by Physics Department)

EUP1501 Information Systems Computer Course
Syllabus: (offered by School of Computing)

AGR101U Practical Applied Science (Year module)
Syllabus: Practical contact Sessions are held in April and August based on:
AS1A01L Animal Physiology,
CSP1501 Principles of Consumer Science,
ASA102M Animal Nutrition,
CHE101N General Chemistry, and
PHY1501 Elementary Mechanics

AGR102V Practical Agriculture 1 (Year module)
Syllabus: Practical contact sessions are held in April and August based on:
ASP101N Bio-resource Ecology,
SSW101D Agricultural Meteorology and Ecosystems,
SSW102E Soil Chemistry, and
SSW103F Pedology and Soil Classification

MODULES: NQF LEVEL 6

AM2019 Agricultural Marketing (S1 and S2)
Syllabus: Introduction to the agribusiness system; the unique characteristics of agricultural products; marketing functions and costs; marketing environment and price analysis in agriculture; supply and demand analysis; marketing plan and strategies for agricultural commodities; and market analysis.

AME202A Financial Analysis (S1 and S2)
Syllabus: Introduction to financial management in agriculture; farm management and agricultural finance; farm management information; analysis and interpretation of farm financial statements; risk and farm planning; budgets and budgeting.

AME203B Developing Agricultural Production (S1 and S2)
Syllabus: The evolution of the agricultural sector in South Africa; the role of agriculture in development; development theories and applications; transformation and policies; food security and rural land reform.

ASA201P Advanced Physiology (S1 and S2)
Syllabus: Spermatogenesis, zoogenesis and female sexual cycle; species differences; hormonal control of sexual functions; semen collection, evaluation, dilution and conservation of semen; artificial insemination; collection of ova and in-vitro fertilisation; collection, conservation and transfer of embryos; handling of apparatus and practical insemination.

ASA202Q Animal Breeding (S1 and S2)
Syllabus: Breed and specie differences and the influence on breed classification; the influence of chromosomal aberrations; phenotypic expression of genes and gene-interaction in farm animals; single gene, major genes and poly genes; variation of traits of economical importance; use of genetic variation; estimation of breeding value and family indices.

ASP211T Pasture Management (S1 and S2)
Syllabus: Natural and planted pastures; the importance of natural and planted pastures in livestock production; plant ecology and grazing concepts; production characteristics of the main grazing areas of South Africa; principles of veld management; principles of planted pasture management; the animal factor in veld management; the importance of grasses and legume mixed pastures.

ASP212U Vegetable Science Principles (S1 and S2)
Syllabus: Horticulture industry; classification of crops; plant propagation; construction of greenhouses; principles of horticultural management; marketing of produce; glossary.

ASP213V Weed Management (S1 and S2)
Syllabus: Definition, problems and advantages of weeds; classification of weeds; biology of weeds; weed management (control, prevention and eradication); Weed control methods; mechanical weed control methods; chemical control method with herbicides; biological control method.

ASP214W Crop Physiology (S1 and S2)
Syllabus: Growth, development and differentiation, water relations, mineral nutrient uptake, photo morphogenesis and physiology of flowering,
temperature and other factors. Hormones and plant growth regulators and factors that causes stress to plant and how plant adapts to such stress

SSW201G Irrigation and Water Management (S1 and S2)
Syllabus: Water requirements for the plant. Practices and the implements and equipment that are used to supply the crops with water, management of the available water to avoid loss and damage to both the plants and the soil

SSW202H Soil Fertility and Plant Nutrition (S1 and S2)
Syllabus: Soil fertility and crop suitability; soil organic matter; soil pH; agricultural lime and its uses in land reclamation; soil sampling and analysis; leaf analysis and fertilisation; plant growth and development; recommendations and applications of plant macro and micro nutrients.

SSW203J Land Use Planning (S1 and S2)
Syllabus: The needs and objectives of land use planning; private and public land; rural and urban land; land title deed; land use planning methods; agricultural land use planning; land reform (land restitution and redistribution).

AGR201X Practical Animal Science (Year module)
Syllabus: Practical contact sessions are held in April and August based on:
ASA202Q Animal Breeding, and
ASA202Q Animal Breeding

AGR202Y Practical Crop and Plant Science (Year module)
Syllabus: Practical contact sessions are held in April and August based on:
ASP212U Vegetable Science Principles, and
ASP214W Crop Physiology

AGR2033 Practical Pasture Management (Year module)
Syllabus: Practical contact sessions are held in April and August based on:
ASP211T Pasture Management

AGR2044 Practical Weeds, Soil and Water Management (Year module)
Syllabus: Practical contact sessions are held in April and August based on:
ASP213V Weeds Management, SSW201G Irrigation and Water Management, and SSW202H Soil Fertility and Plant Nutrition

MODULES: NQF LEVEL 7

ASA301S Poultry Production (S1 and S2)
Syllabus: The origin and domestication of poultry; the structure and function of poultry body systems; poultry breeds and breeding strategies; poultry nutrition and feeding methods; poultry management; poultry housing; poultry marketing.

ASA302T Pig Production (S1 and S2)
Syllabus: The origin and domestication of pigs; the structure and function of pig body systems; pig breeds and breeding strategies; pig nutrition and feeding methods; pig management; pig housing; pig marketing.

ASA303U Beef Production (S1 and S2)
Syllabus: Beef industry in South Africa; breeding and reproduction of beef cattle; behaviour systems in cattle; beef cattle management; nutrition of beef cattle; farm records management; beef cattle and products marketing, handling and transportation

ASA304V Dairy Production (S1 and S2)
Syllabus: Dairy industry in South Africa; breeding and reproduction of dairy cattle; behaviour systems in cattle; dairy cattle management; nutrition of dairy cattle; farm records management; dairy cattle and products marketing, handling and transportation

ASA305W Game Ranching and Fodder Flow (S1 and S2)
Syllabus: Terminologies in game ranching; the role of game in nature conservation; intensive vs. extensive farm business; planning for a game ranch; habitat evaluation; game species for specific regions; caring for game in captivity and game nutrition; game harvesting methods; venison production and marketing; game auction and transportation; game population dynamics; game disease control.

ASA306X Small Stock Production (S1 and S2)
Syllabus: Sheep and goat industry in South Africa; breeding and reproduction of sheep and goats; behaviour systems in sheep and goats; sheep and goat management; nutrition of sheep and goats; farm records management; sheep and goat marketing, handling and transportation

ASP311W Veld Rehabilitation (S1 and S2)
Syllabus: The importance of natural pastures or the veld in livestock production; plant ecology and grazing concepts; production characteristics of the main grazing areas of South Africa; principles of veld management; veld condition assessment methods; the animal factor in veld management.

ASP312X Vegetable Production Practices (S1 and S2)
Syllabus: Vegetable crops and growing areas in South Africa; their origin, distribution, use and characteristic; methods of cultivation, planting, protection, harvesting, processing and storage

ASP313Y Plant Pests and Diseases (S1 and S2)
Syllabus: Nature of plant pests and the distribution of plant diseases; causes of plant ailments, classify the causes of plant losses or ailments. plant protection approaches for the control and management of losses.

ASP3143 Fruit Production 1 (S1 and S2)
Syllabus: Principles of fruit production; tropical and subtropical fruit; fruit quality and safety of perishable products and legislation governing food safety and quality.

ASP3154 Fruit Production 2 (S1 and S2)
Syllabus: Fruit production practices: production of tropical and subtropical fruit; post harvest biology and physiology of perishable products and production practices; pre harvest practices affecting quality of perishable products; post harvest handling of perishables (Harvesting, packaging, cooling, storage and transportation); post harvest pathology and management of decays and control of post harvest insects on perishable products.

ASP3165 Food and Fodder Crop Production (S1 and S2)
Syllabus: Nature of field crops and growing areas in South Africa; crop origin, distribution, use and characteristic, methods of cultivation, planting, protection, harvesting, processing and storage; fodder crops production and utilisation in South Africa.

AGR3014 Practical Pig Production (Year module)
Syllabus: Practical contact sessions are held in April and August based on:
ASA302T Pig Production

AGR3025 Practical Poultry Production (Year module)
Syllabus: Practical contact sessions are held in April and August based on:
ASA301S Poultry Production

AGR3036 Practical Dairy Production (Year module)
Syllabus: Practical contact sessions are held in April and August based on:
ASA304V Dairy Production

AGR3048 Practical Beef Production (Year module)
Syllabus: Practical contact sessions are held in April and August based on:
ASA303U Beef Production

AGR3059 Practical Small Stock Production (Year module)
Syllabus: Practical contact sessions are held in April and August based on:
ASA3506X Small Stock Production

AGR306A Practical Fruit Production (Year module)
Syllabus: Practical contact sessions are held in April and August based on:
ASP3143 Fruit Production 1
ASP3154 Fruit Production 2

AGR307B Practical Horticulture: (Year module)
Syllabus: Practical contact sessions are held in April and August based on:
ASP212U Vegetable Science Principles, and
ASP312X Vegetable Production Practices

AGR308C Practical Crop and Plant Production (Year module)
Syllabus: Practical contact sessions are held in April and August based on:
ASP3165 (Food and Fodder Crop Production)
Ancient History

1 Ancient History as a Major Subject

Compulsory modules for a major subject combination:

NQF level 5: ANH1501, 1502
NQF Level 6: CLS2601, 2602
NQF Level 7: CLS3701, 3702, 3703, 3704, 3705

2 Syllabus

MODULES: NQF LEVEL 5

ANH1501 (ANH101P) Near East and Greece (S1 and S2)
Purpose: to introduce students to the history of the Ancient Near East from the earliest civilisations (3000 BC) to the fall of the Persian empire (330 BC) and Greek history from the Homeric age to the death of Alexander the Great (323 BC).

ANH1502 (ANH102Q) Roman ancient history (S1 and S2)
Purpose: to introduce students to the political history of Rome, from its rise as a Republic, through the formation of the Roman Empire and to its eventual decline and fall in the 5th century AD.

MODULES: NQF LEVEL 6

Pre requisite: Any FOUR first level modules.

CLS2601 (CLS826C) Cultural contexts (S1 and S2)
Purpose: to allow students to engage with the broad civilisation and specific cultural aspects of the ancient world through critical reading of the sources. Students of Ancient History will study North Africa and Egypt in the Greco-Roman period.

CLS2602 (CLS827D) Visual and verbal representations (S1 and S2)
Purpose: to introduce students to the Classical world through its art, architecture and visual source materials. Students of Ancient History will engage with the original source material (in translation) in the forms of texts, coins and inscriptions.

MODULES: NQF LEVEL 7

Pre requisite: Any FOUR first level modules.

Advice: Students are advised to complete CLS3703 and 2602 before they register for the remaining modules in the same order as indicated below.

CLS3701 (CLS824A) Historical encounters (S1 and S2)
Purpose: to introduce students to the concept of history and the origins of historical thinking through the works of ancient historians and other prose writers. Students in Ancient History will focus on the writings of Herodotus, Thucydides, and Tacitus, and their value as sources for our knowledge of events in antiquity.

CLS3702 (CLS8239) Ancient thought and practice (S1 and S2)
Purpose: to offer students access to ancient thought through ancient philosophy or democratic practice, by critical source analysis. Students in Ancient History study the origins of Greek democracy and its implementation in 5th century Athens.

CLS3703 (CLS825D) Power and empowerment (S1 and S2)
Purpose: to introduce students to ancient texts, personalities and events related to power and its generation in various contexts (social, political, religious, textual). Ancient History students focus on political figures and events in Greek history in the crucial period from Pericles to Philip of Macedon.

CLS3704 (CLS8216) Epic transformations (S1 and S2)
Purpose: to introduce students to the notion of the epic or 'monumental', in reference to either a continuous, large-scale literary composition or a pivotal historical event or period, where students of Ancient History will engage in a detailed study of the sources on the reign of Constantine the Great (AD 306 to 337) and his conversion to Christianity.

CLS3705 (CLS8228) Dramatic visions (S1 and S2)
Purpose: to introduce students to drama, either off-stage or on-stage: real-life historical drama, or fictional drama on the comic and tragic stages. Ancient History students will analyse the main factors in the decline and fall of the Roman Empire and examine reasons why the West fell, while the East remained intact.

Ancient Near Eastern Culture

1 General Information

- There are no language requirements
- Credit for a degree is granted for either ATC1601 and 1502 or ANE100.

2 Transitional Arrangements

- Students who have already passed the module ATC302B have to complete any other four third-level module in this course subject for major subject purposes.
- Students who have already passed the module ATC204A have to complete any other two second-level modules in this course subject for major subject purposes.

3 Ancient Near Eastern Culture as a Major Subject

Compulsory modules for a major subject combination:

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

5 Syllabus

MODULES: NQF LEVEL 5

ATC1502 (ATC1024) Mythology of the Ancient Near East (S1 and S2)
Syllabus:
(a) Introduction to the mythology of the Ancient Near East: mythological thought, development of the Gilgamesh epic
(b) Comparison of selected literary works of the Ancient Near East: comparison of creation, deluge and fertility myths

MODULES: NQF LEVEL 6

ATC1601 (ATC1013) Introduction to the Ancient Near Eastern Cultures (S1 and S2) (NQF LEVEL 6)
Syllabus:
(a) African connection: Egyptians, Nabians, Ethiopians, Libyans
(b) Canaanite connection: Canaanites, Philistines, Phoenicians, Israelites, Edomites, Moabites, Ammonites
(c) Asiatic connection: Sumerians, Babylonians, Assyrians, Aramaeans, Persians, Elamites, Ammonites
(d) Indo-European connection: Hittites, Hurrians, Urartians
The cultural model, cultural chronology and cultural categories of the Ancient Near East

ATC2601 (ATC2016) Verbal communication in the Ancient Near East (S1 and S2)
Syllabus: Languages and scripts of the Ancient Near East; elementary introduction to hieroglyphic, cuneiform and alphabetic writings, and an introduction to the ancient Semitic, Hamitic and Indo-European languages.

ATC2602 (ATC2028) Nonverbal communication in the Ancient Near East (S1 and S2)
Syllabus: Art, symbolism and iconography of the Ancient Near East, and various other forms of nonverbal communication: body communication, gestures, posture, expression, paralanguage.

ATC2603 (ATC2039) Cultural change in the Ancient Near East (S1 and S2)
Syllabus: Innovation, discoveries, acculturation and diffusion in the Ancient Near East.

MODULES: NQF LEVEL 7
Prerequisite: ATC1601, ATC1502.

ATC3701 (ATC301A) Archaeology of the Ancient Near East (S1 and S2)
Syllabus: Major discoveries, layout of sites, and the importance of various archaeological sites: the Asiatic connection: Ur, Nippur, Babylon, Ashur, Nineveh, Susa and Persepolis; the Canaanite connection: Ebla, Ugarit and Mari; the Indo-European connection: Çatal Höyük, Boghazköy (Hattushas) and Kültepe (Kanesh); the African connection: Giza, Memphis, Beni Hasan, Thebes, El-Amarna, Napata (Kush) and Aksum.

ATC3702 (ATC303C) Comparative literature of the Ancient Near East (S1 and S2)
Syllabus: Introduction and a comparative study of historical, judicial and wisdom literature of the Ancient Near East.

ATC3703 (ATC304D) Ancient Near East and its “outside” world (S1 and S2)
Syllabus: The Ancient Near East and interdisciplinary studies in Anthropology, Sociology and other human sciences; trade and other relations with societies outside the Ancient Near East; environmental studies of the Ancient Near East, and the influence of the Ancient Near East on current society.

ATC3704 (ATC305E) Detailed study of one of the major cultures of the Ancient Near East (S1 and S2)
Syllabus: Geographical and historical awareness of one culture in the Ancient Near East; cultural categories of one group in the Ancient Near East, and the world view of one culture in the Ancient Near East.

ATC3705 (ATC306F) Essay and seminar (S1 and S2)
Syllabus: One extended (written) essay and an oral presentation on a cultural topic from the Ancient Near East; either one cultural aspect of one society in the Ancient Near East, or a comparative study of the cultural aspects of various societies in the Ancient Near East (it should be clear that the student is acquainted with handling both source types (written and unwritten [iconographic and archaeological] material).

NB

- For the calculation of the final mark for the module ATC3705 (ATC306F) the written essay will count 70% and the oral presentation 30%, with a subminimum of 40% for both sections. The module must be passed as a whole in the same academic year. Credit will therefore not be given for the essay or the oral presentation separately.
- There is no written examination for this module.
- The of approximately 30–40 pages (A4, typed, double spacing) has to be handed in under guidance of the lecturer concerned before 31 May/30 October and in its final form for examination.
- If it is impossible for the student to deliver the presentation at Unisa, the student may submit a cassette recording (30 min) of the presentation.

HONOURS LEVEL (LEVEL 8)

HPANE81 Research in Ancient Near Eastern Studies (12 credits)
Purpose: to study all the major components of research such as hypotheses, methodologies, approaches, sources, syntheses in the specialized field of Ancient Near Eastern Studies.

ANE4802 (ANERELB) Religious world of the Ancient Near East (24 credits)
Purpose: to study the religions and mythologies of the of the Ancient Near East in an integrated and comparative manner focussing on the ancient Egyptians, Nubians, Sumerians, Babylonians, Assyrians and the Persians.

ANE4803 (ANESOCN or ANERECU) Society of the Ancient Near East (24 credits)
Purpose: to study various features of the Ancient Near Eastern society such as recreation, politics, gender, social and kinship relations as well as the influence into contemporary culture as discernable art, architecture, literature and cinema with internal options.

ANE4804 (ANEMATN) Material culture of the Ancient Near East (24 credits)
Purpose: to study various moulds of the Ancient Near Eastern cultures in a comprehensive way such as art, architecture, trade, economics, archives, libraries, literature with internal options.

HRANE85 (ANERESF) Research report: Ancient Near Easter Studies (36 credits)
Purpose: to apply all knowledge gained in this discipline into a research article or written essay on a relevant topic or theme of your choice. The lecturers should be consulted in advance in order to discuss the scope and the sources available. The essay should be submitted by 30 November and not more than 20 pages, including the necessary bibliography. No examination will be written.

ANTHROPOLOGY

1 General Information

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

2 Transitional Arrangements

<table>
<thead>
<tr>
<th>Study unit passed</th>
<th>Modules which may not be taken</th>
<th>Outstanding modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>SKA100</td>
<td>APY101, 102</td>
<td>APY1501, 1601</td>
</tr>
<tr>
<td>SKA201</td>
<td>APY201</td>
<td>APY2601</td>
</tr>
<tr>
<td>SKA202</td>
<td>APY202, 203</td>
<td>APY2701, 2602</td>
</tr>
<tr>
<td>SKA203</td>
<td>APY301</td>
<td>APY3701</td>
</tr>
<tr>
<td>SKA301</td>
<td>APY302, 303, 304</td>
<td>APY3702, 3703, 370</td>
</tr>
</tbody>
</table>

my Modules @ Unisa 2011 17
3 Anthropology as a Major Subject

Compulsory modules for a major subject combination:

<table>
<thead>
<tr>
<th>Study unit passed</th>
<th>Modules which may not be taken</th>
<th>Outstanding modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>SKA302</td>
<td>APY302</td>
<td>APY3702</td>
</tr>
<tr>
<td>SKA303</td>
<td>APY303, 304</td>
<td>APY301, 303, 304</td>
</tr>
<tr>
<td></td>
<td></td>
<td>APY3701, 3703, 3704</td>
</tr>
</tbody>
</table>

4 Syllabus

MODULES: NQF LEVEL 5

<table>
<thead>
<tr>
<th>Study unit passed</th>
<th>Modules which may not be taken</th>
<th>Outstanding modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>APY1501 (APY101E)</td>
<td>The anthropological study of culture in a multicultural context (S1 and S2)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Purpose: to gain insight into the diverse ways of life of human beings in multicultural societies with special reference to the interaction of people in the creation and transmission of culture, the dynamics of sociocultural change, the relevance of anthropological knowledge in accommodating diversity and alleviating and solving human problems.</td>
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 MODULES: NQF LEVEL 6

<table>
<thead>
<tr>
<th>Study unit passed</th>
<th>Modules which may not be taken</th>
<th>Outstanding modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>APY1601 (APY102F)</td>
<td>Culture as human resource in the African context (S1 and S2)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Purpose: to become aware of and to gain anthropological insight into the sociocultural diversity of Africa, and of contemporary issues arising from interaction between different sociocultural groups.</td>
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</table>

<table>
<thead>
<tr>
<th>Study unit passed</th>
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<th>Outstanding modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>APY2601 (APY201H)</td>
<td>Anthropological theory in practice (S1 and S2)</td>
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<tr>
<td></td>
<td>Purpose: to understand selected theoretical aspects of anthropology and to demonstrate awareness of their relevance in practice.</td>
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</table>

<table>
<thead>
<tr>
<th>Study unit passed</th>
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</tr>
</thead>
<tbody>
<tr>
<td>APY2602 (APY203K)</td>
<td>Anthropology and health care (S1 and S2)</td>
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<tr>
<td></td>
<td>Purpose: to acquire knowledge of selected aspects of the anthropology of health care, and to gain insight into the causes of and solutions to health problems in multicultural contexts, with specific reference to health care in South Africa.</td>
<td></td>
</tr>
</tbody>
</table>

 MODULES: NQF LEVEL 7

<table>
<thead>
<tr>
<th>Study unit passed</th>
<th>Modules which may not be taken</th>
<th>Outstanding modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>APY2701 (APY202J)</td>
<td>Sociocultural solutions to problems of human adaptation (S1 and S2)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Purpose: to introduce students to ways in which human societies have in group context developed sociocultural responses to the need to adapt to other people and to the demands of the sociocultural environment.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Study unit passed</th>
<th>Modules which may not be taken</th>
<th>Outstanding modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>APY3701 (APY301L)</td>
<td>Qualitative research methodology: the anthropological strategy (S1 and S2)</td>
<td></td>
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<tr>
<td></td>
<td>Purpose: to understand and apply key features of anthropological research methods, for example ethnographic interviewing, participant observation, ethics, and various other data collection techniques.</td>
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</table>

<table>
<thead>
<tr>
<th>Study unit passed</th>
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<th>Outstanding modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>APY3702 (APY302M)</td>
<td>Applied anthropology: contemporary human issues and the practice of anthropology (S1 and S2)</td>
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<tr>
<td></td>
<td>Purpose: to develop the perspectives and skills which anthropologists apply for the benefit of humankind, for example in the fields of development, health-care, tourism, corporate culture, education, intercultural relations, and sociocultural impact assessment.</td>
<td></td>
</tr>
</tbody>
</table>

APY3703 (APY303N) Themes in anthropology: the relevance of ritual (S1 and S2)

Purpose: to recognise and understand the role, meaning and context of ritual in everyday human behaviour.

APY3704 (APY304P) Themes in anthropology: tourism and pilgrimage (S1 and S2)

Purpose: to understand the role, dynamics and consequences of tourism and pilgrimage from an anthropological perspective.

MODULES: NQF LEVEL 8

Students must complete all five papers.

APY4801 Anthropological Research and Writing (12 credits)
APY4802 African Ethnography (24 credits)
APY4803 General Anthropology: Theoretical Perspectives (24 credits)
APY4804 Applied Anthropology (24 credits)
HRAAR81 Anthropological and Archaeological research report (36 credits)

1 General information

■ Second-, third- and fourth-level modules are available only for the BInf degree.
■ For the BA General degree, only first-level modules may be taken.

2 Transitional Arrangements

■ As from 2009 credit for all INK and/or TIN courses or papers of the old BBibl degree were forfeited and students must register for the AIS or INS modules valid for the respective academic year.
■ Students who have obtained credit for study units of the old curriculum and wish to transfer to the new curriculum, will receive credits as indicated in the table below.

<table>
<thead>
<tr>
<th>Modules passed in old curriculum</th>
<th>Credits exemption/transfer in new curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>AIS102E</td>
<td>AIS103F</td>
</tr>
<tr>
<td>AIS201G</td>
<td>AIS206M</td>
</tr>
<tr>
<td>AIS203J</td>
<td>AIS207N</td>
</tr>
<tr>
<td>AIS304N, MNB101D</td>
<td>MNB1501</td>
</tr>
<tr>
<td>AIS305P</td>
<td>AIS208P</td>
</tr>
<tr>
<td>AIS401N</td>
<td>AIS3706</td>
</tr>
<tr>
<td>AIS402P</td>
<td>AIS3704</td>
</tr>
<tr>
<td>AIS403Q</td>
<td>AIS3705</td>
</tr>
<tr>
<td>AIS404R</td>
<td>AIS3703</td>
</tr>
<tr>
<td>AIS405S</td>
<td>AIS104G</td>
</tr>
</tbody>
</table>

■ Students who are registered for the old curriculum who still need to complete NQF Level 6, should take the following modules:

AIS202H
AIS204K
AIS206M in place of AIS201G
AIS207N in place of AIS203J

■ Students who are registered for the old curriculum who still need to complete NQF Level 7, should take the following modules:
AIS3706 in place of AIS305P
AIS3703 in place of AIS303M
AIS3706 in place of AIS304N

NB

Students who have not completed the respective level according to the transitional arrangements by the end of 2011 will forfeit credit for the old modules passed and complete the curriculum according to the new structure.

3 Syllabus

MODULES: NQF LEVEL 5

AIS101D Introducing Applied Information Science (S1 and S2)
Purpose: to gain insight into the library as an information agency in general, as well as into different types of library and information services in particular.

AIS103F Introducing information records and sources (S1 and S2)
Purpose: to introduce students to the contents of various types of printed, electronic and internet-based information records, as well as the application of knowledge and skills in evaluating and utilising information resources.

AIS104G Using the Internet as a reference tool (S1 and S2)
Co-requisite: EUP1501 or CEM101A
Purpose: to provide students with expertise on the use of Internet applications such as the E-mail, Internet Relay Chat and the World Wide Web to access, retrieve and distribute information. Attention is given to the operations of networks and the effective use of Web search tools such as Google, Hotbot and Mamma.

MODULES: NQF LEVEL 6

NB

All NQF Level 6 modules will be offered from 2010 as semester modules EXCEPT AIS202H which remains a year module.

Prerequisite: TWO first-level modules in Applied Information Science or FIVE NQF Level 6 modules in the NDLIS.

AIS202H Bibliographic control, basic descriptive cataloguing and classification (year module)
Purpose: to understand the purpose and methods of bibliographic control, and to apply this knowledge in practical situations.

AIS204K Learning how to provide reference services (S1 and S2)
Advice: Students should have completed or be registered for AIS202H before registering for AIS204K.
Purpose: to introduce knowledge and skills required to offer personal assistance in reference work by using the latest information and communication technologies and other reference tools to access information effectively.

AIS206M Describing library user groups and meeting their needs (S1 and S2)
Purpose: to apply the knowledge of different groups of library users, their needs and usage behaviour in different contexts in order to meet changing community information needs. The purpose of the learning is to select relevant information records to support user services for these groups.

AIS207N Utilising electronic library systems and services (S1 and S2)
Prerequisite: AIS104G
Purpose: to provide students with expertise to understand the automation of library systems. Database design, usage and evaluation to ensure the effective distribution of information will be dealt with. The use of document management systems for internal information enhancement as well as an electronic Current Awareness Service (CAS) that will enhance the service delivery of information workers will also be discussed.

AIS208P Developing and managing information collections (S1 and S2)
Purpose: to manage and develop information resources according to user needs in a multimedia and electronic environment.

MODULES: NQF LEVEL 7

NB

All NQF Level 7 modules EXCEPT AIS3701, AIS302L and AIS3705 are offered as SEMESTER modules.

Prerequisite: THREE 2nd level modules of AIS or FOUR 3rd level modules of NDLIS.

AIS3701 Descriptive cataloguing (year module)
Prerequisite: AIS202 or IRE391B
Purpose: to provide students with the necessary theoretical knowledge and practical descriptive cataloguing skills needed to do original cataloguing through the application of the international standard, the Anglo-American cataloguing rules (AACR2R), 2002 revision.

AIS302L Subject organisation (year module)
Prerequisite: (AIS202, 204, 206, 207, 208) or IRE391B
Purpose: to provide students with the necessary theoretical knowledge and practical subject analysis skills needed to do subject organisation through the application of the international standard, the Dewey decimal classification, Edition 22 (DDC22), as well as the assigning of verbal subject headings through the application of an international standard, the Sears’ list of subject headings.

AIS3703 Serving the user in library and information practice (S1 and S2)
Purpose: to equip students with theoretical knowledge and practical skills to develop and design user guidance and outreach services for users and to provide professional user services to satisfy the needs of various types of information users in a multicultural context.

AIS3704 Applying research methodology in Information Science (S1 and S2)
Purpose: to equip students with the theoretical knowledge and practical steps and methods involved in conducting and reporting research on information needs, behaviour and services.

AIS3705 Practical portfolio (year module)
Purpose: to provide students the opportunity to display their knowledge and skills of the Information Science profession in a portfolio.

AIS3706 Information entrepreneurship (S1 and S2)
Purpose: to develop the students’ awareness of alternative career opportunities in a changing information environment by equipping them with the necessary entrepreneurial skills to function as information entrepreneurs.

Applied Mathematics

1 General Information

- As from 2001, the modules MAT1512 and MAT1613 (MAT113Q) replace MAT101 and MAT102 respectively.
- NOTE THAT, with certain exceptions, those who did NOT obtain at least 50% (D symbol) in Mathematics HIGHER GRADE or 80% (A symbol) on STANDARD GRADE at Matriculation level or a pass in Mathematics (NSC) with a rating of 5 or higher must pass MAT1512 and MAT1513 before they register for one or both of APM1513 and APM1514. Please refer to the specific requirements for the specific requirements.
- Students who registered for COS2633 (COS2338), APM2616 and APM3711 must have access to a suitable computer for the practical work.
Students who wish to major in Applied Mathematics and at the end of 1992 had credit for MAT214 (or MAT203) (which are no longer offered) but no credit for either APM201 or 202 are advised to contact the Department of Student Admissions and Registration (Tel. 0861 670 411) before registering for any modules in Applied Mathematics.

NOTE THAT, MAT111N (new code: MAT1511) no longer forms a part of the modules for a major in Mathematics or Applied Mathematics. If you passed MAT111N before 2010, you will still retain the credit for it. You can include MAT1511 as a credit-bearing module in any degree where not all of the modules MAT1512, MAT1613 and MAT1503 are required.

2. Transitional arrangements

APPLIED MATHEMATICS MODULES

Please note that some courses have changed names.

The codes for many of the Applied Mathematics and Mathematics modules have changed in recent years, and some have had double codes. Please note that you cannot get credit for a module with the same content, under two different codes.

3. Applied Mathematics as a Major Subject

Applied Mathematics as a major subject consists of at least five third-level modules. In total 30 modules are required for a BSc (this is with the second major’s modules included). Eight modules on level 5, twelve on level 6 and ten on level 7 (NQF levels).

In this regard it should be noted that although Mathematics and Applied Mathematics are very strongly coupled at UNISA, we have nevertheless tried to minimize the mathematical Prerequisite for any given Applied Mathematics module.

Students are not compelled to take Mathematics as a second major subject but may choose any other subject in the College of Science, Engineering and Technology. Computer Science, Statistics or Physics would probably be the best choices. A combination with topics from Decisions Sciences can also be a practical combination. Financial Mathematics with Mathematical modelling is an option.

REQUIREMENTS FOR THE BSc DEGREE WITH MAJOR IN APPLIED MATHEMATICS

A pass in Mathematics (not Mathematical Literacy) with a rating of 5 or higher (NSC) or at least 50% (D symbol) in Mathematics HIGHER GRADE or 80% (A symbol) on STANDARD GRADE at Matriculation level prior to 2008, or equivalent. Students who do not meet the requirements may register for MAT1510 or MAT0511.

Compulsory modules for a major subject combination:

NQF level 5: MAT1503, MAT1512 and MAT1613 and any TWO of the following: APM1513, APM1514, APM1612, PHY1505

NQF Level 6: APM2611, APM2619 and at least two other PAM modules on NQF Level 6

NQF Level 7: FIVE of the following:
(a) APM3701
(b) APM3711
(c) APM3712
(d) APM3713
(e) MAT3706
(f) MAT3707

4. Syllabus

MODULES: NQF LEVEL 5

APM1513 (APM113U) Applied linear algebra (S1 and S2)

Prerequisite: ONE of the following:
(a) At least 50% (D symbol) in Mathematics HIGHER GRADE or 80% (A symbol) on STANDARD GRADE at Matriculation level or a pass in Mathematics (NSC) with a rating of 5 or higher.
(b) Mathematics at Matriculation level passed prior to differentiation
(c) An equivalent examination in Mathematics
(d) MAT1510
(e) MAT0511 passed with at least 75%

Advice: This module includes a substantial amount of practical work on a computer. While there is not a formal prerequisite of a programming module, students are strongly advised to take the module only if experienced in using computer software, and if they have ready access to a computer.

Purpose: to enable students to master and apply the following aspects of the numerical solution of systems of linear equations: the method of least squares; linear programming (simplex method); eigenvalues, eigenvectors, diagonalisation as well as some miscellaneous applications.

APM1514 (APM114V) Mathematical modelling (S1 and S2)

Prerequisite: ONE of the following:
(a) At least 50% (D symbol) in Mathematics HIGHER GRADE or 80% (A symbol) on STANDARD GRADE at Matriculation level or a pass in Mathematics (NSC) with a rating of 5 or higher.
(b) Mathematics at Matriculation level passed prior to differentiation
(c) An equivalent examination in Mathematics
(d) MAT1510
(e) MAT0511 passed with at least 75%

Purpose: to enable students to demonstrate a basic understanding of solution, equilibrium points and stability of difference equations and first-order differential equations; applications to population models; harvesting strategies; epidemics; economics and other situations; simple optimisation and applications.

MODULES: NQF LEVEL 6

APM1612 (APM112T) Mechanics 2 (S1 and S2)

Prerequisite: MAT1512 and (PHY1505 or PHY105A)

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

APM2611 (APM211V) Differential equations (S1 and S2)

Prerequisite: MAT1512 and (MAT113Q or MAT1613)

Purpose: Aspects of linear algebra, as treated in MAT1503, are used in this module.

APM2614 (APM214Y) Applied dynamical systems (S1 and S2)

Prerequisite: (MAT1503 or MAT103N), MAT1512 and (MAT1613 or MAT113Q)

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

APM2616 (APM2164) Computer algebra (S1 and S2)

Prerequisite: (COS111U or COS1511) and (MAT1503 or MAT103N) or APM1513 and MAT1512

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

MODULES: NQF LEVEL 7

APM3701 (APM301W) Partial differential equations (S1 and S2)

Prerequisite: Any two APM or MAT modules on NQF Level 6

Advice: The content of APM2611 is assumed as known in this module.
Purpose: to introduce students to the following topics in partial differential equations; the equation of Laplace, the heat equation and the wave equation treated as typical examples of elliptic, parabolic and hyperbolic partial differential equations respectively, and methods of solution of the corresponding boundary value problems are also discussed.

APM3711 (APM311Y)  Numerical methods 2 (S1 and S2)
Prerequisite: COS2338 or COS2633
Purpose: to enable students to demonstrate a basic understanding of numerical solution methods for ordinary differential equations and boundary value problems, numerical solution methods for elliptic partial differential equations, and function approximations.

APM3712 (APM3123)  Mechanics and calculus variations (S1 and S2)
Prerequisite: Any two APM or MAT modules on NQF Level 6
Advice: The modules MAT2615 and PHY2601 contain useful background material.
Purpose: to enable students to demonstrate a basic understanding of generalised coordinates, Hamilton’s principle, calculus of variations and the Euler-Lagrange equations, the problem of Lagrange and the isoperimetric problem, Hamilton-Jacobi theory and Poisson brackets. Equivalent Lagrangians, canonical transformations and Noether’s theorem and application of the variational principles in mechanics.

APM3713 (APM3134)  Special relativity and Riemannian geometry (S1 and S2)
Prerequisite: Any two APM or MAT modules on NQF Level 6
Advice: The module MAT2615 contains useful background material.
Purpose: to introduce students to the geometry of curves and surfaces in 3-dimensional Euclidean space, the special theory of relativity, Riemannian geometry and tensor calculus.

5 Practical Work and Admission Requirements

Practical work in COS2633 (COS2338) and APM3711 mainly comprises the writing of computer programs. The programs have to be developed on suitable computers using prescribed computer packages. Access to a suitable computer is an admission requirement for all modules with a practical component. Students can gain access as follows:
(i) by purchasing a computer for their own use (must be less than 3 years old); or
(ii) by using a computer belonging to a study group, friend, computer bureau, or employer; or
(iii) by reserving time on a computer at one of Unisa’s microcomputer laboratories in Pretoria, Polokwane, Cape Town, and Durban.

A compiler for any suitable programming language is an additional requirement for APM3711.

NB
Unisa CANNOT supply any of the commercial software packages mentioned. Students are required to either obtain their own copy of the software, or make use of the microcomputer laboratories. Full particulars of the microcomputer laboratories are supplied in a tutorial letter sent to students upon registration.

2 Transitional Arrangements

- Students who have passed ARB203J or ARB204R may not register for ARB2056.
- Students who have passed ARB302S, 303T, 304U or 305V may not register for ARB3707 (ARB3093).
- Students who have passed ARBCTXD, ARBMXTXE or ARBCPTW may not register for ARB4803 (ARBMC6).
- Students who have passed REARIS5 may not register for HRS415U.

3 Arabic as a Major Subject

Compulsory modules for a major subject combination:

NQF level 5: ARB1501
NQF Level 6: ARB1602, ARB2603, ICS1602
NQF Level 7: ARB2704, 2705, 3706, 3707, ICS3707

4 Syllabus

MODULES: NQF LEVEL 5
ARB1501 (ARB101K)  Elementary Arabic (S1 and S2)
Purpose: to enable students to acquire basic Arabic grammar, the language skills of understanding Arabic sentences and of following simple dialogues and internalising them.

MODULES: NQF LEVEL 6
ARB1602 (ARB102L)  Pre-intermediate Arabic (S1 and S2)
Prerequisite: ARB1501
Purpose: to enable students to acquire the basic language skills of reading, writing, understanding and speaking, with particular focus on the verb structures of Arabic strong verbs.

ARB2603 (ARB201N)  Intermediate Arabic (S1 and S2)
Prerequisite: ARB1501, 1602 or mother-tongue speaker (Arabic)
Purpose: to enable students to acquire more advanced skills of reading, writing and speaking, as well as knowing and understanding weak verbs, in relation to the Arabic language.

ICS1602  Early history of Islam: 6th to 9th centuries (S1 and S2)
Purpose: to present a descriptive background to pre-Islamic Arabia and early Islamic history, as well as a biography of the Prophet of Islam.

MODULES: NQF LEVEL 7
ARB2704 (ARB202P)  Advanced Arabic (S1 and S2)
Co-requisite: ARB2603
Purpose: students will learn more about stylistic techniques of the Arabic language, as well as sentence construction and analysis.

ARB2705 (ARB205S)  Basic Arabic literary texts (S1 and S2)
Co-requisite: ARB2603 and ARB2704
Purpose: to advance the student’s mastery of Arabic by an introduction and analysis of selected classical and modern Arabic texts.

ARB3706 (ARB301R)  Specialist Arabic literary texts (S1 and S2)
Prerequisite: ARB2603, 2704, 2705) or (ARB2801, 202, 205)
Purpose: to enable students to articulate the theory and history of modern Arabic prose literature through analysis and emergence of new themes.

ICS3707(ICS303A)  Islamic Law and Jurisprudence (S1 and S2)
Purpose: to gain insight into the sources of Islamic Law, its development and current status.
HONOURS LEVEL (NQF LEVEL 8)

The Honours degree comprises five modules, the four below as well as one from the Islamic Studies (ICS) Honours modules.

ARB4801 (ARBLITE)  Arabic grammar and philology
Syllabus: This paper examines the linguistic development of Arabic grammar and philology synchronically and diachronically. Features focused upon include phonology, syntax, semantics and diastrasis.

ARB4802 (ARBQTC4)   Qur’anic translation and commentary
Syllabus: Translation of selected Qur’anic chapters and commentaries. The student is exposed to the genre of Arabic Qur’anic commentaries which developed over a period of fourteen centuries.

ARB4803 (ARBMC6)  Further specialist Arabic literary texts
Syllabus: Students specialise in either classical or modern Arabic texts, or contemporary professional texts. The texts cover a period roughly from the seventh to the nineteenth centuries in prose, poetry and rhythmic prose. The contemporary texts allow students to master discourse in fields like diplomacy, politics, law, trade, industry, technology, sport, fashion and economics.

HRS415U Research methodology in religion
Syllabus: This paper consists of three parts, any of which might be taken: qualitative methodology, hermeneutics and methodology in Arabic and Islamic studies. Student will choose qualitative methodology with a view to the reading and interpretation of religious documents. Students in Arabic and Islamic Studies will choose the third option on Arab and Islamic cultures, linguistic studies, and historiography.

### 4  Archaeology as a Major Subject

#### Compulsory modules for a major subject combination:

<table>
<thead>
<tr>
<th>NQF level 5</th>
<th>AGE1501, 1601</th>
</tr>
</thead>
<tbody>
<tr>
<td>NQF Level 6</td>
<td>AGE2601, 2701, 2602</td>
</tr>
<tr>
<td>NQF Level 7</td>
<td>AGE3701, 3702, 3703, 3704</td>
</tr>
</tbody>
</table>

#### 5  Syllabus

**MODULES: NQF LEVEL 5**

| AGE1501 (AGE1014)  Introduction to archaeology (S1 and S2) |
|-------------------|----------------|
| Purpose: to introduce students to the scope, aims, data and methods of archaeological research. |

**FIRST-LEVEL MODULES (NQF LEVEL 6)**

| AGE1601 (AGE1025)  The prehistory of South Africa (S1 and S2) |
|-------------------|----------------|
| Purpose: to introduce students to the prehistory of southern Africa from the emergence of the earliest hominids about three million years ago to the beginning and impact of the colonial era. |

**MODULES: NQF LEVEL 6**

Prerequisite: TWO first-level modules in this subject or any FOUR first-level modules

| AGE2601 (AGE2018)  Archaeological fieldwork techniques and analytical methods (year module) |
|-------------------|----------------|
| Purpose: to introduce students to the mapping and surveying of archaeological sites, excavation techniques, the recovery, conservation, classification and analysis of archaeological finds and collections. |

| AGE2602 (AGE203A)  African archaeology (year module) |
|-------------------|----------------|
| Purpose: to introduce students to Africa’s rich archaeological heritage, including Stone Age societies, the development of early states in sub-Saharan Africa (e.g. Mapungubwe, Great Zimbabwe, K̩i wa and central-jeno) as well as aspects of historical and maritime archaeology. |

**MODULES: NQF LEVEL 7**

Prerequisite: TWO first-level modules in this subject or any FOUR first-level modules

| AGE2701 (AGE2029)  Archaeology and fossils: the study of human evolution (year module) |
|-------------------|----------------|
| Purpose: to introduce students to evolutionary theory and the fossil evidence for human evolution, including the Australopithecines, Homo habilis, Homo erectus, the Neandertals, archaic and anatomically modern Homo sapiens. |

| AGE3701 (AGE301B)  The interpretation of archaeological data (year module) |
|-------------------|----------------|
| Purpose: to gain insight into current theoretical perspectives in archaeology, and to demonstrate an understanding of the reconstruction of prehistoric technology, economic systems, diets, settlement patterns, social and political organisation, religion, gender relations, and the interpretation of culture change in the past. |
AGE3702 (AGE302C) Applied archaeology: heritage conservation, cultural resource management and archaeotourism (year module)

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

AGE3703 (AGE303D) World prehistory (year module)

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

AGE3704 (AGE304E) Prehistoric rock art (year module)

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

MODULES: NQF LEVEL 8

Students must complete five papers, two of which, HARCHIE and HARCH6K, are compulsory.

HARCH1E Theory and interpretation in archaeology
Purpose: to describe and critique the theoretical underpinnings of archaeological research.

HARCH2F Hunter-gatherers and herders in Africa
Purpose: to describe and evaluate the archaeology of hunter-gatherers and herders in Africa during the Stone Age.

HARCH3G Early African farming communities and complex societies
Purpose: to describe and evaluate the archaeology of early African farming communities and complex societies in sub-Saharan Africa.

HARCH4H Historical Archaeology
Purpose: to describe and evaluate the archaeology of the modern world in national and international contexts.

HARCH5J Managing archaeological heritage
Purpose: to evaluate and apply heritage legislation and management principles that are integral to the practice of Archaeological Heritage Management (also known as Cultural Resource Management).

HARCH6K Archaeology in practice
Purpose: to equip students with analytical and fieldwork skills to conduct advanced archaeological research.

Art History

1 Art History as a Major Subject

1.1 Compulsory modules for a major subject combination for the BA degree:

NQF level 5: ARH1501, 1502
NQF Level 6: ARH211, 212, 213, 214
NQF Level 7: ARH311, 312, 313, 314

1.2 Compulsory modules for a major subject for the BBA degree:

NQF level 5: ARH1501, 1502
NQF Level 6: ARH211, 213
NQF Level 7: ARH311, 312, 313, 314

Students are advised to register for Contemporary international art (Art History (ARH41)) for non-degree purposes (NDP).

2 Syllabus

MODULES: NQF LEVEL 5

ARH1501 (ARH111G) Visual literacy (S1 and S2)
Purpose: to introduce students to visual literacy and the scope, aims and methods of art history. Students are introduced to the different ways of looking at and interpreting works of art and architecture; a history of the critical methodologies employed within the discipline from the time of Vasari to the present day; and the aims of art historical research within the context of a revisionist approach.

ARH1502 (ARH112H) Introduction to art history (S1 and S2)
Purpose: to equip students with an overview of art history, its themes, styles, purposes, prospects and problems. Qualified students will be able to use basic terms of art history in their understanding of perspectives and methods relevant to art history.

MODULES: NQF LEVEL 6

Before commencing with this level it is recommended that students have passed any ONE first level module in Art History or any FOUR first level modules in the Human Sciences.

ARH211K Art and ideology 1 (S1 and S2)
Advice: Students are advised to first pass ARH1501 and ARH1502 before registering for this module.
Purpose: to provide students with a consideration of the visual arts as an expression of socio-political ideologies. The art selected for this investigation belongs to different periods preceding the 20th century and stems from various places and cultures. The aim is to highlight ways in which socio-political ideologies condition the production of art. Topics include: colonialism in 19th-century Southern Africa; Renaissance art and the depiction of women; Yoruba cosmology and material culture; David and the art of the French Revolution.

ARH212L Art and transcendence (S1 and S2)
Purpose: to provide students with different conceptualisations of the sacred and the relationship between human beings and the sacred in different cultural contexts. Attention is focused on art which is specifically interwoven with aspects of religious life: the Northern Renaissance; the Italian Baroque and the Roman Catholic Church; the art of ancient Benin and the concept of royal divinity; the art of Egypt.

ARH213M Art theory and criticism 1 (S1 and S2)
Advice: Students are advised to first pass ARH1501 and ARH1502 before registering for this module.
Purpose: to enable students to understand and analyse art historical methods and theories which have been developed since the Renaissance up to the mid twentieth century. It requires critical reading of original writings and later commentaries in order to arrive at a critical assessment of earlier methodologies. Topics include: Renaissance theory of Alberti; 17th-century Dutch painting as comment on materialism; Roman art and imperialism; 19th-century South African colonial images.

ARH214N Art and patronage (S1 and S2)
Purpose: to enable students to understand and analyse patronage as the chief area of social context which informs the form and content of the visual arts. The area of study includes objects of European and African cultures of historical times up to the 19th century; 15th-century Florentine art and the influence of humanist patronage; 17th-century Dutch painting as comment on materialism; Roman art and imperialism; 19th-century South African colonial images.
MODULES: NQF LEVEL 7

NB
Before commencing with this level it is recommended that students have passed any TWO NQF Level 6 module in Art History or any FOUR first level modules in the Human Sciences.

ARH311N  Art and ideology 2 (S1 and S2)

Advice: Students are advised to first pass ARH211 and 213 before registering for this module.
Purpose: to enable students to understand and analyse the intimate alliance that exists between art and ideology, with specific reference to the twentieth century. A primary area of investigation is Western Modernism and the ways in which artists and theorists are challenging Modernist notions, foregrounding gender and socio-political dimensions in the society in which art is produced. Areas of investigation are: Early European Modernism; Cubism; Dada and Duchamp; Primitivism.

ARH312P  Art, craft and design (S1 and S2)

Purpose: to enable students to understand and analyse industrial aspects of art in contrast to artistic endeavour in which individual expression is regarded as the dominant force behind its production. Aspects covered are: William Morris, John Ruskin, and their theories of art as a tool for social upliftment in industrial England; co-operative art projects in Africa and elsewhere in the previously colonised world, often initiated under the auspices of missionary groups, where art functions as a primary source of income for people marginalised from 'Western'-style commodity culture; Bauhaus and Modernist design in mid-twentieth-century Europe; and training in South Africa since the 1950s.

ARH313Q  Art theory and criticism 2 (S1 and S2)

Advice: Students are advised to first pass ARH211 and 213 before registering for this module.
Purpose: to enable students to understand and analyse art theory and criticism with a focus on the 20th century. It covers the following aspects: Modernism post 1945; American Feminism of the 1950s to the 1970s; colonialism and postcolonialism; word and image. The aim is to relate these discourses to praxis.

ARH314R  Popular visual culture (S1 and S2)

Purpose: to enable students to understand and analyse popular visual culture in the twentieth century, specifically in relation to consumerism. As such, the module looks at the emergence of graphic design as aspects of popular visual culture in Africa; Pop art and consumer culture; the age of photography. The aim is to critically consider popular visual culture as a feature of increasing consumerism and to theorise 'high' and 'low' culture.

MODULES: NQF LEVEL 8

NB
Before commencing with this level it is recommended that students have passed ARH311, 313, 314.

Advice: Students are advised to register for ARH411 and ARH412 simultaneously.

ARH411R  Contemporary international art (year module)

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

ARH412S  Contemporary South African Art (year module)

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

ARH4803 (HONAPHV)  The practice of Art History

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

HMV4802 (HONACTF)  Contemporary theories of the arts

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

ARH4801 (HONAMIQ)  Memory and identity

Purpose: to guide students in analysing and evaluating the societal implications of memory and identity in visual culture.

ARH4802 (HONAMR3)  Revising modernism

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

HRHMV81 (HONAA9)  Research report on the arts

Advice: Students who spread their studies over more than one year are advised to do HRHMV81: Research report on the arts, last.
Purpose: to write a research report (article) on an approved topic in either Musicology, Art History, Visual Art or Multimedia. This research module aims to familiarise and equip students with sound research methodologies and writing skills applicable to the arts. Furthermore, it aims to develop independent thinking, argumentation and interpretation. Because of the emphasis on independent thinking, students are required to set their own problems. However, these problems and arguments have to be grounded in sound literature studies. Completing this research module will assist students who wish to continue with an MA degree as it provides the necessary technical and methodological skills.

TRANSITIONAL ARRANGEMENT:

As the art history honours is a revised curriculum students who have commenced their studies in art history honours before 2011 may substitute the modules in the column on the left below with the equivalent modules in the column on the right if they have already passed these modules.

HRHMV81: Research report on the arts                       HONAA9 : Research article
HMV4802: Contemporary theories of the arts                HONACTF : Contemporary art theory
ARH4801: Memory and identity                               HONAMIQ : Memory and identity
ARH4802: Revising modernism                                HONAMR3 : Revising modernism
ARH4803: The practice of art history                        HONAPHV : The practice of art history

Art Practice

1 Syllabus

MODULES: NQF LEVEL 8

DFA4801 (DFA100W)  Arts practice (Advanced University Diploma in Fine Arts)

Prerequisite: students must have a 3-year qualification in Fine Arts, Visual Arts or a related area and submit a representative body of their practical work or a proposal of intended research.
2 General Information

- **MODULES FOR WHICH PRACTICAL WORK IS PRESCRIBED**
  
  Practical work for the subjects listed below is normally prescribed only for specified modules, and students who register for such modules are required to do practical work during the year as indicated in the relevant sections below. See also the prerequisites and co-requisites under the relevant subject.

  Note that in many cases, depending on the subject, the practical work and the practical examinations must be done in PRETORIA at specified times. Prospective students must, therefore, be in a position to make the necessary leave and travel arrangements.

  The cancellation of a student’s registration for modules with a practical component CANNOT be considered on grounds of his/her being unable to comply with the requirements in respect of the practical work and/or the practical examinations.

  **NOTE THAT**, with certain exceptions, those who did **NOT** obtain at least 50% (D symbol) in Mathematics HIGHER GRADE or 80% (A symbol) on STANDARD GRADE at Matriculation level must pass MAT1510 BEFORE they register for AST1534 or the Mathematics modules MAT1512, MAT1613 and MAT1503. Note also that modules in Physics (PHY) are a prerequisite for admission to AST2651, AST2652 and AST2655.

  Students who passed one or more of the modules AST101–111, 201–212 and/or 301–323 prior to 1991 must contact the Department of Student Admissions and Registrations (Tel. 0861 670 411) BEFORE they re-enrol for any AST modules.

### 3 Astronomy with a Major Subject in Mathematics, Applied Mathematics or Physics

**NB**

Astronomy as a major subject is being phased out. No new registrations will be allowed from 2009. Students currently registered for the major have until 2012 to complete it.

The following combination of Astronomy and one major subject is strongly recommended: Astronomy/Mathematics, Astronomy/Applied Mathematics or Astronomy/Physics.

**Compulsory modules for a major subject combination:**

**NQF level 5:**
- AST1534, MAT1503, MAT1512, PHY1503, PHY1505, PHY1506
- AST1534, MAT1503, MAT1512, PHY1503, PHY1505, PHY1506

**NQF Level 6:**
- APM1612, APM2611, AST2651, AST2652, AST2655, MAT2615, MAT2613, MAT2615, PHY1604
- APM3712, APM3713, AST3755, AST3763, MAT3702, MAT3705, MAT3706

In this case MAT3701 or MAT3711 can be taken instead of MAT3706. The remaining modules required to complete the BSc degree (3 at NQF Level 6 and 2 at NQF Level 7) can be selected from those in any other BSc subject.

**NQF Level 7:**
- APM1513, AST1534, MAT1503, MAT1512, PHY1503, PHY1505, PHY1506
- APM1513, AST1534, MAT1503, MAT1512, PHY1503, PHY1505, PHY1506

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

**3.1 Astronomy and Mathematics major**

- **NQF level 5:**
  - APM1513, AST1534, MAT1503, MAT1512, PHY1503, PHY1505, PHY1506
  - APM1513, AST1534, MAT1503, MAT1512, PHY1503, PHY1505, PHY1506

- **NQF Level 6:**
  - APM1612, APM2611, AST2651, AST2652, AST2655, MAT2615, MAT2613, MAT2613, MAT2615, PHY1604
  - APM3712, APM3713, AST3755, AST3763, MAT3702, MAT3705, MAT3706

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

**3.1.3 Astronomy and Physics major. This is the recommended syllabus for continuing with Astronomy at postgraduate level.**

- **NQF level 5:**
  - APM1513, AST1534, MAT1503, MAT1512, PHY1503, PHY1505, PHY1506
  - APM1513, AST1534, MAT1503, MAT1512, PHY1503, PHY1505, PHY1506

- **NQF Level 6:**
  - APM1612, APM2611, AST2651, AST2652, AST2655, MAT1613, MAT2613, MAT2613, MAT2615, PHY1604, PHY2601, PHY2602, PHY2606
  - APM3712, APM3713, AST3755, AST3763, MAT3705, PHY302D, PHY303E, PHY3707

Two other modules, at least one of which must be at NQF Level 7, can be selected from any other BSc subjects to complete the degree.
4 Syllabus

MODULES: NQF LEVEL 5

AST1534 (AST134J)  Spherical astronomy and Kepler orbits (S1 and S2)

Prerequisite: ONE of the following:
(a) Mathematics HIGHER GRADE passed with at least 50% (D symbol) or 80% (A symbol) on STANDARD GRADE at Matriculation level or a pass in Mathematics (NSC) with a rating of 5 or higher.
(b) MAT1510
(c) Mathematics at Matriculation level passed prior to differentiation
(d) An equivalent examination in Mathematics
(e) MAT0511 passed with at least 75%

Advice: Students who have not yet passed the following modules are strongly advised to register for them simultaneously: AST1631, MAT1510 (where applicable), MAT1511.

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

FIRST-LEVEL MODULES (NQF LEVEL 6)

AST1631  General introduction to astronomy (S1 and S2)
Purpose: to enable students to obtain a broad and general introduction to astronomy (suitable for all students interested in the subject).

MODULES: NQF LEVEL 6

AST2651 (AST251N)  The structure and evolution of stars (S1 and S2)

Prerequisite: PHY1505 or PHY105A and PHY1506 or PHY106B and MAT1512 or MAT112P

Advice: Students who have not yet passed AST1534 (AST134J) and AST2652 are strongly advised to register for them simultaneously.

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

AST2652 (AST252P)  The structure and evolution of galaxies (S1 and S2)

Prerequisite: PHY1505 or PHY105A and PHY1506 or PHY106B and MAT1512 or MAT112P

Advice: Students who have not yet passed AST1534 (AST134J) and AST2651 are strongly advised to register for them simultaneously.

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

AST2655 (AST255S)  Astronomy practical (year module)

Prerequisite: PHY1503 or PHY1038

Advice: Results from AST1534 (AST134J) are needed to solve problems in the AST2655 assignments. Students who have not registered for AST1534 should register for it together with AST2655. Students are also strongly advised to register for the second-level Astronomy modules AST2651 and AST2652.

Purpose: to gain practical experience with the planning and preparation of astronomical observations (star charts, catalogues); determination of latitude (star transits); determination of azimuth (on the basis of solar observations); astronomical time-keeping; astrophotography.

MODULES: NQF LEVEL 7

AST3755 (AST355V)  Advanced Astronomy practical (year module)

Prerequisite: AST2651 or AST251N and AST2652 or AST252P and AST2655 or AST255S

Advice: Students are strongly advised to register for AST3763 simultaneously.

Purpose: to gain experience in preparing a professional observing run; photometry of variable stars; spectroscopy of various classes of star; double-star observations, and CCD photometry.

AST3763 (AST363V)  Observational techniques (S1 and S2)

Prerequisite: AST2651 or AST251N and AST2652 or AST252P and AST2655 or AST255S

Purpose: to enable students to gain an understanding of the basic techniques of astronomical observations in order that useful information can be extracted from observing sessions.

5 Practical Work

AST2655 and AST3755 will familiarise the students with observational techniques and instrumentation. They will include the preparation and execution of astronomical observations. The other modules in astronomy do not include practical work.

Students registered for these modules must attend a compulsory practical course, lasting 10 days (2x Monday to Friday) to be conducted in the UNISA observatory in Pretoria only during June/July. The course not only comprises the execution of the prescribed observations but also practical demonstrations and lectures.

Admission to the practical course is restricted to students who have satisfactorily completed a specified number of assignments.

5.1 WEIGHT OF PRACTICAL WORK

In the following modules the percentage of the total marks awarded for the practical work shall be as follows:

AST2655, AST3755 .......................................................85%

Auditing and Internal Auditing

1 General Information

Accounting and Auditing may be taken for the BCom General degree.

AUDITING

Students who major in Auditing for a BCom degree will be required to take an additional third-level module in a subject selected from Group A provided the Prerequisites for such module are met.

Auditing is a two-year major subject.

Auditing on NQF Level 5 and NQF Level 7 is compulsory for BCompt students.

INTERNAL AUDITING

Internal Auditing is a two-year major subject.

Internal Auditing is not recognised for the BCompt degree and does not satisfy the admission requirement of the Honours BCompt degree.

2 Syllabus

Auditing

MODULES: NQF LEVEL 6

AUI2016  Introduction to auditing theory and audit practice (S1 and S2)

Prerequisite: FAC1502 (ACN101M)

Purpose: to demonstrate an understanding of the nature of the auditing function with regard to the following: knowledge, skills, and qualities of a competent professional auditor; introduction to basic auditing concepts and principles, and introduction to the process of auditing.

AUE202M  Introduction to the performing of the audit process (S1 and S2)

Prerequisite: FAC1502 (ACN101M)
Purpose: to gain insight into important aspects of performing the audit process such as a general overview of an audit of financial statements; the role of internal control in the audit process; the audit of the transaction cycles: revenue/receipts, purchases/payments; inventory, finance – source of funds, application of funds, and the review of financial statements and audit working papers.

MODULES: NQF LEVEL 7
Prerequisite: AUE201L, AUE202M, FAC2601 (ACN201Q) and FAC2602 (ACN202R)

AUE301P Aspects of internal control of importance to an auditor (S1 and S2)
Purpose: to enable students to gain insight into the principles of internal control; Internal control structures — EDP general controls: organisational controls, systems development controls, hardware controls, software controls, security controls; internal control structures — EDP application controls: input controls, processing controls, output controls; the auditor’s approach to internal control systems: obtaining an understanding of systems, designing of systems, evaluation of systems.

AUE302Q Legal aspects concerning audit practice (S1 and S2)
Purpose: to enable students to gain insight into the common law and other aspects of importance to the public accountant and auditor; the Public Accountants’ and Auditors’ Act; aspects of the Companies Act of importance to the public accountant and auditor; aspects of the Close Corporations Act of importance to the public accountant and auditor.

AUE303P Advanced theory of auditing and the performing of the audit process (S1 and S2)
Purpose: to enable students to gain insight into advanced theory of Auditing; performing the audit process – planning; performing the audit process – field work on business cycles; completing an audit and reporting.

AUE304S Computer auditing and the use of the computer in performing the audit process (S1 and S2)
Co-requisite: AUE301P
Purpose: to enable students to gain insight into theoretical aspects of computer auditing: audit of computer programmes, audit of computer files and databases, audit of computer processing: the audit of specific computer applications; the use of the computer in the audit process: sampling, analytical review, other computer-assisted techniques.

Internal Auditing

MODULES: NQF LEVEL 6
AUI2016 Introduction to internal auditing (S1 and S2)
Prerequisite: FAC1502 or ACN101M
Purpose: to enable students to gain insight into the environment of the internal auditor; the nature, scope, objectives, history and development of internal auditing; the place, rule and function of the internal audit function in an organisation; the interrelationship between internal auditing, external auditing and accounting; control in and over the internal auditing profession; co-operation between the internal and external auditor. The competencies and skills of the internal auditor: the qualifications, qualities, powers, duties and liabilities of the internal auditor; management and control of the internal audit department. The basis of internal auditing; the primary aids or tools available for conducting an internal audit; audit evidence; types of internal audits; different internal audit approaches.

AUE202M Introduction to the performing of the audit process (S1 and S2)
Purpose: to enable students to gain insight into the theoretical basis of the internal audit process: overview of the importance of internal control in an undertaking; the audit at introductory level, of selected undertaking activities; the role of statutory, professional and other aspects in the internal audit process; the internal auditor and electronic data processing systems.

MODULES: NQF LEVEL 7
Prerequisite: AUI2016, AUE202M, FAC2601 and FAC2602

AUE301P Aspects of internal control of importance to an auditor (S1 and S2)
Purpose: to enable students to gain insight into the principles of internal control; internal control structures — EDP general controls: organisational controls, system development controls, hardware controls, software controls, security controls; internal control structures — EDP application controls: input controls, processing controls, output controls; the auditor’s approach to internal control systems: obtaining an understanding of systems, designing of systems, evaluation of systems.

AUI302B Practice of internal auditing (S1 and S2)
Purpose: to enable students to gain insight into the establishment of the internal audit function: foundation for the establishment of an internal audit function, professional guidelines for the practice of internal auditing: management of the internal audit function; administration and manangement of the internal audit department, control over the internal audit assignment, personnel component: legal aspects and the practice of internal auditing: nature and role of legislation on internal auditing, important legislation of interest to the internal auditor.

AUI303C Advanced applications in the internal audit process (S1 and S2)
Purpose: to enable students to gain insight into the business management approach towards the performance of an internal audit: the principles and role of the business management approach in the internal audit process; advanced considerations and applications in the internal audit process: considerations and aids in the internal audit process, the audit of systems and records; reporting audit findings.

AUE304S Computer auditing and the use of the computer in performing the audit process (S1 and S2)
Co-requisite: AUE301P
Purpose: to enable students to gain insight into theoretical aspects of computer auditing: audit of computer programmes, audit of computer files and databases, audit of computer processing: the audit of specific computer applications; the use of the computer in the audit process: sampling, analytical review, other computer-assisted techniques.

AUI305E Operational auditing (S1 and S2)
Purpose: to enable students to gain insight into operational auditing: theory of operational auditing, the operational audit process; fraud investigations: applications.

Biblical Archaeology

1 Transitional Arrangements

<table>
<thead>
<tr>
<th>Previous module codes</th>
<th>Modules offered from 2009</th>
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<td>BBA101U</td>
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<td>ECH3701</td>
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<tr>
<td>BBA307B</td>
<td>ECH2603</td>
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Students who have not passed the number of modules required to complete a major in Biblical Archaeology, must take the requisite modules according to the table set out below.
3 Biblical Archaeology as a Major Subject

Compulsory modules for a major subject combination:

<table>
<thead>
<tr>
<th>NQF-Level 5: OTS1502, ECH1501</th>
<th>OTS1502</th>
<th>Introduction to Biblical Archaeology (S1 and S2)</th>
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<tbody>
<tr>
<td>NQF-Level 6: OTS2602, ECH2602, ECH2603</td>
<td>OTS2602</td>
<td>From Dan to Beersheba: An archaeological tour through ancient Israel (S1 and S2)</td>
</tr>
<tr>
<td>NQF-Level 7: OTS3702, OTS3703, OTS3705, ECH3701, ECH3702</td>
<td>OTS3702</td>
<td>Understanding the Old Testament through archaeology (S1 and S2)</td>
</tr>
</tbody>
</table>

4 Syllabus

**NQF-LEVEL 5 MODULES**

OTS1502 (BBA101U) Introduction to Biblical Archaeology (S1 and S2)

*Purpose:* To enable students to understand the history of the subject of Biblical Archaeology; understand and use the basic excavation techniques; know the geography of Palestine and a selection of major discoveries made in the biblical world.

ECH1501 Introduction to Early Christian literature, theology, history, and archaeology (S1 and S2)

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

**NQF-LEVEL 6 MODULES**

Prerequisites: Any FOUR first level modules.

OTS2602 (BBA3014) From Dan to Beersheba: An archaeological tour through ancient Israel (S1 and S2)

*Purpose:* To gain knowledge of the occupation history, excavation history, and Bible-related history of eight well-known biblical cities.

ECH2602 (BBA3014) Daily life in early Christianity (S1 and S2)

*Purpose:* To enable students to describe and demonstrate understanding of daily life in New Testament times. Students who have completed this module will be able to better read, understand and interpret the documents produced in this era.

ECH2603 (BBA3078) Illness, health and healing in the early Christian world (S1 and S2)

*Purpose:* To enable students to describe, compare and evaluate faith healings, exorcisms and other folk healings in early Christian communities. They will gain an understanding of illness, health and healing in the New Testament and early Christian documents as well as the role of health care systems in society. Students credited with this module will be able to analyse the role of a variety of health care practices in the formation and maintenance of religious communities in particular and society in general.

**NQF-LEVEL 7 MODULES**

Prerequisites: Any FOUR first level modules.

OTS3702 (BBA3048) Excavating a biblical city (S1 and S2)

*Purpose:* To enable students to understand how archaeological excavations create knowledge of ancient societies. They will be able to read and interpret archaeological reports on the excavations of a specific city from the Old Testament era. Moreover, they will be able to interpret various archaeological finds in the history period (e.g. the Middle or Late Bronze Age, phases of the Iron Age, the Persian, Hellenistic and Roman Periods) in which it was manufactured or from which it originated.

OTS3703 (BBA3059) The Bible and African cultures (S1 and S2)

*Purpose:* To enable learners to explore an intercultural interpretation of the Bible by discovering parallels between the cultural world of the Bible and African and Western manners and customs.

OTS3705 (BBA308C) Understanding the Old Testament through archaeology (S1 and S2)

*Purpose:* To enable students to relate archaeological and historical geographical information to the Old Testament. This module will be useful to people who are interested in the historical background of the Bible.

ECH3701 (BBA306A) Death, tombs and burials in the early Christian world (S1 and S2)

*Purpose:* To facilitate knowledge about the archaeological and textual evidence regarding tombs, death and afterlife beliefs in the New Testament and early Christianity and to critically reflect on mourning and funeral practices. Students will be able to compare, describe and evaluate these beliefs and practices in historical and cross-cultural instances as well as in contemporary communities where early Christian documents function as master narratives and identity creating symbol systems.

ECH3702 (BBA3036) Religion, worship and prayer in the early Christian world (S1 and S2)

*Purpose:* To facilitate understanding the religious landscape of the early Christian world, and how religious practices contribute to community formation and identity construction. Students will be able to describe, compare and evaluate the role of magic, sacred places and holy persons in the documents and artifacts of early Christianity as well as in contemporary Christian communities.

**MODULES: NQF LEVEL 8**

**ADMISSION REQUIREMENTS**

Two different categories of students may obtain admission to the Honours degree in Biblical Archaeology:
Category A: Applicants with a Bachelor’s degree with Biblical Archaeology (or equivalent subject) as a major.

Category B: Applicants with any Bachelor’s degree (NQF level 7)

Special requirement: One introductory module (HBA4806 or ECS4807) is compulsory for students in Category B.

Applicants may register for modules in either Old Testament or New Testament archaeological periods.

Old Testament periods

HHPBA81 Research in Biblical Archaeology. (12 credits)
HBA4802 Biblical Archaeology of the Late Bronze Age. Iron Age, Babylonian, Persian and Hellenistic periods (24 credits)
HBA4803 Applied Biblical Archaeology. (24 credits)
HBA4804 Biblical Archaeology and everyday life in the biblical world. (24 credits)
HRHBA85 Research report in Biblical Archaeology. (36 credits)
HBA4806 Orientation to Biblical Archaeology. (24 credits)

New Testament periods

HPECH81 Research in New Testament early Christian Studies. (12 credits)
ECH4802 Christian origins: The formation of Early Christian discourses. (24 credits)
ECH4803 Making Christianities: Competing identities in a religiously diverse world. (24 credits)
ECH4804 The Jesus movement in its context: Jesus research and Christian origins in archaeological perspective. (24 credits)
ECH4805 Digging up the Church: Early Christianity in the Roman Empire. (24 credits)
HRECH86 Research report in New Testament and Early Christian Studies. (36 credits)
ECH4807 Orientation in Early Christian Archaeology. (24 credits)

Category A: applicants have to pass five modules

Applicants specializing in the Old Testament periods: two research modules (HHPBA81; HHPBA81) and three content modules on the Old Testament periods (HBA4802, HBA4803, HBA4804)

Applicants specializing in the New Testament periods: two research modules (HHPBA81, HBA4806) and three content modules (ECH4804, ECH4805 and either ECH4802 or ECH4803).

Category B: applicants have to pass five modules which should include the compulsory module HBA4806 (Old Testament periods) or ECH4807 (New Testament periods).

Applicants doing compulsory module HBA4806 (Old Testament periods), need to do the two research modules (HHPBA81, HRHBA85) and two content modules (HBA4802, HBA4803 or HBA4804)

Applicants doing compulsory module ECH4807 (New Testament periods), need to do the two research modules (HHPBA81, HRECH86) and two content modules (ECH4804, ECH4805).

Students may only commence with the research project (HBA4805 or ECH4806) after completing the module concerning research (HRHBA85 or ECH4801) and one of the content modules in either the Old Testament, or the New Testament period respectively. Students have to inform the Chair of the relevant department and request that a supervisor be appointed for the research project. Students also need to register a research topic, submit a research proposal and successfully complete the research project in consultation with the supervisor.

Students must obtain a minimum mark of 50% in each module of the programme to obtain the degree.

TRANSITIONAL ARRANGEMENTS

Students who registered for the old curriculum will be given until the end of 2013 to complete the degree. Thereafter students who have done at least three papers of the old curriculum will have to enrol for either HHPBA81 and HRHBA85, or HPECH81 and HRECH86, depending on the specialization in either the Old Testament, or the New Testament period.

REGISTRATION

A student will be allowed to do all the required modules of the programme in the same year only with the written approval of the Chair of the Department concerned, and on the basis of the student’s academic record.

Curriculum: Old Testament periods

HHPBA81 Research in Biblical Archaeology
Purpose: to expose students to research done in the field of Biblical Archaeology since the end of the nineteenth century. Students will be introduced to various approaches to the interpretations of archaeological data, its relation to the text of the Hebrew Bible and the relevance thereof for post-modern Biblical research. Students will further (1) investigate different research methodologies (2) develop their own research methodology (3) design techniques to identify viable research topics for investigation and (4) improve their ability to do independent research in the field of Biblical Archaeology. The module further aims to enable students to understand the different ‘schools’ of scholars doing research in Biblical Archaeology and to adjudicate them critically.

HBA4802 Biblical Archaeology of the Later Bronze Age, Iron Age, Babylonian, Persian and Hellenistic periods
Purpose: to introduce students to the archaeological periods relevant to Old Testament history up to and including the Hellenistic period. The fact that these periods cover some of the most problematic eras in Biblical history, like the Exodus from Egypt, the Israelite settlement, the Early Monarchy and the period of the Philistines, the aim of the module is to make an in depth investigation of these periods from an archaeological perspective.

HBA4803 Applied Biblical Archaeology
Purpose: to equip students with skills to apply the knowledge they gathered from Biblical Archaeology critically to popular literature, film and video productions, art works, stage performances, sermons, etc. based on biblical history and culture. The module further aims to sensitize students to become aware of how the modern media, film industry, journalists, artists, and clergy sometimes abuse and distort the history and cultural practices from the biblical period to serve their own agendas. Finally, the aim is to allow students to discover that knowledge gained from Biblical Archaeology is applicable and still valuable today.

HBA4804 Biblical Archaeology and everyday-life in the biblical world.
Purpose: to introduce students to everyday-life in Biblical times as informed by Biblical Archaeology. It is an attempt to present a picture of Israelite life experienced by ordinary families during the Iron Age. stretching from about 1250 to 586 BC. It aims to kindle students imagination and deepen their understanding of the chronological and cultural gaps that separate the world of the Bible from the present-day world we live in and the life style we are accustomed to. Awareness of this gap serves as a precautionary measure against reading the Bible in a literalist way as if it speaks a universal language for all times.

Everyday life as informed by Biblical Archaeology in this context refers to archaeological finds that shed light on ancient Israel’s living conditions regarding town life, home life, country life, industrial and military life, and civil and professional life. Pictorial images (iconography), created by means of seals and scarabs, as well as art objects like stone reliefs and monuments are most effective tools to assist our understanding of the general living conditions of ancient cultures.

HRHBA85 Research report in Biblical Archaeology
Purpose: to assist and guide students to:
1. formulate a workable research proposal for a small research report related to the themes of the three honours modules (content modules) they completed;
2. design a structure for the research essay, which will focus on a clearly demarcated scope, appropriate methodology and literary review;
3. present, under the guidance of a supervisor, a written research essay that will prepare the student fully to embark with confidence on further research reports in this field.

HBA4806 Orientation to Biblical Archaeology
Purpose: to introduce those students who have not majored in Biblical Archaeology to the archaeology and cultural-historical background of the Old and New Testament worlds. Furthermore, students are presented with archaeological terminologies, dating systems, excavation techniques and a
variety interpretations of archaeological data needed for an in depth study of Biblical Archaeology.

**Curriculum: New Testament periods**

**HPECH81 Research in New Testament and Early Christian Studies**
Purpose: to equip students with conceptual skills to do research in New Testament and Early Christian Studies. Students will be familiarised with the major tools for research in New Testament and Early Christian Studies, which include significant theoretical frameworks and methodologies. Recent research done in New Testament and Early Christian Studies will be scrutinised, discussed and criticised. The module will facilitate meaningful interaction with existing research in New Testament and Early Christian Studies and enable students to understand the research being done by leading scholars in the field, and to adjudicate scholarly articles and assess whether the author used sound scholarly practices.

**ECH4802 Christian origins: The formation of Early Christian discourses**
Purpose: to introduce students to the variety and diversity of early Christian discourses; secondly, to equip students with the tools to read these discourses and construct meaning from them; and thirdly, to enable students to analyse the socio-cultural contextual parameters and forces in which Early Christian discourses were formed and encountered with a view to formulating their reasoned views on the formation and growth of early Christian discourses, via a study of selected early Christian writings.

**ECH4803 Making Christians: Competing identities in a religiously diverse world**
Purpose: to assist and guide students to understand the reception history of early Christian traditions up to the fourth century C.E. in the process of canon formation; secondly, to assist and guide students to attain familiarity with the rich variety of Christian religious literature in their respective socio-rhetorical and cultural contexts; thirdly, to assist and guide students to understand and explain the embeddedness of Late Antique Christian traditions in their Graeco-Roman religious contexts in the formation of Christian identities; and fourthly, to enable students to explain the origins of a variety of Christianities as a religio-cultural phenomenon and integrate this understanding into their own contextual understandings of Christian discourse.

**ECH4804 The Jesus movement in its context: Jesus Research and Christian Origins in archaeological perspective**
Purpose: to introduce students to the context (material, textual and artificial culture) of Jesus of Nazareth and the setting from which the Jesus movement emerged; secondly, to equip students with the interdisciplinary tools to analyse the textual and archaeological data pertaining to Jesus of Nazareth as historical figure and Christian origins; and thirdly, to enable them to grasp the cultural meaning of the emergence of Christianity.

Students credited with this module will understand Christian origins as a complex cultural and religious process that is reflected in textual, archaeological and artificial remains and Jesus of Nazareth as historical figure at the foundation of early Christianity.

**ECH4805 Digging up the Church: Early Christianity in the Roman Empire**
Purpose: firstly to equip students with conceptual skills to understand the Graeco-Roman world of early Christianity; secondly, to familiarise students with the artificial remains of early Christianity in North Africa, Asia Minor and Italy; thirdly, to introduce students to the interdisciplinary tools necessary to discuss the cultural meanings of relevant material and architectural remains of Christianity in the provinces of the Roman empire; and fourthly, to facilitate meaningful interaction with existing research in the historical aspects of early Christian groups.

**HRECH86 New Testament and Early Christian Studies research report**
Purpose: firstly to assist and guide students in formulating a viable research proposal for a small research report related to the three honours modules which they have completed; secondly, to design a structure for a research essay or report; and thirdly, to document, under the guidance of a supervisor, the outcomes of the research using standard practices in the field of New Testament and Early Christian Studies research.

**ECH4807 Orientation in Early Christian Archaeology**
Purpose: firstly to familiarise students with relevant archaeological discoveries relating to Early Christianity; secondly, to introduce students to the research methodologies and interpretive traditions in Early Christian archaeology; and thirdly, to introduce students to Early Christian archaeological scholarship.

## Biblical Studies

### 1 Translational Arrangements

<table>
<thead>
<tr>
<th>Previous module codes</th>
<th>Modules offered from 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>BBS103F</td>
<td>OTS1501</td>
</tr>
<tr>
<td>BBS104G</td>
<td>ECH1501</td>
</tr>
<tr>
<td>BBS301K</td>
<td>ECH3705</td>
</tr>
<tr>
<td>BBS302L</td>
<td>discontinued</td>
</tr>
<tr>
<td>BBS303M</td>
<td></td>
</tr>
<tr>
<td>BBS304N and absorbed, revised and migrated</td>
<td>OTS3703</td>
</tr>
<tr>
<td>BBS305P (absorbed into)</td>
<td>OTS2601</td>
</tr>
<tr>
<td>BBS306Q</td>
<td>discontinued</td>
</tr>
<tr>
<td>BBS307R (absorbed into)</td>
<td>OTS3701</td>
</tr>
<tr>
<td>BBS308S</td>
<td>ECH3704</td>
</tr>
<tr>
<td>BBS309T (absorbed into)</td>
<td>OTS2603</td>
</tr>
</tbody>
</table>

Students who have not passed the number of modules required to complete a major in Biblical Studies, must take the requisite modules according to the table set out below.

<table>
<thead>
<tr>
<th>Module already passed in old Biblical Studies curriculum</th>
<th>Module that may not be taken in new curriculum</th>
<th>Modules required in order to complete each level of the major for Biblical Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>BBS103F OTS1501</td>
<td>ECH1501</td>
<td>Level 5</td>
</tr>
<tr>
<td>BBS104G ECH1501</td>
<td>OTS1501</td>
<td></td>
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<tr>
<td>BBS301K ECH3705</td>
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<td>BBS302L</td>
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<td>Level 6</td>
</tr>
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<td>BBS304N OTS3703</td>
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<td>BBS306Q</td>
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<td>BBS307R OTS3701</td>
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<td>BBS308S ECH3704</td>
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<tr>
<td>BBS309T OTS2603</td>
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<tr>
<td>SCR309E</td>
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<tr>
<td>BBS301K ECH3705</td>
<td>The first three BBS300 modules passed will carry credits towards level 6 (irrespective of whether from Old or New Testament); any remaining credits to be made up from any of ECH2601, OTS2601, OTS2603 or OTS2604</td>
<td></td>
</tr>
</tbody>
</table>

| SCR309E                                                 | Any outstanding credits at level 7 can be made up from the following: ECH3703, ECH3704, ECH3705 |

Students who have not passed the number of modules required to complete a major in Biblical Studies, must take the requisite modules according to the table set out below.
2 Biblical Studies as a Major Subject

Compulsory modules for a major subject combination:

NQF Level 5: OTS1501, ECH1501
NQF Level 6: ECH2601 (compulsory); any two of OTS2601, OTS2603, or OTS2604
NQF Level 7: ECH3703, ECH3704, ECH3705, OTS3701, OTS3704

3 Syllabus

MODULES: NQF LEVEL 5

Prerequisite: Any four first level modules.

OTS1501 Introduction to Ancient Israelite literature (S1 and S2)
Purpose: to introduce students to the history and literature of ancient Israel; facilitate competence in the use of the literature of ancient Israel in contemporary meaning making; facilitate knowledge of the context for the origins ancient Israel, its religion and literature.

ECH1501 Introduction to Early Christian literature, theology, history, and archaeology (S1 and S2)
Purpose: to introduce students to the scientific study of early Christian documents; to facilitate competence in the use of early Christian literature in contemporary meaning making and identity formation; and to facilitate knowledge of the context for the origins of Christianity, and the early history of Christianity up to and including the second century C.E. Qualifying learners are able to describe and explain the contents, composition history, and message of the corpus of early Christian literature as well as interpret the Bible competently.

MODULES: NQF LEVEL 6

Prerequisite: Any four first level modules.

OTS2601 The Bible, creation and ecology (S1 and S2)
Purpose: to introduce students to biblical creation narratives and creation theology and provide them with an elementary background to ecology. Certain implications of these fields of study are explored and these will enable students to critically participate in current debates on the relationship between science and faith and to contribute to discourses concerning ecological issues.

OTS2603 Life orientation: Biblical perspectives (S1 and S2)
Purpose: to assist students in gaining knowledge and honing skills that will enable them to use the Bible meaningfully in the process of life orientation. It is aimed at students’ personal lives, and at situations in schools in which they act as facilitators of the learning area called ‘Life Orientation’.

OTS2604 The Old Testament and the eradication of poverty (S1 and S2)
Purpose: to enable students to make a contribution to the eradication of poverty through an understanding of experiences of poverty in the present-day world, the ancient Israelite society and by studying various biblical perspectives.

ECH2601 Text interpretation, theory and method (S1 and S2)
Purpose: to facilitate knowledge of theories of interpretation of New Testament and early Christian literature, as well as knowledge of the context relatedness of interpretation. Qualifying learners are able to use methods of interpretation and thus become competent social agents and interpreters of Christian resources.

MODULES: NQF LEVEL 7

Prerequisite: Any four first level modules.

OTS3701 Politics, power and prophecy in ancient Israel (S1 and S2)
Purpose: to enable students to view the politics of ancient Israel holistically, and to gain an understanding of the role of the prophets in issues such as the use of power and social justice. This module will be useful to people who are interested in religion, politics, the Bible (in particular the Old Testament), spirituality and the church.

OTS3704 The Bible and sexuality (S1 and S2)
Purpose: to enable students to understand current discourses about sexuality and sexual relationships and to compare these with discourses, experiences and practices which existed in ancient Israel; to interpret various Old Testament texts in order to gain an understanding of how the ancient Israelites viewed sexuality and how this influenced their sexual relationships and practices. Qualified students can interpret selected Old Testament passages dealing with sexual practices and experiences and relate these to contemporary discussions about sexuality, sexual relationships and practices.

ECH3703 The Bible and human development in post-colonial Africa (S1 and S2)
Purpose: to facilitate knowledge of how different ways of interpreting the Bible can be used to facilitate human development in post-colonial Africa. Students credited with this unit standard are able to integrate methods of Biblical interpretation and theories of people centred development. They are able to design practical models for development in Africa in which religious aspects are integrated. This learning is of interest to students engaged in development studies and activities involving social change.

ECH3704 Construction of bodies, gender and sexuality in early Christianity (S1 and S2)
Purpose: firstly to acquire knowledge on how the Graeco-Roman culture produced early Christian bodies and how early Christian experience, knowledge and bodies were interrelated. Secondly, students who complete this module can critically assess contemporary attitudes towards constructions of bodies. Furthermore, students will be able to understand and evaluate how bodies and religion interact in the formation of culture, and integrate this knowledge in historical studies concerned with the body, such as History, Classical Studies, Anthropology or Cultural Studies. This module complements approaches concerned with the health of the body, such as the Health Sciences and Psychology. Lastly, it provides a critical dimension to transformational approaches, such as Gender Studies, Philosophy and Ethics.

ECH3705 Early Christian spirituality (S1 and S2)
Purpose: This module is useful to people who have a desire to develop insight into the diversity of spiritualities in early Christianity. The purpose of the learning experience is to develop a historical consciousness, which is facilitated through an exposition of various modes of being spiritual. Qualifying learners are able to recognize and compare six modes of spirituality and critically evaluate contemporary spiritualities, and are able to engage in contemporary dialogue on spiritual diversity.

MODULES: NQF LEVEL 8

The curriculum comprises five modules, two of which concerns research in Biblical Studies. The degree can be taken in one of two directions, namely: New Testament and Early Christian Studies, or Old Testament. Students must indicate clearly on the registration form for which direction they wish to register.

New Testament and Early Christian Studies (NEW)

The curriculum comprises five modules, two of which concerns research in Biblical Studies. The degree can be taken in one of two directions, namely: New Testament and Early Christian Studies, or Old Testament. Students must indicate clearly on the registration form for which direction they wish to register.

HECH81 Research in New Testament and Early Christian Studies
Purpose: to equip students with conceptual skills to do research in New Testament and Early Christian Studies. Students will be familiarised with the major tools for research in New Testament and Early Christian Studies, which include significant theoretical frameworks and methodologies. Students must indicate clearly on the registration form for which direction they wish to register.
Early Christian Studies research.

HRECH86 New Testament and Early Christian Studies research project

Purpose: (1) to assist and guide students in formulating a viable research proposal for a small research project related to the three honours modules which they have completed; (2) to design a structure for a research essay or report; (3) to document, under the guidance of a supervisor, the outcomes of the research using standard practices in the field of New Testament and Early Christian Studies research.

Old Testament (OLD)

Biochemistry

1 General Information

- MODULES FOR WHICH PRACTICAL WORK IS PRESCRIBED

  Practical work for the subjects listed below is normally prescribed only for specified modules, and students who register for such modules are required to do practical work during the year as indicated in the relevant sections below. See also the prerequisites and co-requisites under the relevant subject.

  Note that in many cases, depending on the subject, the practical work and the practical examinations must be done in PRETORIA or POTCHEFSTROOM at specified times. Prospective students must, therefore, be in a position to make the necessary leave and travel arrangements. Information about accommodation in Potchefstroom and the cost thereof will be supplied to the students concerned on registration (or soon thereafter).

  The cancellation of a student's registration for modules with a practical component CANNOT be considered on grounds of his/her being unable to comply with the requirements in respect of the practical work and/or the practical examinations.

  Students must qualify for admission to the theoretical and practical examinations by submitting satisfactory answers to a minimum number of assignments for each of the modules concerned before specified dates.

  Students who cannot attend the practical work in Potchefstroom on the dates indicated under 4 may not register for the relevant module(s). Dates CANNOT be changed.
2 Biochemistry as a Major Subject

Compulsary modules for a major subject combination:

NQF Level 5: CHE1501, CHE1502, CHE1503, STA1510 and TWO of MAT101, 102, 1512, 7613, and CSS101, EUP1501, MND1501

NQF Level 6: BCH2601, BCH2602, BCH2603, BCH2604, MND1601

NQF Level 7: BCH3701, BCH3702, BCH3703, BCH3704

3 Transitional Arrangements

- BCH3701 is the equivalent of BCH3711 or BCH311B (Theory).
- BCH3702 is the equivalent of BCH3712 or BCH312C (Theory).
- BCH3703 is the equivalent of BCH3713 or BCH313D (Theory).
- BCH3704 is a practical module only (Practical of BCH311, 312 and 313)

4 Syllabus

NB Second and NQF Level 7 modules will be offered as SEMESTER MODULES. All practical modules will be offered as YEAR MODULES.

MODULES: NQF LEVEL 6

BCH2601 (BCH2118) Introductory biochemistry (S1 and S2)
Prerequisites: CHE1501 or CHE1502
Purpose: to enable students to understand the scope of biochemistry and to know the structure and functions of biomolecules ie carbohydrates, proteins, nucleic acids and lipids.

BCH2602 (BCH2129) Bioenergetics (S1 and S2)
Prerequisites: CHE1501 or CHE1502
Purpose: to enable students to understand the basic principles of bioenergetics and the metabolism of selected carbohydrates, lipids and amino acids.

BCH2603 (BCH213A) Biopolymers of heredity (S1 and S2)
Prerequisites: CHE1501 or CHE1502
Purpose: to enable students to explain the central dogma describing the flow of genetic information in the biosphere and to understand the principles of regulation of gene expression.

BCH2604 (BCH214B) Biochemistry II (Practical) (year module)
Prerequisite: CHE1501 or CHE1502
Purpose: to enable students to obtain with advanced knowledge of the central metabolic pathways and their regulation. This will enable them to analyse metabolic pathways and defects in metabolism.

BCH3701 (BCH3711) Enzymology (S1 and S2)
Co-requisite: BCH2601
Purpose: to enable students to describe and explain the structure and function of enzymes, as well as the kinetics and mechanisms of enzyme-catalysed reactions. The knowledge acquired will enable students to recognise the relevance of enzymes in living systems and how the characteristics of enzymes is used in various life sciences and biotechnical applications.

BCH3702 (BCH3712) Advanced metabolism (S1 and S2)
Co-requisite: BCH2602
Purpose: to enable students to obtain with advanced knowledge of the central metabolic pathways and their regulation. This will enable them to analyse metabolic pathways and defects in metabolism.

BCH3703 (BCH3713) Molecular genetics (S1 and S2)
Co-requisite: BCH2603
Purpose: to enable students to obtain well-rounded and systematic knowledge of gene structure and function and of the principles and applications of recombinant DNA technology.

BCH3704 (BCH3714) Biochemistry III (practical) (year module)
Prerequisites: BCH2604 or BCH214B

Co-requisite: Any TWO or BCH3701, 3702, 3703.
Purpose: to provide students with an understanding of the importance of knowing the principles and applications of analytical techniques in expanding biochemical knowledge. Selected experiments will be performed to reach this goal.

5 Practical Work

5.1 WEIGHT OF PRACTICAL WORK

In the following modules the percentage of the total marks awarded for the practical work shall be as follows:

BCH2604: 40%
BCH3701: 35%
BCH3702: 35%
BCH3703: 40%
BCH3704: 35%

5.2 DATES OF PRACTICAL WORK AND EXAMINATIONS

Dates for practicals are announced in Tutorial Letter 101 of the study material.
1 General Information

- **MODULES FOR WHICH PRACTICAL WORK IS PRESCRIBED**

  Practical work for the subjects listed below is normally prescribed only for specified modules, and students who register for such modules are required to do practical work during the year as indicated in the relevant sections below. See also the prerequisites and co-requisites under the relevant subject.

  Note that in many cases, depending on the subject, the practical work and the practical examinations must be done in PRETORIA or POTCHEFSTROOM at specified times. Prospective students must, therefore, be in a position to make the necessary leave and travel arrangements. Information about accommodation in Potchefstroom and the cost thereof will be supplied to the students concerned on registration (or soon thereafter).

  The cancellation of a student’s registration for modules with a practical component CANNOT be considered on grounds of his/ her being unable to comply with the requirements in respect of the practical work and/or the practical examinations.

  Students must qualify for admission to the theoretical and practical examinations by submitting satisfactory answers to a minimum number of assignments for each of the modules concerned before specified dates.

  See 4 in connection with the practical work for BOT1603 (BOT1343), BOT2604 (BOT2346) and BOT3704 (BOT3704).

  Students who register for Botany and/or Zoology may NOT register for any modules in Biology.

  Chemistry I forms part of the major subject for Botany. You are advised to register for Chemistry I in your first year of registration.

  Students who cannot attend the practical work in Potchefstroom on the dates indicated under 5.2 may not register for the relevant modules. Dates CANNOT be changed.

2 Transient Arrangements

- Students, who have failed BOT132X at the end of 2009, must re-register for BOT132X. No new registrations are allowed for BOT132X. BOT132X will only be available for repeaters from 2010 -2011.

- Students, who have failed BOT133Y at the end of 2009, must re-register for BOT133Y. No new registrations are allowed for BOT133Y. BOT133Y will only be available for repeaters in 2010 -2011.

3 Botany as a Major Subject

Students who select the eleven modules in Botany as a major subject are strongly advised to select ONE of the following as their second major subject: Chemistry, Zoology, Microbiology, Physiology

The following modules may be registered by BEd (Senior phase and Further Education and Training) students:

BOT1501, BOT1502, BOT2601, BOT2602, BOT2603 and BOT2604

Compulsory modules for a major subject combination:

- **NQF Level 5**: BOT1501, BOT132X, BOT133Y, BOT1603, BOT1502 (or BOT121, 122, 123, 124 prior to 2007), CHE1501 (or at least 65% in CHE111 prior to 2002), CHE1502 (or at least 65% in CHE112 prior to 2002), CHE1503 (CSS101H), EUP1501, STA1510
- **NQF Level 6**: BOT2601, 2602, 2603, 2604
- **NQF Level 7**: BOT3701, 3702, 3703, 3704
4 Syllabus

MODULES: NQF LEVEL 5

BOT1501 (BOT131W) Plant structure: cytology, morphology and anatomy (S1 and S2)
Purpose: to enable students to gain insight into Botany as a science: basic laboratory procedures, processes and techniques; prokaryotic and eukaryotic cells: primary and secondary cells and tissues; tissues in normal and modified plant organs, life cycles of plants: role of plants in sustaining life on earth.

BOT132X Biodiversity (S1 and S2)
Purpose: to enable students to gain insight into the study of evolution of plants, basic classification, prokaryotes: Cyanobacteria; Algae and Bryophytes.

BOT133Y Plant diversity and Environmental Botany (S1 and S2)
Purpose: to enable students to gain insight into seedless vascular plants, gymnosperms, angiosperms, ecology and the biosphere, ecosystem dynamics, conservation biology and environmental problems.

BOT1502 Plant biodiversity and environmental botany (S1 and S2)
Purpose: To enable students to gain insights into the study of evolution of plants, basic classification, prokaryotes, algae, bryophytes, seedless vascular plants, gymnosperms, ecology and the biosphere, ecosystem dynamics, conservation biology and environmental problems.

BOT1603 (BOT1343) Botany I (Practical) (year module)
Co-requisite: BOT1501 or BOT1502
Purpose: to enable students to do practical work based on the syllabuses of BOT131, 132 and 133 above.

MODULES: NQF LEVEL 6

BOT2601 (BOT2313) Plant anatomy: Structure and function (S1 and S2)
Co-requisite: BOT1501
Purpose: to enable students to gain insight into the anatomy of vascular plants.

BOT2602 (BOT2632) Systematics of vascular plants (S1 and S2)
Co-requisite: BOT1502
Purpose: to enable students to acquire knowledge and competencies underpinning plant biodiversity and plant systematics. In addition a basic knowledge of research methodologies together with writing and reporting skills are required.

BOT2603 (BOT2335) Plant physiology, water relations and plant nutrition (S1 and S2)
Co-requisite: BOT1501
Purpose: to enable students to gain insight into plant-water relations, mineral nutrition and phloem transport.

BOT3701 (BOT3214) Plant physiology (2 hours) (S1 and S2)
Prerequisite: Any TWO of BOT2601, BOT2602, BOT2603 or any TWO of BOT2313, BOT2632, BOT2335.
Purpose: to enable students to gain insight into plant physiology, photochemical processes, carbon metabolism, environmental implications, respiratory metabolism, nitrogen metabolism, hormones and growth regulators.

BOT3702 (BOT3225) Aquatic ecology (2 hours) (S1 and S2)
Prerequisite: Any TWO of BOT2601, BOT2602, BOT2603 or any TWO of BOT2313, BOT2632, BOT2335.
Purpose: to enable students to gain insight into the ecology of aquatic plants: aquatic ecosystems: environmental variables and monitoring techniques; data processing: sustainable use.

BOT3703 (BOT3236) Terrestrial ecology (2 hours) (S1 and S2)
Prerequisite: Any TWO of BOT2601, BOT2602, BOT2603 or any TWO of BOT2313, BOT2632, BOT2335.
Purpose: to enable students to gain insight into the ecology of terrestrial plants, terrestrial ecosystems, vegetation dynamics, survey techniques, data processing, sustainable use, biomes and vegetation types.

BOT3704 (BOT3248) Botany III (Practical) (year module)
Co-requisite: Any TWO of the following: BOT3701, 3702, 3703
Purpose: to enable students to do practical work based on the syllabuses of BOT321, 322 and 323 above.

MODULES: NQF LEVEL 7

BOT3705 (BOT3249) Plant diversity and environmental botany (S1 and S2)
Prerequisite: Any TWO of the above.
Purpose: to enable students to do practical work based on the syllabus.

BOT4801 (BOTMETE) Medicinal Plant Use (year module)
Prerequisite: 60% in specialisation undergrad modules
Purpose: to identify common South African medicinal plants; analyse the different parts of plants used in traditional medicine; medicinal uses; major chemical constituents and rationale for their uses; explain the importance of conservation of medicinal plants. Analyse the storage of plant parts; apply chromatographic techniques to identify main chemical compounds found in medicinal plants;

BOT4802 (BOTTAXX) Advanced Plant Taxonomy and Nomenclature (year module)
Prerequisite: 60% in specialisation undergrad modules
Purpose: to do a critical review of the different methods and approaches of plant classification and their principles, interpret and apply the rules of plant nomenclature and typification, as delineated in the International Code of Botanical Nomenclature, evaluate the various sources of taxonomic evidence used in plant classification, to develop the competence required to correctly identify and classify both known and unknown plant species, indigenous and exotic plant species and their families.

BOT4803 (BOTRESU) Research Project Botany (year module)
Prerequisite: 60% in specialisation undergrad modules
Purpose: The fundamentals of research, with the final outcome being the completion of a research project. Thus, within a selected research topic, students conduct a research project, use appropriate basic methodologies, complete the research and prepare and submit a research portfolio.

5 Practical Work

5.1 WEIGHT OF PRACTICAL WORK
In the following modules the percentage of the total marks awarded for the practical work shall be as follows:

BOT124, 224, 324 ...................................................... 100%

5.2 DATES OF PRACTICAL WORK AND EXAMINATIONS
Dates for practicals are announced in Tutorial Letter 101 of the study material.
1 General Information

- Students who previously passed any courses in Business Economics may not register for the equivalent modules in Business Management as the courses are identical.

- Credit for degree purposes is granted for:
  (i) either IOP204 or MND204
  (ii) either MND203 or MNN202 or MNN203
  (iii) either MNN202 or MNN203
  (iv) either MND202 or MNN301
  (v) either MND305 or MNN304
  (vi) either MND306 or MNN302

FOR THE COLLEGES OF HUMAN SCIENCES AND LAW

- In the Colleges of Human Sciences, and Law this subject may be taken only for the BA(Pol), BA(Cur) or Blif degrees or the Advanced Diploma in Nursing Science.

- The modules MNG201 and MNG301 are compulsory for Business Management as a major subject for the BA(Pol) degree.

2 Syllabus

MODULES: NQF LEVEL 5

MNB1501 (MNB101D) Business management 1A (S1 and S2)
Purpose: to enable students to gain knowledge and insight into related aspects of business management such as the business world and business management; entrepreneurship; general management.

MNM1501 Personal selling (S1 and S2) (examination: 1x2 hour paper)
Purpose: This subject deals with the role of sales in the marketing mix; the task of the salesperson, the purchasing process, methods to increase professionalism in sales, particular problems in the selling of consumer and industrial goods and services, sales office administration and negotiation skills.

MNM1502 Customer service (S1 and S2) (examination: 1x2 hour paper)
Purpose: This module is to enable learners to gain a better understanding of the basic principles of customer service. This module intends to explain customer service concepts and terms involved in marketing to learners who are or will be involved in customer service in their daily activities, and to people aspiring to a career in any form of marketing or service related fields. Specific areas addressed include verbal and non-verbal communication, the servicescape, the use of technology in customer service, service recovery, the design of service delivery systems, and measuring customer satisfaction.

MNM1503 Introduction to Marketing (S1 and S2) (Examination: 1x2 hour paper)
Purpose: To enable students to gain insight into a market-driven approach to marketing management; the marketing environment; consumer behaviour and consumerism; marketing research; marketing segmentation, targeting and positioning; information for marketing management; overview of marketing strategy and development.

MNM1504 Introduction to retailing (S1 and S2) (examination: 1x2 hour paper)
Purpose: To enable students to gain knowledge and understanding of the basic retail management concepts and the role of retailing in the business environment, the retailing mix applicable as strategies to implement in the business environment types of retailers including the selection of suppliers and appropriate location, and importance of the store layout.

MNM1505 Consumer Behaviour 1 (S1 and S2) (examination: 1x2 hour paper)
Purpose: Introduction to consumer behaviour, individual, social and cultural influences on consumer behaviour, the diffusion and adoption process, application of consumer behaviour in marketing decision-making, the consumer decision-making process, certain issues in consumer behaviour.

MNM1506 Merchandising (S1 and S2) (examination: 1x2 hour paper)
Purpose: To enable students to gain insight into retail merchandising, i.e. product management, product range planning and selection, managing supply base, product quality decisions and stock management, sales response, retail design, and visual merchandising, product offer communication and retail product performance evaluation.

MNM1507 Introduction to marketing communication (S1 and S2) (examination: 1x2 hour paper)
Purpose: to provide students with an overview of marketing communications management by focussing on the solving of well defined problems within marketing communications management.

MODULES: NQF LEVEL 6

Prerequisite: MNB101, 102

MNB1601 (MNB102E) Business management 1B (S1 and S2)
Prerequisite: MNB101
Purpose: to enable students to gain knowledge and insight into related aspects of business management such as marketing management; financial management; operations management; purchasing and supply chain management; human resource management; contemporary management challenges.

MNC202M E-commerce in business (S1 and S2)
Purpose: to enable students to gain insight into fundamental aspects characterising e-commerce, structuring e-commerce, security, payment issues; electronic payment systems; e-commerce strategy and implementation; application areas of e-commerce.

MNM1504 (MND202R) Introduction to retailing (S1 and S2)
Purpose: to enable students to gain insight into the overview of retailing and issues which every retailer should be aware of.

MND204T Customer behaviour (S1 and S2)
Purpose: to enable students to gain insight into the nature and role of customer behaviour (market characteristics, macro aspects, personal aspects), customer decision making, customer-focused marketing.

MNE202V Introduction to entrepreneurship (S1 and S2)
Purpose: to enable students to gain insight into the nature and role of entrepreneurship and small-business, new venture ideas, evaluating new venture opportunities, startup and buyout opportunities, franchising, family businesses, forms of ownership, the feasibility study and the business plan.

MNF2023 Financial management (S1 and S2)
Prerequisite: FAC1601 or ACN102N
Advice: Students are encouraged to complete ECS1601 before enrolling for this module.
Purpose: to enable students to gain insight into the task and scope of financial management; financial statements and cash flow; analysis of financial statements; overview of financial planning; value, risk and return (shares, debentures and options); the management of working capital – cash, debtors and inventories.

INV2601 Investment management (S1 and S2)
Co-requisite: MNF2023
Advice: Students are encouraged to complete FAC1601 (ACN102N), ECS102 and MNF202 before enrolling for this module.
Purpose: to enable students to gain insight into investment in financial assets; the investment environment; the risk-return framework; fundamental and technical analysis; portfolio management.

MNG2016 General Management (S1 and S2)
Purpose: to enable students to gain insight into the nature of general management; planning; organising; leading; control.

MNH202C Human resource management (S1 and S2)
Purpose: to enable students to gain insight into human resources and the environment; human resource provisioning; the maintenance of human
Purpose: to enable students to gain insight into the concept “labour relations”; labour relations and its environment; different perspectives of labour relations; historical development of labour relations in South Africa; South African labour relations role-players; the South African labour relations system; labour legislation.

**MNH204E Human resources management and labour relations** (S1 and S2)

*(For BCom with specialisation in Tourism Management only)*

Purpose: to enable students to gain insight into the fundamental human resource management and labour relations issues with which organisations in the tourism and hospitality industry have to deal.

**MNK203R Enterprise risk management** (S1 and S2)

Purpose: to equip students with the necessary competencies (knowledge, values and skills) to be able to apply the fundamental concepts, principles and processes in the management of risk in an enterprise-wide context and with due consideration of corporate governance principles.

**MNM202Y Marketing management** (S1 and S2)

Purpose: to enable students to gain insight into a market-driven approach to marketing management; the marketing environment; consumer behaviour and consumerism; marketing research; marketing segmentation, targeting and positioning; information for marketing management; overview of marketing strategy development.

**MNM2033 Tourism marketing** (S1 and S2)

Purpose: to enable students to gain insight into a tourism approach to marketing management, the tourism environment, consumer behaviour and consumerism, market segmentation, targeting and positioning, information for tourism management, overview of tourism strategy development.

**MNM2044 Industrial marketing management** (S1 and S2)

Purpose: to enable students to gain insight into the management of the marketing function of organisations selling to other organisations, including analysis of the industrial market environment; industrial marketing strategies.

**MNO202B Production and operations management** (S1 and S2)

Purpose: to enable students to gain insight into

(a) the foundations of production/operations and productivity management: Introduction to production/operations management, model and activities of production/operations management, productivity management

(b) designing the production/operations management system: Design of products and services, design and location of production/operations capacity, design of layout and workflow, job design and work organisation

(c) planning and controlling the production/operations management system: Capacity planning and control, aggregate planning and master scheduling, inventory and supply chain planning and control.

**MNP202F Purchasing management** (S1 and S2)

Purpose: to enable students to gain insight into the role and activities of the purchasing function and activities (including suppliers, quality inventory, prices, research and legal aspects) in organisations in a broader supply management approach.

**MNP203G Supply chain management** (S1 and S2)

Purpose: to enable students to gain insight into important aspects of the supply chain management approach from a purchasing and supply point of view.

**MNS202T Real estate** (S1 and S2)

Purpose: to enable students to gain insight into immovable property and interests in immovable property; Government control over real estate; information sources in the real estate industry; property economics; real estate contracts; time value of money; estate agency; market valuation; investment analysis; property development; property finance.

**MNX202J Public relations** (S1 and S2)

Purpose: to enable students to gain insight into the development of public relations; the public relations process, running a PR campaign, PR research; and other relevant issues.

**HRM3704 (MNH301E) Contemporary issues in human resource management** (S1 and S2)

Prerequisite: MNH202C

Purpose: The purpose of this module is to equip students with well-rounded and systematic knowledge about global contemporary issues related to human resource management and about managing human resources in national and international contexts. Students credited with this module are able to demonstrate a coherent and critical understanding of contemporary human resource concepts, principles and theories. Complementary to this is insight into global contemporary issues in human resource management and a well-rounded and specialised ability to identify and integrate these issues in organisations.

**HRM3706 (MNH307L) Performance management** (S1 and S2)

Prerequisite: MNH202C

Purpose: This module will be useful to students who need to develop a comprehensive knowledge base about the performance management of employees in South African organisations as well as elsewhere in Africa and beyond. Students credited with this module are able to demonstrate a fundamental and systematic knowledge of performance management with a view to determine, design and implement appropriate systems that ensure proper management of employee performance in an organisation.

**INV3701 Investments: equity asset valuation**

Prerequisite: MNF203 and (FAC2602 or ACN202R or FNA3M23)

Advice: Investments (INV3701) should only be taken by students who intend pursuing the CFA programme offered by the CFA Institute (in the United States of America) by means of distance education. Unisa does not offer the CFA programme. Full details about the CFA programme may be obtained from www.cfainstitute.org. The prescribed books for Investments (INV3701) are prescribed by the CFA Institute. These books are not available from Unisa bookstores and students will have to order it from the USA.

Purpose: to enable students to determine the fair value of a firm’s equity based on economic prospects, current and forecast financial performance as well as risk assessment.

**INV3702 Investments: fixed income analysis**

Prerequisite: MNF203 and (FAC2602 or ACN202R or FNA3M1Y)

Advice: Investments (INV3702) should only be taken by students who intend pursuing the CFA programme offered by the CFA Institute (in the United States of America) by means of distance education. Unisa does not offer the CFA programme. Full details about the CFA programme may be obtained from www.cfainstitute.org. The prescribed books for Investments (INV3702) are prescribed by the CFA Institute. These books are not available from Unisa bookstores and students will have to order it from the USA.

Purpose: to enable students to determine the fair value of fixed interest securities based on interest rate forecasts, investment horizons and risk assessment.

**INV3703 Investments: Derivatives** (S1 and S2)

Prerequisite: INV2601, MNK203R

Advice: Financial risk management (MNK301) should only be taken by students who intend pursuing the CFA programme offered by the CFA Institute (in the United States of America) by means of distance education. Unisa does not offer the CFA programme. Full details about the CFA programme may be obtained from www.cfainstitute.org. The prescribed books for Investments (INV3703) are prescribed by the CFA Institute. These books are not available from Unisa bookstores and students will have to order it from the USA.

Purpose: to enable students to gain insight into risk management with derivatives: options contracts; futures; and forward contracts, interest rate swaps agreements, future rate agreement; managing the risk of a portfolio.

**MND301T Retail merchandising management** (S1 and S2)

Prerequisite: MND202 or MNN202 or MNN203

Purpose: to enable students to gain insight into the store environment, store layout and design, visual merchandising, sourcing, merchandising ordering process.
MND303V Retail planning (S1 and S2)
Prerequisite: MND203 or MNN202 or MNN203 or MAR332S
Purpose: to enable students to gain insight into the retail planning process, customer and marketing audit, setting objectives and strategies, implementing the retail plan.

MND3073 Strategic retail marketing (S1 and S2)
Prerequisite: MND203 or MNN202 or MNN203
Purpose: to enable students to gain insight into the nature of strategic retail marketing, market strategies, global marketing.

MND3084 Retail project (S1 and S2)
Prerequisite: MND203 or MNN202 or MNN203 or MAR332S
Purpose: to enable students to gain insight into a practical project based on a retail-related problem. Interaction with retail companies is compulsory.

MNE3701 (MNE301X) Entrepreneurship and small-business management (S1 and S2)
Prerequisite: MNE202V
Purpose: to enable students to gain insight to develop the new venture business plan (each of the components of the business plan), small-business marketing (customer, product, pricing, credit and promotion strategies, distribution channels and global markets), managing small business (social and ethical issues, professional management in the growing firm, managing human resources, quality, operations and computer-base technology) and financial management in the entrepreneurial business (evaluating financial performance, managing the firm’s assets, risk and insurance).

MNE302Y Corporate Entrepreneurship (S1 and S2)
Prerequisite: MNE202V
Purpose: to enable students to gain insight into the process of growth and the phases of development in the business organisation, the need for professional management, intrapreneurship in large organisations, managing entrepreneurship in large organisations, establishing a corporate culture conducive to entrepreneurship.

MNE3033 Innovation and Technology (S1 and S2)
Prerequisite: MNE202V
Purpose: to enable students to gain insight into the scientific method, technology, creativity, invention and innovation, engineering and entrepreneurship; historical background of technology and innovation; information revolution (information and telecommunications technology, information society, technology management, knowledge management); technology and innovation in business (quantum and incremental innovation, business incubation, technology transfer), and technology for Africa.

MNE3704 (MNE3044) Family business management (S1 and S2)
Prerequisite: MNE202V
Purpose: to enable students to gain insight into the family of today, interfacement of family business with family life, types of family businesses, family roles and relationships, special features of family business management, the process of leadership succession, transfer of ownership.

MNF3015 Financial management (S1 and S2)
Prerequisite: MNF202
Purpose: to enable students to gain insight into investment decisions; financing decisions; optimal capital budget; target capital structure; dividend theory and dividend policy.

MNF3038 Personal financial management (S1 and S2)
Prerequisite: MNF202
Purpose: to enable students to gain insight into personal financial planning; managing personal finances; real estate; transport; personal investments and insurance; tax; retirement; estate planning; evaluation of personal financial performance; business plans.

MNG301A Strategic planning 3A (S1 and S2)
Prerequisite: MNG3016 or MNG381K or BSM301P or MAR332S or BAN361N or TTM302T or AST451E or PEN3708 (CIM3101Q) and PEN3707 (CIM3102Q) or AGM211A or MNN3015
Purpose: to enable students to gain insight into the nature and value of the strategic management process; the strategic direction of an organization; the environment in which an organization operates; the formulation of strategic goals and the choice of strategy.

MNG302B Strategy implementation 3B (S1 and S2)
Co-requisite: MNG301A
Purpose: to enable students to gain insight into strategy implementation and control that forms part of the strategic management process. The module covers the various strategy implementation drivers and instruments and deals with the various types of strategic control.

MNH302F Training and development (S1 and S2)
Prerequisite: MNN202
Purpose: to enable students to gain insight into the management of training and development; perspectives; national training strategy for South Africa; strategic training management, policies and practices; the administration of training; training design; training implementation; training evaluation; technical training; management development.

MNH304H Labour relations management: micro (S1 and S2)
Prerequisite: MNN203
Purpose: to enable students to gain insight into labour relations management; a systems approach; organisation level labour relations, policies, procedures and practices; worker participation and communication; conflict management and collective negotiations; managing industrial action; labour legislation.

MNH306K Compensation management (S1 and S2)
Prerequisite: MNN202
Purpose: to enable students to gain insight into strategic issues and the pay model, internal consistency; determining the structure, external competitiveness; determining the pay level, employee contributions; determining individual pay, incentive systems, employee benefits and managing the system.

MNI301J Global business environment (S1 and S2)
Prerequisite: MNG2016
Purpose: to expose students to the dynamics of the global business environment, enabling them to gain insight into the composition of such environments and the strategies for managing global competitive advantage.

MNK302T Risk financing and insurance (S1 and S2)
Prerequisite: MNK202 or 203
Purpose: to enable students to gain insight into the financing of risk; the insurance industry; life assurance; short-term insurance; personal risk management.

MNM3014 Relationship marketing (S1 and S2)
Prerequisite: MND203 or MNN202 or MNN203
Purpose: to enable students to gain insight into the essence of relationship marketing; developing a relationship strategy; quality as a competitive strategy; monitoring service quality performance; the transition to quality leadership; managing relationship marketing.

MNM3025 Marketing research (S1 and S2)
Purpose: to enable students to gain insight into the role of marketing research in marketing management; the marketing research process; research design, sampling and data collection; data analysis and reporting; selected application areas of marketing research.

MNM3036 Product management (S1 and S2)
Prerequisite: MNN202 or MNN203 or MND203
Purpose: to enable students to gain insight into the role of new products and their environment; management of the product mix; organizing for new products; product positioning and product innovation; new product ideas; obtaining and evaluation; branding and packaging decisions; product management and control over the product life cycle; the environment and future issues in product development; price decision-making in product management.

MNM3048 Promotion management (S1 and S2)
Prerequisite: MNN202 or MNN203 or MND203
Purpose: to enable students to gain insight into the environment of integrated marketing communications; targeting integrated marketing communications; personal selling; advertising; sales promotion; supportive marketing communications; the role of distribution decision making in promotion management.

MNO301D Production and operations management (S1 and S2)
Prerequisite: MNO202
Purpose: to enable students to gain insight into (a) developing production/operations management strategies; The strategic role and objectives of production/operations management, production/operations management strategies
MNP302J  Strategic sourcing (S1 and S2)
Prerequisite: MNP202
Purpose: to enable students to gain insight into the strategic management of the supply of requirements and commodities to organisations.

MNP303K  Supply chain alignment (S1 and S2)
Prerequisite: MNP202, 203
Purpose: to enable students to gain insight into the strategies and tools used to align the various parties (organisations) in supply chains.

MNP304L  Supplier relationship management (S1 and S2)
Prerequisite: MNP202
Purpose: to enable students to gain insight into the management of relationships with suppliers with the aim of developing partnerships in the supply chain.

MNW301G  Corporate citizenship
Purpose: to provide students with the necessary competencies to analyse the development of and rationale for global responsible business behaviour against a historical, sociological, environmental and economic background. Students will be able to apply the key terms, concepts, and theories related to the multifaceted field of responsible business practice leading into becoming better corporate citizens. The implementation of corporate citizenship initiatives will be evaluated, and the role of the African context in corporate citizenship examined. Considering the increasing international emphasis on responsible business practice and corporate citizenship, this module is of value to the individual, the broader business sector, as well as society at large.

MODULES:  NQF LEVEL 8

**NB**
- Examinations in the undermentioned modules are written in January each year. There are no supplementary, aegrotat or special examinations.
- Students are encouraged to complete Advanced Problems of Business Finance (FINVRAJ) before enrolling for Investment Management (BELBESE) and Investments: Derivatives (INV4802)

FINVRAJ  Advanced problems of business finance (year module)
Prerequisite: A NQF Level 7 module in Financial Management or MNP3015
Purpose: to provide students with an advanced understanding of the financial functions of an enterprise, financial forecasting, risk and return measurements and valuation problems. The forms of capital, cost of capital, financial structures, investment decisions, dividend policies, management of current assets, growth, expansion and reorganisation of an enterprise are covered in detail.

INV4802  Derivatives (year module)
Prerequisite: INV3701, INV3702, INV3703
Purpose: to provide students with an advanced understanding of pure risk and financial risk. After completion of this module students will have a thorough comprehension of strategic risk management, risk control, risk financing, derivative instruments, derivative markets and participants in derivative markets. Students will be able to make decisions regarding risk control and financing and will also be able to price and value derivatives, construct applicable hedging strategies, and calculate market risk exposure by using historical simulations and other methods.

IFIMANB  International financial management (year module)
Purpose: to provide students with an advanced understanding of international financial management, including exchange rate risks and the management thereof. It also addresses short term and long term asset and liability management.

ORM4801  Operational risk management
Purpose: to provide students with an advanced understanding of the operational risk management (ORM) concepts and challenges. On completion of this module students will be able to critically assess the application of ORM as a management discipline, the identification of the underlying operational risk factors and the implementation of an ORM process. Students will be able to identify the roles of responsibilities relating to ORM and determine a suitable risk management organisational structure for corporate organisations.

**Chemistry**

1 General Information

- **MODULES FOR WHICH PRACTICAL WORK IS PRESCRIBED**
  - Practical work for the subjects listed below is normally prescribed only for specified modules, and students who register for such modules are required to do practical work during the year as indicated in the relevant sections below. See also the prerequisites and co-requisites under the relevant subject.

  - Note that in many cases, depending on the subject, the practical work and the practical examinations must be done in PRETORIA or POTTchefSTROOM at specified times. Prospective students must, therefore, be in a position to make the necessary leave and travel arrangements. Information about accommodation in Potchefstroom and the cost thereof will be supplied to the students concerned on registration (or soon thereafter).

  - The cancellation of a student’s registration for modules with a practical component CANNOT be considered on grounds of his/her being unable to comply with the requirements in respect of the practical work and/or the practical examinations.

  - Note that students who have NOT passed Physical Science at Matriculation level must pass CHE1500 or CHE111 and CHE1500 or CHE112 BEFORE they register for any other modules in Chemistry.

  - Students who register for modules in Chemistry are referred to 5 in connection with PRACTICAL WORK.

  - Mathematics (MAT1511, MAT1512 (or MAT101 and MAT102)) forms part of Chemistry as a major subject. New students are advised to register for MAT1512 in your first year of registration.

  - A BA student who has passed the three CHL-modules on first level does NOT qualify for direct admission to modules in Chemistry on second-year level for the BSc degree. There are no further modules in Chemistry for BA students.

  - Credit for a BSc degree is granted for:
    - (i) either CHE101 or CHE111 if CHE111 was passed with at least 65% prior to 2002
    - (ii) either CHE102 or CHE112 if CHE112 was passed with at least 65% prior to 2002

  - Credit for a BA degree is granted for:
    - (i) either CHE101 or CHL101 (or CHE111 or CHL111 prior to 2002)
    - (ii) either CHE102 or CHL102 (or CHE112 or CHL112 prior to 2002)

2 Introduction

**MODULES:  NQF LEVEL 5**

**CHEMISTRY MODULE: CHE1500**

This module is intended for students who wish to study Chemistry but have

- (a) NOT passed Physical Science at Matriculation level;
- (b) passed Physical Science at Matriculation level several years ago or who obtained poor results for it and who feel that their knowledge of Chemistry is inadequate for CHE1501–1503 (or CHE101–104); or
- (c) NOT previously studied Physical Science.

The CHE1500 module replaces the CHE111 and CHE112 modules. Only students who have previously failed CHE111 or CHE112 will be allowed to register for CHE111 or CHE112 in 2011.
3 Chemistry as a Major Subject

For students who intend making a career in Chemistry, the most appropriate subjects from which the other third-level module should be selected are Biochemistry, Botany, Computer Science, Mathematics, Microbiology, Physics, Physiology, Statistics or Zoology and/or Statistics.

Compulsory modules for a major subject combination:

**NQF Level 5:**
1. (i) Old curriculum: CHE101, 102, 103 and 104, MAT111, 112 (or MAT101 and 102)
2. (ii) New curriculum: CHE1501, CHE1502, CHE1503 and MAT1512

**NQF Level 6:**
1. CHE2611, CHE2621, CHE2612, CHE2622, CHE2613, CHE2623, CHE2614, CHE2624
2. CHE311W, CHE312X, CHE313Y, CHE3143, CHE321Y, CHE3223, CHE3234, CHE3245

**REQUIREMENTS FOR THE BSc DEGREE**

A rating of 5 or higher in Physical Science (in the NSC) OR a pass in Physical Science prior to 2008, or equivalent.

4 Syllabus

**New curriculum (2010 onwards)**

As from 2010 the Department of Chemistry offers recurruculated courses. ALL students who register for Chemistry as a major for the first time in 2011 should register under the New Curriculum

**MODULES: NQF LEVEL 5**

**CHE1501 (CHE101N & CHE102P)**

- **General Chemistry 1A (S1 and S2)**
- **Prerequisite:** ONE of the following:
  - (a) Mathematics (NSC) (not Mathematical Literacy) passed with a rating of at least 4 (50%).
  - (b) Mathematics HIGHER GRADE at matriculation level passed with at least 40% (E symbol).
  - (c) Mathematics STANDARD GRADE at matriculation level passed with at least 50% (D symbol).
  - (d) Mathematics at matriculation level passed prior to differentiation.
  - (e) An equivalent examinatioin in Mathematics.
  - (f) MAT1011 (Mathematics access module) and Physical Science at Matriculation level (or CHE1500 old codes: CHE111 and CHE112)

- **Advice:** MAT1512 should be taken together with this module if Chemistry is selected as a major subject.

- **Purpose:** to expose learners to basic atomic theories, the electronic structure of atoms, the periodic table and periodicity, chemical bonding, behaviour of matter, stoichiometry, acids and bases and chemical equilibrium.

**CHE1502 (CHE102P & CHE103Q)**

- **Pre-requisites:** CHE1501 or (CHE101N and CHE102P)

- **Purpose:** to equip learners with basic insight into the physical behaviour of gases, kinetic theory, and thermo-chemistry, as well as the nature and behaviour of hydrocarbons, hydrocarbon derivatives (allylhydrides, alcohols and ethers) and their stereochemistry as well as carbonyl compounds (aldehydes, ketones, carboxylic acids and esters).

**CHE1503 (CHE104R)**

- **Chemistry 1 Practical (S2)**

- **Pre-requisites:** CHE1501 or (CHE101N and CHE102P)

- **Co-requisite:** CHE1502 (CHE102P and CHE103Q)

- **Purpose:** to help students develop basic-hands-on laboratory skills and techniques associated with some of the theoretical concepts covered in General Chemistry 1A and 1B.

- **Advice:** MAT1511, MAT1512 (or MAT101 and MAT102) should be taken together with this module if Chemistry is selected as a major subject.

**CHE110Q Introductory chemistry A (S1) (offered for the last time in 2011 for repeaters only)**

- **Purpose:** to teach basic chemical vocabulary, skills and concepts to students with little or no background in chemistry. To enable the student to gain insight in the particulate nature of matter, be able to solve stoichiometric problems, demonstrate an understanding of the periodicity of elements, the atomic theory and thermochemistry.

**CHE112R Introductory chemistry B (S2) (offered for the last time in 2011 for repeaters only)**

- **Purpose:** to help students with little or no background in chemistry to gain insight into the principles and theories in reaction kinetics, chemical equilibrium of reactions and basic organic chemistry with emphasis on the development of a systematic approach to the problem solving in these areas.

**CHE1500 Introductory chemistry (S1 and S2)**

- **Purpose:** to help students with little or no background in chemistry to gain insight into the principles and theories in reaction kinetics, chemical equilibrium of reactions and basic organic chemistry with emphasis on the development of a systematic approach to the problem solving in these areas.

**NEW CURRICULUM (2010 onwards)**

**CHE211T Inorganic chemistry (S1 and S2) (offered for the last time in 2011)**

- **Prerequisite:** CHE101 (or at least 65% in CHE111 prior to 2002), 102 (or at least 65% in CHE112 prior to 2002), 103, 104

- **Co-requisite:** CHE221V

- **Purpose:** to enable students to demonstrate their understanding of chemical bonding; ionic solids; solvents, solutions, acids and bases; introduction to co-ordination chemistry and transition metals.

**CHE221V Practical work (S2) (offered for the last time in 2011)**

- **Co-requisite:** CHE2611 or CHE211T

- **Purpose:** the acquisition and demonstration of laboratory skills and techniques associated with the theoretical concepts covered in module CHE2611 (CHE211T).

**CHE212U Physical chemistry (S1 and S2) (offered for the last time in 2011)**

- **Prerequisite:** CHE101 (or at least 65% in CHE111 prior to 2002), 102 (or at least 65% in CHE112 prior to 2002), CHE103, CHE104, MAT1511, MAT1512 or (MAT101 and MAT102)

- **Co-requisite:** CHE222W

- **Purpose:** to enable students to demonstrate their understanding of the laws of thermodynamics and changes of state.

**CHE222W Practical work (offered for the last time in 2011) (S2)**

- **Co-requisite:** CHE212U

- **Purpose:** the acquisition and demonstration of laboratory skills and techniques associated with the theoretical concepts covered in module CHE212.

**CHE213V Organic chemistry (Use of molecular models in examination is permissible) (S1 and S2) (offered for the last time in 2011)**

- **Prerequisite:** CHE101 (or at least 65% in CHE111 prior to 2002), 102 (or at least 65% in CHE112 prior to 2002), 103, 104

- **Co-requisite:** CHE223X of CHE2623

- **Purpose:** to enable students to gain insight into dienes, aromaticity, electrophilic aromatic substitution, benzene, arenes, aldehydes, ketones, carboxylic acids and their functional derivatives, ethers and epoxides, amines, phenols and aryl halides.

**CHE223X Practical work (S2) (offered for the last time in 2011)**

- **Co-requisite:** CHE213V

- **Purpose:** the acquisition and demonstration of laboratory skills and techniques associated with the theoretical concepts covered in module CHE213.

**CHE214W Analytical chemistry (S1 and S2) (offered for the last time in 2011)**

- **Prerequisite:** CHE101 (or at least 65% in CHE111 prior to 2002), 102 (or at least 65% in CHE112 prior to 2002), 103, 104
CHE2624Y  Analytical chemistry 2 (Practical) (S2) (offered for the last time in 2011)
Co-requisite: CHE2614
Purpose: the acquisition and demonstration of laboratory skills and techniques associated with the theoretical concepts covered in module CHE214.

New curriculum (2011 onwards)

MODULES: NQF LEVEL 6

CHE2611  Inorganic chemistry 2 (Theory) (S1 and S2)
Prerequisite: CHE1501 or (CHE101N and CHE102P) and CHE1503 or (CHE104R)
Purpose: to enable students to gain insight into changes of state, equilibria, electrochemistry, kinetic theory of gases, transport and diffusion and molecular reaction dynamics.

CHE2612  Physical chemistry 2 (Theory) (S1 and S2)
Prerequisite: CHE21502 or (CHE102P and CHE103Q), CHE1503 or (CHE104R)
Co-requisite: MAT1512
Purpose: to enable students to gain insight into spectroscopy, advanced co-ordination chemistry and bioinorganic chemistry.

CHE2613  Organic chemistry 2 (Theory) (Use of molecular models in examination is permissible) (S1 and S2)
Prerequisite: CHE1502 or (CHE102P and CHE103Q), CHE1503 or (CHE104R)
Co-requisite: MAT1512, CHE2612
Purpose: to enable students to gain insight into spectroscopy, advanced co-ordination chemistry and bioinorganic chemistry.

CHE2622  Physical chemistry 2 (Practical) (S2)
Prerequisite: CHE21502 or (CHE102P and CHE103Q), CHE1503 or (CHE104R)
Co-requisite: MAT1512, CHE2612
Purpose: to enable students to gain insight into and demonstrate an understanding of the laws of thermodynamics and changes of state.

CHE2623  Practical work (S2)
Co-requisite: CHE2613
Purpose: the acquisition and demonstration of laboratory skills and techniques associated with the theoretical concepts covered in module CHE2613 (CHE213Y).

CHE2614  Analytical chemistry 2 (Theory) (S1 and S2)
Prerequisite: CHE1501 or (CHE101N, CHE102P) and CHE1503 or (CHE104R)
Purpose: to enable students to gain insight into statistical treatment of data, titrimetry, gravimetry, potentiometry and coulometry.

CHE2624  Analytical Chemistry 2 (Practical) (S2)
Prerequisite: CHE1501 or (CHE101N, CHE102P), CHE1503 or (CHE104R)
Purpose: the acquisition and demonstration of laboratory skills and techniques associated with the theoretical concepts covered in module CHE2614.

MODULES: NQF LEVEL 7

CHE311W  Inorganic chemistry (offered for the last time in 2012) (year module)
Prerequisite: CHE211, 221 or (CHE212Y)
Co-requisite: CHE2614
Advice: A pass in at least TWO other CHE second-level modules.

Purpose: to enable students to gain insight into spectroscopy, advanced co-ordination chemistry, organometallic chemistry and bioinorganic chemistry.

CHE321Y  Practical work (offered for the last time in 2012) (year module)
Co-requisite: CHE311W
Purpose: the acquisition and demonstration of laboratory skills and techniques associated with the theoretical concepts covered in module CHE311.

CHE312X  Physical chemistry (offered for the last time in 2012) (year module)
Prerequisite: CHE2112, 222 or (CHE212Y)
Co-requisite: CHE3223
Advice: A pass in at least TWO other CHE second-level modules.

Purpose: to enable students to gain insight into changes of state, equilibria, electrochemistry, kinetic theory of gases, transport and diffusion and molecular reaction dynamics.

CHE3223  Practical work (offered for the last time in 2012) (year module)
Co-requisite: CHE312X
Purpose: the acquisition and demonstration of laboratory skills and techniques associated with the theoretical concepts covered in module CHE312X.

CHE313Y  Organic chemistry (Use of molecular models in examination is permissible) (offered for the last time in 2012) (year module)
Prerequisite: CHE213, 223 or (CHE212Y)
Co-requisite: CHE3234
Advice: A pass in at least TWO other CHE second-level modules.

Purpose: to enable students to gain insight into and demonstrate an understanding of stereochemistry and conformational analysis, reaction mechanisms, applications of spectroscopic methods, carbanions, polyfunctional compounds, orbital symmetry and synthesis.

CHE3234  Practical work (offered for the last time in 2012) (year module)
Co-requisite: CHE313Y
Purpose: the acquisition and demonstration of laboratory skills and techniques associated with the theoretical concepts covered in module CHE313.

CHE3143  Analytical chemistry (offered for the last time in 2012) (year module)
Prerequisite: CHE214, 224 or (CHE212Y)
Co-requisite: CHE3245
Advice: A pass in at least TWO other CHE second-level modules.

Purpose: to enable students to demonstrate their understanding of electroanalytical methods, molecular and atomic absorption spectrophotometry, atomic emission and absorption spectrophotometry, chromatography and extraction methods.

CHE3245  Practical work (offered for the last time in 2012) (year module)
Co-requisite: CHE3143
Purpose: the acquisition and demonstration of laboratory skills and techniques associated with the theoretical concepts covered in module CHE314.

CHE4409  Practical

CHE4409 consists of practical work which is designed to include the four branches of Chemistry, namely Analytical, Inorganic, Organic and Physical. Approximately two weeks (480 hours) of practical work are required for each discipline. A student must have successfully completed the theory module(s) (as specified in the Postgraduate brochure) before he/she is permitted to complete the experimental portion that applies to the specific module(s). Alternatively if a student wishes to complete the practical component in tandem with the theory module(s), then a pass (at least 50%) in the first assignment for the module(s) in question must be obtained.

All practical work must be carried out in approved laboratories, particulars of which must be submitted by the student to the Department of Chemistry. Details about the practical work are obtainable from the Department of Chemistry on request.
5 Practical Work

Practical work is an integral part of Chemistry and is covered in CHE1503, CHE2621 - 2624 and CHE3221 - 324.

Details of compulsory practical courses and required practical facilities, practical examinations, and exemptions from practical work and practical examinations will be found in 5.1 and 5.2 below.

5.1 EXEMPTION FROM PRACTICAL WORK AND PRACTICAL EXAMINATIONS

Exemption from the compulsory practical work and practical examinations may, with the written approval of the Chair of the Department of Chemistry, be granted to students who have previously completed or who are attending an equivalent practical course at a recognized university or specially approved academic institution, provided that the results achieved are satisfactory. The responsible person at the university or academic institution concerned must submit a report to the Chair of the Department of Chemistry at Unisa for evaluation and approval after a review by the supervisor.

5.2 DATES OF PRACTICAL WORK

<table>
<thead>
<tr>
<th>Module</th>
<th>Dates of practical</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHE104/CHE1503</td>
<td>21 November – 2 December 2011</td>
</tr>
<tr>
<td>CHE222</td>
<td>21 November – 23 November 2011</td>
</tr>
<tr>
<td>CHE224</td>
<td>24 November – 26 November 2011</td>
</tr>
<tr>
<td>CHE221</td>
<td>28 November – 30 November 2011</td>
</tr>
<tr>
<td>CHE223</td>
<td>1 December – 3 December 2011</td>
</tr>
<tr>
<td>CHE321</td>
<td>30 May – 10 June 2011</td>
</tr>
<tr>
<td>CHE322</td>
<td>30 May – 10 June 2011</td>
</tr>
<tr>
<td>CHE323</td>
<td>13 June – 24 June 2011</td>
</tr>
<tr>
<td>CHE324</td>
<td>13 June – 24 June 2011</td>
</tr>
</tbody>
</table>

Christian Spirituality

1 Syllabus

MODULES: NQF LEVEL 8

The curriculum comprises five modules (120 credits in total).

- HPCSP81 Research in Christian Spirituality (12 credits)
- CSP4802 Introductory issues in the study of Christian Spirituality (24 credits)
- CSP4803 History of Christian Spirituality (24 credits)
- CSP4804 Christian mysticism (24 credits)
- HRCSP85 Research report (36 credits)

With guidance from a supervisor, the student must complete a research report of approximately 40 pages (12,000 words) which integrates the insights gained in the four modules and which is focused on a specific aspect of Christian Spirituality. Students may only commence with the research report (HRCSP85) after completing the module concerning research in Christian Spirituality (HPCSP81) and at least one of the three content modules (CSP4802, CSP4803, CSP4804). Students must contact the Chair of the Department for advice in this regard and to request that a supervisor be appointed for the research report. The student needs to register a research topic, submit a research proposal and successfully complete the research report in consultation with the supervisor.

Students must obtain a minimum mark of 50% in each module of the curriculum to obtain the degree.

HPCSP81 Research in Christian Spirituality

Purpose: in the first part, Basics of Research, to introduce students to the technical, ethical, and intellectual requirements of high-quality and critically engaged academic writing, and in the second part, Specialised Methodologies, to introduce students to the different research methodologies in their chosen discipline and, for the sake of interdisciplinary work, in closely associated disciplines.

CSP4802 Introductory issues in the study of Christian Spirituality

Purpose: firstly, to assist and guide students to understand what the discipline of Christian Spirituality entails, also in its various and complex interrelationships; secondly, to assist and guide students to formulate their views critically on how Christian Spirituality relates to its primary literary source, the Bible.

CSP4803 History of Christian Spirituality

Purpose: firstly, to assist and guide students to understand what constitutes the nature of historical understanding, the ‘problem of history’ as it relates to Christian Spirituality; secondly, to assist and guide students to gain insight into some of the major spiritual movements in Christian history.
thirdly, to assist and guide students to give particular attention to their specialising choice of one of the major historical eras in Christian Spirituality: Ancient Christian Spirituality, Medieval Christian Spirituality, Renaissance/Reformation Christian Spirituality, or Contemporary Christian Spirituality.

**CSP4804 Christian mysticism**

**Purpose:** firstly, to assist and guide students to understand what Christian Mysticism entails, also in its various and complex interrelationships; secondly, to assist and guide students to show such understanding by analysing the life and works of an important example of a Christian mystic from the history of Christian Spirituality.

**HRCSP85 Research report**

**Purpose:** firstly to assist and guide students in formulating a viable research proposal for a small research report related to the subject area of Christian Spirituality; secondly, to design a structure for a research essay or report; and thirdly, to write down, under the guidance of a supervisor, the outcomes of the research using standard practices in the field of Christian Spirituality research.

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### Church History

#### 1 General Information

- A revised BTh curriculum came into effect on January 2009. All modules offered by the different disciplines are still organised according to four Tracks, namely Scripture Studies (SCR), Theologies in Context (TIC), Congregational Ministry (CGM) and Community Ministry (CMM). However, some modules have been moved to another track and others are no longer offered.
- Church History is not offered as a major in the BTh degree, but six Church History modules are offered as part of the Theologies in Context (TIC) Track. These modules are:
  - TIC1502 Introduction to the study of Church History
  - TIC2602 Christianity and a changing South Africa
  - TIC2604 World Christianity and ecumenism
  - TIC3703 Church and society across the ages
  - TIC3704 Christianity in Africa
  - TIC3705 Christian foundations: the early centuries
- For details on each of these modules, please consult the entry on Theologies in Context (TIC) in this brochure.

#### 2 Transitional Arrangements

- Students will retain credits for all modules passed under the old BTh curriculum.
- In the new BTh curriculum (as from 2009), one Church History module (the former CMM306Y) has been moved to the TIC Track and is now known under the code: TIC3704. If you completed the CMM306Y module under the old curriculum, you have the option of retaining credit for it in the CMM Track or to transfer it to the TIC Track.
- Please study the diagram below to find the codes of the Church History modules in the new curriculum.

#### Church History Modules in the BTh Degree

<table>
<thead>
<tr>
<th>Module passed in the old BTh curriculum</th>
<th>Module you will be credited with in the new BTh curriculum</th>
<th>NQF Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>TIC1128 Introduction to the study of Church History</td>
<td>TIC1502 Introduction to the study of Church History</td>
<td>NQF Level 5</td>
</tr>
<tr>
<td>TIC306G Christianity and a changing South Africa</td>
<td>TIC2602 Christianity and a changing South Africa</td>
<td>NQF Level 6</td>
</tr>
<tr>
<td>TIC308J World Christianity and ecumenism</td>
<td>TIC2604 World Christianity and ecumenism</td>
<td></td>
</tr>
</tbody>
</table>

### 3 Syllabus

#### MODULES: NQF LEVEL 8

The curriculum comprises five modules (120 credits in total).

- **KEG401E Research Methodology in Church History** (12 credits)
- **KEG403G Study of a Theme/Theologian** (24 credits)
- **KEG405J Study of a Period** (24 credits)
- One module: Any honours module from another theological discipline (24 credits)
- **KEG402F Research Report** (36 credits)

Students may only commence with the research report (KEG402F) after completing the module concerning research in Church History (KEG401E) and at least one of the three content modules (KEG403G, KEG405J, a module from another theological discipline). Students must contact the Chair of the Department for advice in this regard and to request that a supervisor be appointed for the research report. The student needs to register a research topic, submit a research proposal and successfully complete the research report in consultation with the supervisor.

**CURRICULUM**

- **KEG401E Research in Church History**
  - **Purpose:** in the first part, Basics of Research, to introduce students to the requirements for and techniques of high-quality academic writing, and in the second part, Specialised Methodologies, to introduce students to the different approaches to conducting research in their chosen discipline and, for the sake of interdisciplinary work, in closely associated disciplines.

- **KEG403G Study of a Theme/Theologian**
  - **Purpose:** to introduce the student to the study of a theme or theologian that the student would have chosen. The theme or theologian that the student would have chosen, would begin with an introductory background that will then be followed by particular aspects that the student has to study on the theme or theologian concerned. The student will have a variety of areas to choose the theme or the theologian from. These areas range from: Early Church Period; Medieval Era, High and Late Middle Ages, The Reformation Period; The Post-Reformation Period and The Modern Era; to South African Church History.

- **KEG405J Study of a Period**
  - **Purpose:** Please read the purpose of the module under the name of the module you have chosen.

#### 1 Syllabus

**MODULES: NQF LEVEL 6**

- **TIC311D Church and society across the ages**
- **CMM306Y Christianity in Africa**
- **SCR306B Christian foundations: The early centuries**

### Civil Procedure

#### 1 Syllabus

**MODULES: NQF LEVEL 6**
CIP2601 (CIP201G) General principles of civil procedure (S1 and S2)
Co-requisite for LLB: ILW1501 (ILW1036) and SCL1501 (SCL1014)
Purpose: to equip students with insight into the law of civil procedure and the
sources of South African civil procedure; models for resolving civil
disputes: jurisdiction of the High Courts and the magistrates’ courts and
jurisdiction in the Constitutional Court.

MODULES: NQF LEVEL 7
CIP3701 (CIP301K) Civil procedure: court proceedings (S1 and S2)
Co-requisite: ILW1501 (ILW1036) and SCL1501 (SCL1014)
Purpose: to gain knowledge, skills, attitudes and competencies to analyse
and solve problems relating to the general principles of the law of civil
procedure, with specific reference to the procedure in all High Courts and
the magistrates’ courts, including the procedure relating to appeal, review
and variation of judgements.

Classical Culture

1 General Information

- No knowledge of Greek or Latin is required.
- Classical Culture as a major subject shares the CLS module codes
  with Ancient History from NQF Level 6. Classical Culture Students
  are required to consistently follow the Classical Culture option within
  these module codes.

2 Transitional Arrangements

- Students who passed old CCL and CLS codes should ascertain that
  they do not register for the equivalent current CLS codes as
duplication is inadmissible for degree and major purposes.
- Students who registered for Greek, Latin, Ancient History and
  Classical Culture modules prior to 2007 and wish to complete more
  than one of these subjects as majors, must complete their major
  subject under the old Greek, Latin, Ancient History and Classical
  Culture ‘pipeline’ codes by the end of 2011. After the end of this
  year no further registrations will be considered.

3 Classical Culture as a Major Subject

Compulsory modules for a major subject combination:

NQF Level 5: CLS1501, 1502
NQF Level 6: CLS2601, 2602
NQF Level 7: CLS3701, 3702, 3703, 3704, 3705

4 Syllabus

MODULES: NQF LEVEL 5

CLS1501 (CCL101R) Greek society, myths and literature (S1 and S2)
Purpose: to introduce students to ancient Greek society, its myths and
literature, in particular Greek epic through a study of selected passages from
Homer’s Odyssey.

CLS1502 (CCL102S) Ancient Rome: Society, myth and
literature (S1 and S2)
Purpose: to gain insight into ancient Roman society, its myths and its
literature, with a view to appreciating the enduring influence of the ancient
Roman Culture on Modern Civilisation and intellectual endeavour. Instead
of their final examination, students are required to present a portfolio of
their work.

MODULES: NQF LEVEL 6

Prerequisites: Any four first level modules.

CLS2601 (CLS826C) Cultural contexts (S1 and S2)
Purpose: to allow students to engage with cultural aspects of the ancient
world. Students specialising in Classical Culture are introduced to classical
perspectives on the environment by means of selected source material in
translation. Aspects of environment awareness in antiquity are studied with a
view to relate these to current ecological concerns.

CLS2602 (CLS827D) Visual and verbal representations (S1 and S2)
Purpose: to introduce students to the Classical world through its art,
architecture, visual source materials. Students specialising in Classical Culture
will study the main accomplishments in architecture and art, including vase
painting, sculpture, mosaics and murals in the Greco-Roman period.

MODULES: NQF LEVEL 7

Prerequisites: Any four first level modules.
Advice: Students may register for the following modules in any order.

CLS3701 (CLS824A) Historical encounters (S1 and S2)
Purpose: to introduce students to the concept of history and the origins of
historical thinking through the works of ancient historians and other prose
writers. Students specialising in Classical Culture will study selections from
Greek and Roman historians (in English translation) to gain an insight into
the socio-political environment of the ancient world.

CLS3702 (CLS8239) Ancient thought and practice (S1 and S2)
Purpose: to introduce students to aspects of ancient Greece’s intellectual
history concerning either practical politics (democracy) or philosophy.
Students specialising in Classical Culture study selected texts in translation
from Plato, Aristotle, Epicurus, Lucretius as well as Stoic authors.

CLS3703 (CLS825B) Power and empowerment (S1 and S2)
Purpose: to introduce students to ancient texts, personalities and events
related to power and its generation in various contexts (social, political,
religious, textual). Classical Culture students focus on the competitive
settings of ancient entertainment (Greek festivals and Roman games).

CLS3704 (CLS8216) Epic transformations (S1 and S2)
Purpose: to introduce students to the notion of the epic or ‘monumental’,
whether as large-scale literary composition of pivotal historical event or
period. Students specialising in Classical Culture study Homer’s Iliad
and selections from Vergil’s Aeneid in translation from historical, cultural,
literary and intertextual perspectives.

CLS3705 (CLS8228) Dramatic visions (S1 and S2)
Purpose: to introduce students to drama (on- and off-stage) in the ancient
world. Students specialising in Classical Culture are allowed to choose
between Greco-Roman tragedy (Sophocles’ and Seneca’s renditions of the
Oedipus myth) and Greco-Roman comedy (selections from Aristophanes,
Menander, Plautus and Terence), in order to establish how these genres
were used to grapple with serious social issues.

Commercial Law

1 General Information

- Modules in Commercial Law may not be taken by students who
  select Private Law as a major subject.
- Credit for a degree is granted for study units in either Commercial
  Law or Mercantile Law but not for both.
- Credit for a degree is granted for:
  (i) either COL100 or modules in Commercial Law on NQF Level 5
  (ii) either CLL100 or COL100
  (iii) either CLL200 or COL200
  (iv) either CLA201 or CLA311
  (v) Any modules in Commercial Law on second-year level and the
equivalent paper thereof
  (vi) either CLA104 or CLA102 (or 103)
FOR THE COLLEGE OF HUMAN SCIENCES

- BA students who select Economics or another major subject from Group B, may NOT include modules in Commercial Law in their curriculum.
- Students who include Commercial Law in their BA curriculum must include module CLA1501 and CLA1502.

FOR THE COLLEGE OF ECONOMIC AND MANAGEMENT SCIENCES

A BCompt student who passed (or was exempted from):
(i) Commercial Law II (CLL200) prior to 1983 receives credit for only the module CLA1501.
(ii) both Commercial Law II and III prior to 1983 will be exempted from the modules CLA201 and 202.

2 Syllabus

MODULES: NQF LEVEL 5

CLA1501 (CLA101S) Commercial Law 1A (S1 and S2)
Syllabus:
Section A
(a) The South African legal system
(b) Introduction to the theory of law
Section B: The law of obligations; introduction to the law of contract; the formation of a contract; principles and rules concerning valid and binding contracts; breach of contract; remedies on the ground of breach of contract; the transfer and termination of obligations
CLA1502 (CLA104V) Commercial Law 1B (S1 and S2)
Co-requisite: CLA1501
Syllabus:
Section A: Specific contracts: contract of lease, contract of purchase and sale, insurance contract, employment contract
Section B: Law of agency, forms of business enterprise, security, law of competition, franchising, alternative dispute resolution

MODULES: NQF LEVEL 6

CLA2601 (CLA201V) Commercial Law 2A (S1 and S2)
Syllabus: Company law; close corporations; law of partnerships
CLA2602 (CLA202W) Commercial Law 2B (S1 and S2)
Syllabus: Negotiable instruments and other methods of payment; administration of estates; law of trusts; law of insolency

Communication Law

1 General Information

Students excluding those who register for the BA (GEN or GE1) and BBA degree who select Communication Science as a major subject, and complete their major subject, must include Communication Law in their curriculum.

2 Syllabus

MODULES: NQF LEVEL 5

CML1501 (CML101H) Communication Law (S1 and S2)
Purpose: to equip students with knowledge of and insight into communication law.

Communication Science

1 General Information

- Credit for a degree is granted for:
  (i) either COM101 and 102 or CMN100
  (ii) either TEX821 or AFK821
  (iii) either COM201 or COM205
  (iv) either COM307 and COM308 or COM311
  (v) either COM309G and COM3109 or COM3708

2 Transitional Arrangements

Students who have passed study units in Communication Science not mentioned below, without completing the relevant level must contact the Department of Communication Science to determine which outstanding modules must be taken.

3 Communication Science as a Major Subject

Compulsory modules for a major subject combination:

**NB**
- Students who passed either COM307E or COM308F before 2007 and still have to complete one elective, have to complete COM3708.
- Students who passed either COM309G or COM3109 before 2008 and still have to complete one elective, have to complete COM311A.

3.1 FOR THE BA (COMMUNICATION SCIENCE)

NQF Level 5: COM1501, COM1502, EUP1501 (CEM101A) and TWO of ENN101D, AFK1502
NQF Level 6: COM2025, COM2036, COM2048, COM2059, CML1501, TEX2601, RSC2601
NQF Level 7: COM3018, COM3029, COM303A, COM3704 COM305C, COM306D, COM3708, COM311A and TEX3701

3.2 FOR THE BA DEGREE, BBA DEGREE AND BA (HUMAN AND SOCIAL STUDIES)

NQF Level 5: COM1501, COM1502
NQF Level 6: COM2025, COM2036, COM2048, COM2059, TEX2601, RSC2601
NQF Level 7: COM3018, COM3029, COM303A, COM306D and ONE of COM3704, COM305C, COM3078, COM311A


3.3 FOR THE BSW AND BA (HEALTH SCIENCES AND SOCIAL SERVICES) (with specialisation in Welfare Science)

NF Level 5: COM1501, COM1502
NF Level 6: any THREE of COM2025, COM2036, COM2048, COM2059
NF Level 7: COM3018, COM3029, COM303A, COM306D and ONE of COM3704, COM305C, COM3708, COM311A

These students must note that should they wish to continue with Honours in Communication Science they will have to complete the outstanding second-level module in Communication, as well as the two additional compulsory modules TEX2601 (Writing skills for the communication industry) and RSC2601 (Research in the social sciences). Students who have already passed RSC2601 must pass TEX3701.

5 Syllabus

MODULES: NFQ LEVEL 5

COM1501 (COM101X) Fundamentals of communication (S1 and S2)

Purpose: to introduce students to the basic principles of communication and to create an awareness of the skills and competencies needed to communicate effectively.

COM1502 (COM102Y) Communication contexts and applications (S1 and S2)

Purpose: to equip students with theoretical knowledge of different contexts and applications of communication as well as practical skills to communicate more effectively in these contexts and applications.

MODULES: NFQ LEVEL 6

Prerequisite: Any FOUR NFQ Level 5 modules.

NB

The module COM2014 has been replaced with the module COM2059. In all cases where students still need to complete COM2014, it has to be replaced by COM2059.

COM2025 Organisational communication (S1 and S2) (offered for the last time in 2011)

Purpose: to enable students to acquire knowledge of organisational communication theory and research, and to enable students to apply these theories and research for the effective use, assessment and planning of communication in and between organisations.

COM2036 Integrated organisational communication (S1 and S2) (offered for the last time in 2011)

Purpose: to equip students with theoretical knowledge of integrated organisational communication and practical skills to promote the use of an integrated approach to organisational communication.

COM2048 Intercultural, development and health communication (S1 and S2) (offered for the last time in 2011)

Purpose: to enable students to acquire knowledge of the theories and research in the fields of intercultural, developmental and health communication, and to enable students to apply this knowledge in the development of a multicultural society.

COM2059 Media studies: mass communication and media theory (S1 and S2) (offered for the last time in 2011)

Purpose: to educate students in the critical analysis of the relationship between the media and democracy, the functions, effects and power of the media in society, the media as public sphere and media culture.

MODULES: NFQ LEVEL 7

Prerequisite: Any FOUR NFQ Level 5 modules.

COM3018 Marketing communication (S1 and S2) (offered for the last time in 2012)

Purpose: to enable students to acquire knowledge of the theories and research related to the communicative aspects of marketing, and to enable students to apply this theory and research in marketing campaigns.

COM3029 Media studies: institutions, theories and issues (S1 and S2) (offered for the last time in 2012)

NB

Final assessment in this module will be based on a portfolio, which the student will be required to complete and submit.

Purpose: to provide students with knowledge of media institutions, functionalist and critical media theories, and media issues, such as freedom of the press, media and race relations, stereotyping, media and violence etc., and to enable them to research topics such as media institutional practices, ownership, regulation, censorship, media and democratisation, and the power and functions of the media.

COM303A Media studies: content, audiences and production (S1 and S2) (offered for the last time in 2012)

NB

Final assessment in this module will be based on a portfolio, which the student will be required to complete and submit.

Purpose: to enable students to acquire knowledge of the theories of and skills to analyse media texts, genres, audiences and the effects of the media as well as the ways in which media texts are produced.

COM3704 (COM304B) New media technology (S1 and S2)

Purpose: to introduce students to new media technologies, such as the Internet, and to enable them to analyse the social, cultural, political and regulatory consequences of information and communication technology.

COM305C International communication (S1 and S2)

Purpose: to provide students with knowledge of the role of the media in globalisation, cultural imperialism, and international affairs, and to enable them to research the international flow of news and entertainment, the New World Communication and Information Order and international communication policy.

COM306D Communication research (S1 and S2)

NB

Final assessment in this module will be based on a portfolio which the student will be required to complete and submit.

Prerequisite: RSC2601

Purpose: to provide students with knowledge of the techniques of communication research, how to plan and execute research, how to report research findings, and how to research advertising, mass-media audiences, media efficiency and organisational and development communication.

COM3708 Advertising and public relations (S1 and S2)

Purpose: to enable students to understand either the field of advertising or public relations within the different contexts in which they are practised and to apply their knowledge through the integrated communication campaign.

COM311A Political and government communication and media ethics (S1 and S2)

Purpose: firstly, that students will be able to demonstrate an understanding of the theoretical knowledge of political communication; and secondly, that students will be able to apply this knowledge in practice. This module also enables students to demonstrate an understanding of ethics and to apply ethical behaviour in order to improve the quality of media products.

Community Health

1 General Information

- A student must be a professional nurse to register for these modules.
- Credit for a degree is not granted for equivalent modules as listed below.
2 Transitional Arrangements

Students who passed the modules listed in the column marked ‘Equivalent modules’ in Table 1, should not register for the equivalent modules listed in the first column.

Table 1: Modules that are still offered in the Department of Health Studies, but has from 2009 changed codes and in some instances changed credit values. (These modules are included in the Bachelors degree in Nursing Science).

<table>
<thead>
<tr>
<th>Modules offered from 2009</th>
<th>Credits</th>
<th>NQF level</th>
<th>Equivalent modules (offered for the last time in 2008)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMH1501 Comprehensive primary health care 1 CMH1502 Comprehensive primary health care 2</td>
<td>12</td>
<td>5</td>
<td>CMH1043 Comprehensive primary health care CMH101W Primary health care I (phased out in 2007) CMH2035 Primary health care II (phased out in 2008)</td>
<td>24</td>
</tr>
<tr>
<td>CMH1503 Health and the environment</td>
<td>12</td>
<td>5</td>
<td>CMH103Y Health and the environment</td>
<td>12</td>
</tr>
<tr>
<td>CMH1504 Pharmacological principles (phasing out in 2010)</td>
<td>12</td>
<td>5</td>
<td>CMH1065 Pharmacological principles</td>
<td>12</td>
</tr>
<tr>
<td>CMH2601 Community health practica</td>
<td>12</td>
<td>6</td>
<td>CMH2126 Community health practica</td>
<td>12</td>
</tr>
<tr>
<td>CMH2602 Health in communities</td>
<td>12</td>
<td>6</td>
<td>CMH2248 Family health in communities CMH2013 Family-centered health</td>
<td>12</td>
</tr>
<tr>
<td>CMH3701 Basic epidemiology in health sciences</td>
<td>12</td>
<td>7</td>
<td>CMH209C Basic epidemiology</td>
<td>12</td>
</tr>
</tbody>
</table>

3 Syllabus

NB

The final assessment of the practica modules is conducted by the appointed clinical mentor (health professional with an appropriate and approved qualification) after submission of a completed portfolio file of evidence of practical work.

MODULES: NQF LEVEL 5

CMH1501 Comprehensive primary health care I (S1 and S2)

Purpose: to equip the student with the knowledge of the broader concepts of health care systems within an international health related framework and the knowledge and skills to discuss the concepts and elements of comprehensive primary health care within the health system of South Africa and other developing countries.

CMH1502 Comprehensive primary health care II (S1 and S2)

Purpose: to equip the student with knowledge and skills to function effectively as a member of a multidisciplinary team in planning and implementing primary health care within a district-based primary health care approach.

CMH1503 Health and the environment (S1 and S2)

Purpose: to enable students to identify and address environmental factors that could be detrimental to the physical, emotional and social health of people

MODULES: NQF LEVEL 6

CMH2601 Community health practica (year module)

Co-requisite: CMH2602.

Purpose: to guide students through experience and action learning opportunities that are relevant to the community health practice.

CMH2602 Health in communities (S1 and S2)

Purpose: to equip students to understand the dynamics of health in communities and the essential role of healthy families in promoting healthy communities. To equip students with the knowledge and skills to promote family health within existing ethical and legislative frameworks; taking into consideration the diverse African context.

MODULES: NQF LEVEL 7

CMH3701 Basic epidemiology in health sciences (S1 and S2)

Co-requisite: RSC2601 (RSC201H)

Purpose: to equip students with higher cognitive skills of analysis, synthesis and evaluation. To promote a professional identity and integrity and mindful practice as these culminate in critical thinking and attitudinal change in the application of the theory of epidemiology in the health context.

Community Ministry

1 General Information

- A revised BTh curriculum came into effect on 1 January 2009. In this new BTh curriculum, modules offered by different disciplines are still organised according to four Tracks, namely, Scripture Studies (SCR), Theologies in Context (TIC), Congregational Ministry (CGM) and Community Ministry (CMM). However, some modules have been moved to another track or others are no longer offered.
- Also consult the transitional arrangements from the old to the new BTh curriculum provided by the other three tracks in this brochure, namely, Scripture Studies (SCR), Theologies in Context (TIC) and Congregational Ministry (CGM).
- In the new curriculum the BTh modules are ‘pegged’ at three levels: NQF level 5, NQF level 6 and NQF level 7. The code given to a module conveys all the important information regarding that module. For example, the code CMM2603 implies that the module is in the CMM track, is a ‘second year’ module, which is pegged at NQF level 6 and is the third (03) module at that level in the track.
- As from 2009, a semester format will be phased in for the modules of the CMM track. The volume of work is the same as in a former year-long module (120 notional hours of learning), but the learning is concentrated into a semester. Consult the syllabus of each module (see below) before you enrol for it, making sure whether it is offered in a semester or a year format.

2 Transitional Arrangements

- Students will retain credits for all modules passed under the old BTh curriculum.
- The following modules have been moved either from or into the CMM track. A student has the option of retaining credit for it under the former track or transferring it to the new track.
The following modules that were formerly offered in the CMM track have been discontinued as from 2009: CMM304W, CMM3084, CMM3095. Students who passed these modules under the old curriculum retain credits for these modules in the CMM track in the new curriculum.

NB

To obtain a major in the CMM track a student needs to obtain 9 modules in the track: two at level 5, three at level 6, and four at level 7.

One of the four modules at level 7 is the compulsory “capstone” module (BTH3720). This module must be completed in the final year of BTh studies and if a student is majoring in one or two tracks, it must form part of a major in one of those tracks. For students who have completed nine (9) or more modules in the old curriculum of the ‘comprehensive’ BTh by the end of 2008, the following transitional arrangement will apply (See Table 2 below): In order to obtain the BTh degree, a student will be required to pass 10 first-level (level 5) modules and a total of 20 modules at level 6 and 7 (formerly called “advanced level” modules).

These 20 modules need to be placed in the four BTh tracks but may also be in the ‘other’ track (containing modules from non-theological subjects), provided that: (a) no less than 2 modules are taken in each of the BTh tracks; (b) no more than 7 “advanced level” modules are taken in any one track; (c) the capstone module (BTH3720) is counted as one of the seven “advanced level” modules if one is majoring in a particular BTh track.

Students who by the end of 2008 have completed nine (9) or more modules in the specialised BTh programmes in Pastoral Counselling or Urban Ministry, should consult the transitional arrangements.

Students who by the end of 2010 did not complete the BTh programmes in Pastoral Counselling or Urban Ministry, will be transferred over to the BTh (General degree).

TABLE 1
Transitional arrangements for students who wish to major in the Community Ministry track and are new students or who have passed 8 or less BTh modules at the end of 2008.

<table>
<thead>
<tr>
<th>Module passed in old curriculum</th>
<th>Equivalent modules that may not be taken in new curriculum</th>
<th>Modules required to complete each level of the major in CMM</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMM111P</td>
<td>CMM1501</td>
<td>CMM1502</td>
</tr>
<tr>
<td>CMM112Q</td>
<td>CMM1502</td>
<td>CMM1501</td>
</tr>
<tr>
<td></td>
<td>All three modules listed below</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CMM2601</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CMM2602</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CMM2603</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Four modules required: The capstone module and any three modules listed below</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BTH3720 (capstone)</td>
<td></td>
</tr>
</tbody>
</table>

TABLE 2
Transitional arrangements for students who wish to major in the Community Ministry track and who have passed 9 or more BTh modules at the end of 2008.

<table>
<thead>
<tr>
<th>Modules passed in old curriculum</th>
<th>Equivalent modules that may not be taken in new curriculum</th>
<th>Modules at each level that constitute the major in Community Ministry (CMM)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMM111P</td>
<td>CMM1501</td>
<td>Both the following modules</td>
</tr>
<tr>
<td>CMM112Q</td>
<td>CMM1502</td>
<td>CMM1501</td>
</tr>
<tr>
<td></td>
<td>Level 6</td>
<td>Level 6</td>
</tr>
<tr>
<td></td>
<td>All three modules listed below</td>
<td>Levels 6 &amp; 7 (seven modules): The capstone module and any six of the modules listed below</td>
</tr>
<tr>
<td></td>
<td>CMM2601</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CMM2602</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CMM2603</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Level 7</td>
<td></td>
</tr>
<tr>
<td></td>
<td>All three modules listed below</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CMM3701</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CMM3702</td>
<td></td>
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<tr>
<td></td>
<td>CMM3703</td>
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<td></td>
<td>CMM3704</td>
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<tr>
<td></td>
<td>CMM3705</td>
<td></td>
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<tr>
<td></td>
<td>Level 7</td>
<td></td>
</tr>
<tr>
<td></td>
<td>All three modules listed below</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CMM3701</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CMM3702</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CMM3703</td>
<td></td>
</tr>
</tbody>
</table>

3 Syllabus

MODULES: NOF LEVEL 5

CMM1501 Ethics and life (S1 and S2)
Purpose: to: (a) guide students on how to make defensible ethical decisions by giving attention to the relationship between ethics and context; the use of the Bible in the formation of ethical norms and values; central ethical theories and moral formation; (b) put this approach to ethical decision-making into practice by making ethical evaluations of various ethical issues.
CMM1502 The dynamics of mission (S1 and S2)
Purpose: this module will be useful to students who are interested in the holistic nature of Christian mission as transformative encounters in various contexts.
People credited with this module are able to: Reflect critically on patterns of practice in mission; Analyse the contextual use of biblical images in mission; Understand and use the basic terms and tools of missiology; Construct their own contextual missiology.

MODULES: NQF LEVEL 6
Prerequisite: Any FOUR NQF Level 5 modules.

CMM2601 Women in Society and Church (S1 and S2)
Purpose: this module will be invaluable to people who want to: (a) become informed about sexism and related problems in society and in Christianity in the world today; (b) become exposed to a holistic understanding of a contextual feminist theological method which is useful for transforming church and society; (c) acquire the information and the skills to advocate for justice, tolerance and transformation where gender injustices and other forms are existent.

CMM2602 Youth ministry in communities (S1 and S2)
Purpose: this module will be useful to leaders who work with young people in local communities, churches and youth ministries and other youth developmental community settings, utilising the praxis cycle. People credited with this module are able to: critically assess and apply contextual youth ministry principles and models; design, prepare and implement planning workshops involving group work and community-wide strategies; design and implement strategic processes, involving a series of formative experiences or events; design a range of resources for community based Christian youth ministry contexts.

CMM2603 Intercultural Christian communication (S1 and S2)
Purpose: This module will be useful to students who want to develop competencies in intercultural Christian mission. Qualifying students will be able to practice and critically respond with necessary sensitivity in communicating the gospel of Jesus Christ within various intercultural contexts. The purpose of the module is to foster understanding and respect for the other, and to create a conducive atmosphere for cooperation.

MODULES: NQF LEVEL 7
Prerequisite: Any FOUR NQF Level 5 modules.

CMM3701 Christian action for anti-racism and reconciliation (year module)
Purpose: This module will be useful to people who are concerned about the need in communities to overcome the legacy of apartheid and the realities brought about by racism.
People credited with this module are able to understand and describe our collective experiences of racism as we try to determine where the South African legacy of racism comes from and how it links with the international history of racism and colonialism, in order to contribute towards racial, cultural, economic and gender reconciliation and human equality in society.

CMM3702 God, creation and environment (S1 and S2)
Purpose: to help students identify and interpret the significance of many of the varied factors that cause the current environmental crisis – globally and more specifically in the southern African region – for not only human life but also the many other forms of life with which humans share this planet; to determine the challenge the environmental crisis poses to the Christian faith; to develop a theology that has the potential to foster an environmentally friendly lifestyle; to stimulate students to become life-long theological students who are equipped to raise and debate current environmental and relevant theological issues in a southern African, African and international context; to empower students to initiate and participate in community development programmes and projects.

CMM3703 Christian social ethics (S1 and S2)
Purpose: This module will be useful to people who want to examine the development of Christian Social Ethics and teachings from its biblical origins to the contemporary context. It discerns the various strands, positions, approaches and methods or ethical reflections expressed by various churches and ecumenical movements/institutions and their relevance for the academic discipline of Christian Social Ethics. Students credited with this model will have developed moral consciousness, character and culture, as well as social conscience, in order to become effective social and/or church leaders and active and informed social participants or citizens in their societies and the world.

CMM3704 The dynamics of interreligious encounter (year module)
Purpose: this module will be useful to people who wish to explore the roles of religions in their community and how members of different religions interact in their context.
Qualifying students are able to: relate respectfully and sensitively to people of another faith, with confidence in their own Christian identity; know and assess a variety of approaches to interreligious encounter; address the various challenges and possibilities which arise out of interreligious encounter; work with people of other religions to serve local communities and the broader society; relate interreligious encounter to an integral understanding of mission and missiology.

CMM3705 Christian moral decision making (S1 and S2)
Purpose: to facilitate students’ learning in: (a) reflecting on the various distinctive aspects of moral judgement and decision making within the context of human life; (b) gaining knowledge of various ethical theories and theories of decision making in terms of how such theories influence and thus contribute to moral decision making and moral practice in a Christian context.

BTH3720 Integrated theological praxis (year module)
Purpose: this compulsory ‘capstone’ module may only be done by students in the final year of their studies for the BTh degree. Qualifying students can integrate the insights and competences they gained from doing the other 29 BTh modules, and use those insights to design and carry out a small scale ministry project in their community to address a specific societal problem.

Composition Studies

1 General Information

- As a major subject, Composition Studies forms part of the curriculum for the specialist BMus degree. It is not offered as part of any other general Bachelor’s degree except as indicated below under (3).
- As from 2009, only the published prerequisites will be acceptable for modules in Composition Studies, except for CST3705.
- In order to be admitted to modules in Composition Studies, a student must have passed a Unisa Grade 5 Theory or the subject Music for grade 12, or an equivalent examination (e.g. ABRSM Grade 6 or TCL Grade 6 Music Theory). This requirement is waived for students wishing to register for CST2601 and CST3706 only.

2 Transitional Arrangements

<table>
<thead>
<tr>
<th>Module already completed in the old curriculum</th>
<th>Module which may not be taken (new curriculum)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTH123D</td>
<td>CST1501</td>
</tr>
<tr>
<td>CTH124E</td>
<td>CST2603</td>
</tr>
<tr>
<td>CTH221E</td>
<td>CST1502</td>
</tr>
<tr>
<td>CTH222F</td>
<td>CST2601</td>
</tr>
<tr>
<td>CTH223G</td>
<td>CST2603</td>
</tr>
<tr>
<td>CTH224H</td>
<td>CST2602</td>
</tr>
<tr>
<td>CTH321H</td>
<td>–</td>
</tr>
<tr>
<td>CTH322J</td>
<td>CST3702</td>
</tr>
<tr>
<td>CTH323K</td>
<td>CST3702</td>
</tr>
<tr>
<td>CTH325M</td>
<td>CST3705</td>
</tr>
<tr>
<td>MCT328I</td>
<td>CST3706</td>
</tr>
<tr>
<td>MCT329K</td>
<td>CST2601</td>
</tr>
</tbody>
</table>
3 Composition Studies as a Major Subject

Compulsory modules for a major subject combination (BMus):

NQF Level 5: CST1501, 1502
NQF Level 6: CST2601, 2602, 2603
NQF Level 7: CTH321H, CTH322J, 3703, 3704, 3705

Modules which may be taken within the BA and BVA (with specialization in New Media) degrees

NQF Level 5: CST1501, 1502
NQF Level 6: CST2601, 2602, 2603
NQF Level 7: CST3706

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MODULES: NQF LEVEL 5

CST1501 (CTH123D)  Composition models 1: Tonal music (S1 and S2)
Prerequisite: Unisa Grade 5 Theory or subject Music at matriculation level (NQF level 4), or an equivalent examination (e.g. ABRSM Grade 6 or TCL Grade 6 Music Theory).
Purpose: to enable students to explore the structural, harmonic and contrapuntal aspects of tonal compositions with a clear texture and a predominantly diatonic harmonic vocabulary. They will gain skills in studying music for ensemble (e.g. four-part choir/ string quartet) using short score and open score formats.

CST1502 (CTH221E)  Composition models 2: Modal and tonal counterpoint (S1 and S2)
Prerequisite: Unisa Grade 5 Theory or subject Music at matriculation level (NQF level 4), or an equivalent examination (e.g ABRSM Grade 6 or TCL Grade 6 Music Theory).
Purpose: to enable students to explore the structural and contrapuntal processes in selected compositions from the 16th, 18th and 20th centuries. They will gain skills in studying both vocal and instrumental mediums, and will be able to create short original compositions using these models.

MODULES: NQF LEVEL 6

Prerequisites: Any FOUR NQF Level 5 modules.

CST2601  Music technology 1: MIDI (S1 and S2)
Purpose: to provide students with the skills required to work creatively with pitched and unpitched sound using the MIDI protocol. They will become familiar with the General MIDI standard and work with MIDI sequencers using tracks, channels, patches, and quantization. They will also gain knowledge of the repertoire of electronic and electro-acoustic music. This work will stimulate the student’s own compositional activities.

CST2602  Composition models 3: Chromaticism (S1 and S2)
Prerequisite: CST1501 and 1502 (or CTH123D and CTH124E)
Purpose: to familiarize students with a selected repertoire of music that incorporates chromaticism. This repertoire will focus on, but not be limited to, the eighteenth and nineteenth centuries. Learners will be able to apply this harmonic vocabulary in the composition of their own music and understand some implications of chromatic material on the structure of music. They will also gain some experience of studying music in orchestral score format.

CST2603 (CTH124E)  Composition models 4: Music analysis (S1 and S2)
Prerequisite: CST1501 and 1502 (or CTH123D and CTH124E)
Purpose: to familiarize students with the structure and syntax of a selected repertoire of music from the 17th to 19th centuries through the application of a range of analytical techniques. They will be able to create original compositions in a variety of mediums using selected models.

MODULES: NQF LEVEL 7

CST3701 (CTH321H)  African and Asian composition resources (to be introduced from 2012) (S1 and S2)
Prerequisite: CST2601, 2602 and 2603 (or CTH221E, CTH222F, CTH223G and CTH224H)
Purpose: to enable students to explore and gain an understanding of compositional resources used in the music of various cultural groups within various African and Asian traditions. Students will create original compositions, based on models they have studied in this module.

CST3702 (CTH322J)  Modernist composition resources (to be introduced from 2012) (S1 and S2)
Prerequisite: CST2601, 2602 and 2603 (or CTH221E, CTH222F, CTH223G and CTH224H)
Purpose: to enable students to explore and gain understanding of resources available to composers of the first half of the twentieth century. They will become familiar with a selected repertoire of seminal works by major composers from America, Europe and South Africa. Students will create original compositions, based on the models that they have studied in this module.

CST3703 (CTH323K)  Postmodern composition resources (to be introduced from 2012) (S1 and S2)
Prerequisite: CST2601, 2602 and 2603 (or CTH221E, CTH222F, CTH223G and CTH224H)
Purpose: to enable students to explore and gain understanding of the resources available to composers since the late 1960s. They will become familiar with a selected repertoire of seminal works by major composers from America, Europe and South Africa. Students will create original compositions, based on the models that they have studied in this module.

CST3704  Free composition (to be introduced from 2012) (S1 and S2)
Prerequisite: CST2601, 2602 and 2603 (or CTH221E, CTH222F, CTH223G and CTH224H)
Purpose: to enable students to create a portfolio of original compositions in different musical mediums. They will draw on the wide range of models and resources they have studied in their composition modules. At least one of these will be publicly performed.

CST3705  Performing practice (S1 and S2)
Purpose: to enable students to understand the basic principles of performing practice in Western music since the late 16th century and to explore the historical resources that underpin our knowledge of those principles in order to apply them convincingly in performing music today.

CST3706  Music technology 2: Digital audio (available from 2012) (S1 and S2)
Purpose: to introduce students to acoustics and the manipulation of sound waves for artistic/musical purposes using sampling techniques and a variety of waveform editing and sequencing programs. They will also study the history and current repertoire of electronic and electro-acoustic music in addition to the current thinking behind the manipulation/organisation of sound. This will enhance the student’s ongoing compositional activities with both pitched and unpitched sound.
2 Transitional Arrangements
If there are no remaining modules from CTH which can be taken a student may take a maximum of TWO modules from History of Music or Music in World Cultures Today.

3 Composition Theory as a Major Subject
Compulsory modules for a major subject combination:

NQF Level 5: CTH123, 124 (discontinued from 2010)
NQF Level 6: CTH221, 222, 223, 224
NQF Level 7: CTH321, 322, 323 and 325. Students may replace CTH323 with one of HIM221, 222, 223, 326, 329, 330 (History of Music)

4 Syllabus

MODULES: NQF LEVEL 6
Prerequisite for BA: CTH123–124 (or CTH101-104 or Harmony and Counterpoint I and Music Form I)
Prerequisite for BMus: CTH123–124 (or CTH103-104 or Harmony and Counterpoint I and Music Form I)

CTH2601 (CTH222F) Music technology I: Midi (S1 and S2)
Purpose: to give students a knowledge of secondary dominants and leading-tone chords as well as insight into variation technique.

CTH2602 (CTH224H) Composition models 3: Chromotacism (S1 and S2)
Purpose: to provide students with insight into the use of chromaticism, including borrowed chords, the Neapolitan sixth chord and augmented sixth chords.

MODULES: NQF LEVEL 7
Prerequisite: CTH221, 2601 (CTH222F), 223, 2602 (CTH224H) (or all Harmony and Counterpoint II and Form II modules)

CTH321H Compositional resources of 19th-century music (S1 and S2)
Purpose: to enable students to explore and understand advanced compositional techniques and their usage in selected compositions from the nineteenth century.

CTH322J Compositional resources of 20th-century tonal music (S1 and S2)
Advice: This module should be taken together with CTH321.
Purpose: to enable students to explore the compositional techniques used in tonal music in the twentieth century by closely examining selected compositions.

CTH323K Compositional resources of serialism (S1 and S2)
Purpose: to enable students to understand the principles of serial composition and how these are used in selected compositions representative of this style.

CST3705 (CTH325M) Performing practice (S1 and S2)
Purpose: to enable students to understand the basic principles of performing practice in Western music since the late 16th century and to explore the historical resources that underpin our knowledge of those principles in order to apply them convincingly in performing music today.

2 Syllabus

MODULES: NQF LEVEL 5

CSS101H Comprehension Skills for Science (S1 and S2)
Purpose: to improve students’ reading of scientific texts and their note-taking skills.

Computer and Information Systems for
the Colleges of Science, Engineering and Technology and Human Sciences

1 Introduction

1.1 COMPUTER SCIENCE/INFORMATION SYSTEMS AS MAJOR BSC SUBJECTS
Computers are used extensively in all scientific fields and therefore the study of Computer Science may usefully be combined with any Bsc subject. The following combinations may serve as a guide if you are planning to set up your own curriculum:
(a) Scientific applications – if you are interested in a career in science, you may consider combining Computer Science with Physics, Mathematics, Operations Research or Statistics.
(b) If you plan to major in Information Systems, you could combine it with Statistics, Operations Research, and any BCom subject(s).
Before you compile your own curriculum, you should consider the recommended curricula for the BSc with majors in Computer Science or Information systems.

Students who want to register for Computing as a major should
(a) have access to an Internet Café or a Unisa Regional Learning Centre or other Internet facility. After registration access to myUnisa on a regular basis is compulsory.
(b) have passed Computer Application Technology or Information Technology with a rating of 4 (new NSC) or passed Computer Studies (NSC) or hold an Industry Standard qualification in Computer Literacy issued within the previous five years. Students who do not satisfy this requirement, must pass COS1501 BEFORE they may register for COS1511 or INF1511.

1.2 COMPUTER SCIENCE FOR THE COLLEGE OF HUMAN SCIENCES

Unless otherwise indicated in a specialist BA degree the TWO modules for BA students are COS1521 and INF1511.

1 General Information
Students must choose between this subject and Information Systems for Humanities and Social Sciences. Credit for a BA degree can be granted for only one of these subjects.

Mathematics at Matriculation level is not a prerequisite but is recommended.

1.3 INFORMATION SYSTEMS FOR THE COLLEGE OF HUMAN SCIENCES

Unless otherwise indicated in the specialist BA degree the two modules for BA students are INF1505 and EUP1501 (or INF1520).

For the BA degree students must choose between this course and the course in Computer Science for the College of Human Sciences. Credit will be granted for only one of these courses.

Mathematics at Matriculation level is not a prerequisite.

Students who have completed this course do NOT qualify for admission to any second-year modules in Computer Science, but qualify for admission to second-year modules in Information Systems for degrees other than BA.

2 General Information

MODULES FOR WHICH PRACTICAL WORK IS PRESCRIBED

Practical work for the subjects listed below is normally prescribed only for specified modules, and students who register for such modules are required to do practical work during the year as indicated in the relevant sections below. See also the prerequisites and co-requisites under the relevant subject.

Note that in many cases, depending on the subject, the practical work and the practical examinations must be done in PRETORIA or POTCHEFSTROOM at specified times. Prospective students must, therefore, be in a position to make the necessary leave and travel arrangements. Information about accommodation in Potchefstroom and the cost thereof will be supplied to the students concerned on registration (or soon thereafter).

The cancellation of a student’s registration for modules with a practical component CANNOT be considered on grounds of his/her being unable to comply with the requirements in respect of the practical work and/or the practical examinations.

Practical work is required with the following modules: EUP1501, COS1511, 1512, 2611, 2614, 2621, 2633, 2661, 3711, 3740, 3751 and INF1511, 3707, 3708 and 3720. Students who register for these modules must have access to a suitable computer for the practical work.

Note that the Mathematics modules MAT1511, MAT1512 and MAT1503 are Prerequisite for the module COS2633. Students who later intend to register for COS2633 are advised to register for these modules together with the COS modules on NQF Level 5.

Credit for a degree is granted for:

(i) either (COS1511 and/or 1512) or (COS1511 and/or 1512)
(ii) either INF1521 or INF1521 or INF1521 or INF1521
(iii) either INF1521 or INF1521 or INF1521 or INF1521
(iv) either COS2633 or APM213
(v) either COS332 or APM3711 (or APM311Y)
(vi) either COS3161 or LGC101 (or PHE102)
(vii) either COS2661 or LGC205 (or PHE203)
(viii) either COS3761 or LGC305 (or PHE304)
(ix) either INF3150 or INF3150
(x) either INF2611 or COS114
(xi) either INF2611 or COS114
(xii) either INF2611 or COS114
(xiii) either INF2611 or COS114
(xiv) either INF2611 or COS114
(xv) either INF2611 or COS114
(xvi) either INF2611 or COS114
(xvii) either INF2611 or COS114
(xviii) either INF2611 or COS114
(xix) either INF2611 or COS114
(xx) either INF2611 or COS114

Compulsory modules for a major subject combination:

When setting up your own curriculum, then the following are the compulsory modules for a major subject. Please note that you must include all the prerequisites and co-requisites for these modules in your curriculum. Both Computer Science and Information Systems may be taken as major subjects, provided that a module does not count as credit in both majors.

COMPUTER SCIENCE

NQF Level 5: COS1501, 1511, 1512, 1521
NQF Level 6: COS2601, 2611, 2614, 2621 and at least ONE of COS2626, 2633, 2661
NQF Level 7: COS3701, 3711, 3721 and at least TWO of APM3711, COS3751, COS3761

INFORMATION SYSTEMS

NQF Level 5: INF1505, 1520, 1511
NQF Level 6: ICT2621, ICT2622, INF2611, COS2626
NQF Level 7: INF3703, 3705, 3707, 3708, 3720.

4 Syllabus

NB

All modules are SEMESTER MODULES except when specified differently. See section A for definitions and examinations.

Computer Science

MODULES: NQF LEVEL 5

COS1501 (COS101S) Theoretical computer science 1 (S1 and S2)
Purpose: to introduce students to some concepts from discrete Mathematics as a theoretical foundation for Computer Science. This background is relevant to relational databases, the development of provably correct programs, and the analysis of algorithms.

COS1511 (COS111U) Introduction to programming 1 (S1 and S2)
Purpose: to provide students with an introduction to programming and to cover the fundamentals of control structures, problem-solving techniques, and the incremental testing of programs.

COS1512 (COS112V) Introduction to programming 2 (S1 and S2)
NB
This module builds on the content of COS1511. We strongly advise students to complete COS1511 before registering for COS1512.

Co-requisite: COS1511 or COS111U
Purpose: to introduce students to the detailed design and implementation of algorithms as programs, and includes the fundamentals of simple data structures, including object-orientation.

COS1521 (COS113W) Computer systems: fundamental concepts (S1 and S2)
Purpose: to introduce students to the computer as a system. This covers hardware concepts such as internal representation of numbers and characters and basic computer architecture, and software concepts such as systems software and applications software. It also includes a brief introduction to databases, and to systems analysis and design.

MODULES: NQF LEVEL 6

COS2601 (COS201V) Theoretical computer science 2 (S1 and S2)
Prerequisite: COS1501 or COS101S
Purpose: this module together with COS3701 will acquaint students with the capabilities and limitations of computers from a theoretical viewpoint. Module COS2601 covers formal languages, recursive definitions, regular expressions, finite automata, Moore and Mealy machines, transition graphs, the pumping lemma and decision problems.
COS2601 (COS211X) Programming: data structures (2 hours) (S1 and S2)
Prerequisite: COS212V or COS1512
Purpose: to show learners how abstract data types and data structures can be implemented and used in an object-oriented programming language. The module covers recursion, linked lists, dynamic memory allocation, binary trees, and graphs.

COS2614 (COS2144) Programming: contemporary concepts (2 hours) (S1 and S2)
Prerequisite: COS112V or COS1512
Purpose: to enable students to understand and apply the basics of object-orientation, including inheritance, polymorphism, and encapsulation in a modern programming language. Students are also introduced to, and required to apply concepts relating to applets, network programming, events and event handling, multithreading, and exception handling.

COS2621 (COS2213) Computer organisation (2 hours) (S1 and S2)
Prerequisite: (COS1512 or COS112V) and (COS1521 or COS113W)
Purpose: to introduce students to the underlying structure of a modern digital computer, including digital logic level, machine code level and the software system level. It involves programming in an assembly language.

COS2626 (COS2269) Computer Networks I (S1 and S2)
Purpose: to equip students with the fundamental principles of data communication and computer networks, the knowledge and practical skills to design such networks, and the ability to take sound business decisions in a market which is becoming increasingly dominated by computer networks.

COS2633 (COS2338) Numerical methods 1 (2 hours) (S1 and S2)
Prerequisite: COS1511 or COS111U, MAT1512 or MAT112P, MAT1503 or MAT103N
Purpose: to enable students to understand and use numerical methods in solving scientific and mathematical problems that are difficult to solve analytically. It includes solutions of non-linear equations and systems of linear equations, interpolating polynomials, numerical integration and differentiation, and least-squares approximation.

COS2661 (COS261C) Formal logic 2 (S1 and S2)
Prerequisite: COS1501 or COS101S
Purpose: to introduce students to the syntax of propositional language and the truth functionality of first order logic, enabling them to deal with proofs for validity via deduction and resolution in an interpreted first-order language.

MODULES: NQF LEVEL 7

COS3701 (COS301Y) Theoretical computer science 3 (S1 and S2)
Prerequisite: COS2601 or COS201V
Advice: Recommended for students who want to proceed to Honours Computer Science.
Purpose: to enable students to understand the concept of computability. In the process they are introduced to context-free languages, recursively enumerable languages and the machines that accept them. It includes details of the Chomsky hierarchy, pushdown automata and Turing machines.

COS3711 (COS3114) Advanced programming (S1 and S2)
Prerequisite: (COS2611 or COS211X) and (COS2614 or COS2144)
Advice: Students with no C++ or Java skills are strongly advised to also enrol for COS2614.
Purpose: To increase the depth of students’ insight into advanced programming principles and consolidate their competence there-in.

COS3721 (COS3216) Operating systems and architecture (S1 and S2)
Prerequisite: COS2621 or COS2213
Purpose: to acquaint students with general operating system functionality such as CPU scheduling, process coordination and concurrency, deadlocks, memory management, protection and security. It also covers the case of distributed systems.

COS3712 (COS340A) Computer graphics (S1 and S2)
Prerequisite: (COS2661 or COS261C) and (MAT103N or MAT1503)
Purpose: to enable a student to understand and apply the basic principles and techniques of modern computer graphics.

COS3751 (COS351D) Techniques of artificial intelligence (S1 and S2)
Prerequisite: (COS2611 or COS211X) and (COS2611 or COS211X)
Purpose: to equip students with a basic understanding of knowledge representation approaches (logic-based and alternative approaches), search techniques (exhaustive and heuristic), automated reasoning, and basic skills in logic programming.

COS3761 Formal logic (S1 and S2)
Prerequisite: COS2661 or COS261C
Purpose: to enable students to construct a number of different formal languages (such as opaque or transparent propositional languages, first-order languages, sorted languages, modal languages and non-monotonic logics) and to solve problems of validity and truth for these languages.

Information Systems

MODULES: NQF LEVEL 5

EUP1501 (CEM101A) End-user computing (Practical) (year module)
Purpose: To provide students with practical end-user skills.
Advice:
1. Recommended for students with little previous experience working with computers.
2. Exemption with credit for EUP1501 (CEM101A) will be granted to students who possess one of the following qualifications:
   (a) CEM101A or EUCPRAC (or equivalent) PLUS EUC131T (or equivalent)
   (b) MOS (Microsoft Office Specialist) Certification for Excel, Outlook, PowerPoint and Word issued within the last five years.
   (c) a qualification that, at the discretion of the Executive Dean, is equivalent to that in (a), or (b) above.
3. Exemption without credit for EUP1501 will also be granted to students who have passed:
   (a) Computer Studies at Matriculation level.
   (b) Computer Application Technology or Information Technology with an NQF rating of 4 at Matriculation level and who can provide proof via the Dean’s office that the syllabus of EUP1501 has been covered satisfactorily.
4. In the above cases students will be required to take INF1520 in place of EUP1501.

INF1505 (INF1059) Introduction to Business Information Systems (S1 and S2)
Purpose: to introduce students to information technology concepts such as hardware, software, database management, telecommunications, and office automation. It also covers fundamentals of systems and information systems, types of information systems (e.g. transaction-processing systems, management information systems, decision support systems) and the management of business information systems.

INF1520 (INF1208) Human-computer interaction I (S1 and S2)
Purpose: to introduce the students to the subject of human-computer interaction and the importance of user-centred design. It covers the social, security, and safety aspects of computing and of using computers as a tool, various interaction devices and interface styles, and various aspects relating to the design and evaluation of interactive systems.

INF1511 Visual programming I (S1 and S2)
Prerequisite: Mathematics as in Sc1(1)b or Sc10(1)b AND Computer Literacy as specified or EUP1501 (CEM101A)
Advice: This is a practical module, thus students are required to have access to a computer as well as the prescribed software.
Purpose: to introduce students to the concepts of components, conditional execution, iterative execution, event handling, and data structures in the visual programming paradigm.
5 Practical Work and Admission Requirements

Practical work in Computer Science and Information Systems mainly comprises designing of systems and the writing of computer programs. The programs have to be developed on suitable computers using prescribed computer packages. Access to a suitable computer is an admission requirement for all modules with a practical component. Students can gain access as follows:

(i) by purchasing a computer for their own use; or
(ii) by using a computer belonging to a study group, friend, computer bureau, or employer; or
(iii) by reserving time on a computer at one of Unisa’s microcomputer laboratories in Pretoria, Johannesburg, Polokwane, Cape Town, Umtata and Durban.

The minimum configuration of a ‘suitable’ computer is described as follows:
- A personal computer that has the following minimum configuration:
  - PC with a Pentium 233 MHz or higher processor
  - Windows XP or later
  - 128MB of RAM or higher
  - 20 GB hard-disk space
  - A CD-ROM drive
  - VGA or higher graphics
  - A 3.5 inch high-density (1.44 MB) diskette drive
  - A printer that can print both text and graphics (minimum A4 paper size)

If you intend to buy a computer, we recommend that you obtain a computer with the highest processor speed and RAM you can afford, AND which is upgradable (to allow you to improve its configuration at a later stage).

The different software packages required by the modules are as follows:

<table>
<thead>
<tr>
<th>MODULES: NQF LEVEL 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>COS1511 (COS111U): C++ compiler (supplied on CD)</td>
</tr>
<tr>
<td>COS1512 (COS112V): C++ compiler (supplied on CD)</td>
</tr>
<tr>
<td>INF1511: Delphi version 7 or higher</td>
</tr>
<tr>
<td>EUP1501 (CEM101A) : Microsoft Office 7 (Student version or higher).</td>
</tr>
</tbody>
</table>

NB: Except where indicated as ‘supplied on CD’, Unisa CANNOT supply any of the commercial software packages mentioned. Students are required to either obtain their own copy of the software, or make use of the microcomputer
### Congregational Ministry

#### 1 Transitional Arrangements

- Students will retain credits for all modules passed under the old BTh curriculum.
- CGM301S and CGM306X have been discontinued.
- The following modules have been moved from one track to another. A student has the option of retaining credit for it under the former track or transferring it to the new track.

<table>
<thead>
<tr>
<th>Former code</th>
<th>New code</th>
</tr>
</thead>
<tbody>
<tr>
<td>CGM310T</td>
<td>CCM 2603</td>
</tr>
<tr>
<td>CMM305X</td>
<td>CCM 3704</td>
</tr>
</tbody>
</table>

**NB**
- To obtain a major in the CGM track a student needs to obtain 9 modules in the track: two at level 5, three at level 6, and four at level 7.
- One of the four modules at level 7 is the compulsory “capstone” module (BTH3720). This module must be completed in the final year of BTh studies and if a student is majoring in one or two tracks, it must form part of a major in one of those tracks.
- New students enrolling for the BTh in 2011 and students who have completed 8 or less of the following modules (SCR111, SCR 112, TIC111, TIC 112, CGM 111, CGM112, CMM 111P, CMM1112) by the end of 2008, will automatically switch to the new curriculum in 2011. See Table 1 below.
- For students who have completed nine (9) or more modules in the old curriculum of the “comprehensive” BTh by the end of 2008, the following transitional arrangement will apply (see Table 2 below): In order to obtain the BTh degree, a student will be required to pass 10 first-level (level 5) modules and a total of 20 modules at level 6 and 7 (formerly called “advanced level” modules).
- These 20 modules need to be placed in the four BTh tracks but may also be in the fifth (“other”) track (containing modules from non-theological subjects), provided that: (a) no less than 2 “advanced” (level 6 or 7) modules are taken in each of the BTh tracks; (b) no more than 7 “advanced level” modules are taken in any one track; (c) the capstone module (BTH3720) is counted as one of the seven “advanced level” modules, if one is majoring in a particular BTh track.
- Students who by the end of 2010 did not complete nine of the BTh programmes in Pastoral Counselling or Urban Ministry, will be transferred to the BTh General Degree.

#### TABLE 1
Transitional arrangements for new students (and students who have completed 8 or less BTh modules at the end of 2008 in the ‘comprehensive’ BTh) who wish to major in the Congregational Ministry track

<table>
<thead>
<tr>
<th>Module passed in former curriculum</th>
<th>Equivalent modules that may not be taken in new curriculum</th>
<th>Modules required to complete each level of the major in the Congregational Ministry track</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CGM111N</td>
<td>CGM1501</td>
<td>CGM1502</td>
</tr>
<tr>
<td>CGM112P</td>
<td>CGM1502</td>
<td>CGM1501</td>
</tr>
<tr>
<td>Level 6</td>
<td>Level 6</td>
<td>Level 6 (All three modules listed below)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CMM2601</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CMM2602</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CMM2603</td>
</tr>
</tbody>
</table>

**Levels 6 and 7**
- The capstone module (BTH3720) and any 6 of the modules listed below.

<table>
<thead>
<tr>
<th>Module passed in former curriculum</th>
<th>Equivalent modules that may not be taken in new curriculum</th>
<th>Modules required to complete each level of the major in the Congregational Ministry track</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CGM304V</td>
<td>CGM2601</td>
<td>CGM2601</td>
</tr>
<tr>
<td>CGM305W</td>
<td>CGM2602</td>
<td>CGM2602</td>
</tr>
<tr>
<td>CGM307Y</td>
<td>CGM2603</td>
<td>CGM2603</td>
</tr>
<tr>
<td>Level 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CGM301S</td>
<td>Discontinued</td>
<td>—</td>
</tr>
<tr>
<td>CGM302T</td>
<td>CGM3701</td>
<td>CGM3701</td>
</tr>
<tr>
<td>CGM303U</td>
<td>CGM3702</td>
<td>CGM3702</td>
</tr>
<tr>
<td>CGM306X</td>
<td>Discontinued</td>
<td>—</td>
</tr>
<tr>
<td>CGM3094</td>
<td>CGM3703</td>
<td>CGM3703</td>
</tr>
<tr>
<td>CMM305X+</td>
<td>CGM3704</td>
<td>CGM3704</td>
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<tr>
<td>CGM3083</td>
<td>CGM3705</td>
<td>CGM3705</td>
</tr>
<tr>
<td>BTH320A</td>
<td>BTH3720</td>
<td>BTH3720 (compulsory)</td>
</tr>
</tbody>
</table>

+ This module (CMM305X) was previously part of the CMM track, but has been moved to the CGM track. You may retain the credit for this module under the CMM track or transfer credit for it to the CGM Track.

#### 2 Syllabus

**MODULES: NQF LEVEL 5**

**CGM1501 Invitation to theology (S1 and S2)**

Purpose: to help students on a very basic level to: (a) spell out the role of the Bible in the modern world, make sense of problems arising in the reading of the Bible, realise that everyone has an own approach regarding the nature of the Bible, are aware of the historical framework in which the events of Old and New Testament took place and develop a basic knowledge of the various methods of approaching the texts and events of the OT and NT; (b) make sense and portray fiducial (faith), conceptual and historical
factors and contexts that had an impact on the emergence of faith patterns, processes, terms and tools within the field of faith studies and theology; (c) make sense and portray a number of approaches and practical examples of value-formation and ethical decision-making in modern societies; (d) be able to reflect and contextualize a number of issues of practical theological nature revolving around faith and church; (e) make sense and portray a small number of short histories of global and African churches as well as be aware and able to reflect on different approaches towards history and church history.

CGM 1502 First steps in Practical Theology (S1 and S2)
Purpose: to prepare critical reflective theological practitioners for long term, in-depth study in the discipline of Practical Theology. The module will empower learners with specific methods, techniques and knowledge in preaching, celebration, pastoral care and research methodology for dealing with specific religious contexts to which they have access.

MODULES: NQF LEVEL 6

Prerequisites: Any FOUR NQF Level 5 modules.

CGM2601 Ethics and Spirituality (S1 and S2)
Purpose: this module will be useful to people who seek to link faith and life and will enable them to gain an integrated understanding of Christian Ethics and Spirituality relevant to their personal, faith community and social existence. Through the identification and evaluation of a range of historical and contemporary ethical and spiritual traditions, students will be enabled to reflect upon and renew their own faith journey and make a constructive contribution to the faith experience and social involvement of other individuals and groups.

CGM2602 Preaching in a context of poverty (S1 and S2)
Purpose: this module will be useful to help learners who are leaders and who are involved in the lives of their local churches and communities. People credited with this module are able to analyse the context of poverty where they minister in the church, to interpret the Biblical message in such a context, to cooperate with development projects to alleviate poverty in their community and to inspire and motivate the people by means of preaching in order to work towards the liberation from poverty.

CGM2603 Exploring celebration and worship (S1 and S2)
Purpose: to help learners interpret the context and ethos of the congregational culture in which they work and worship. This module will be useful to help learners to develop into effective worship theorists in a variety of social and cultural settings.

MODULES: NQF LEVEL 7

Prerequisites: Any FOUR NQF Level 5 modules.

CGM3701 Sexual Ethics (S1 and S2)
Purpose: to investigate theological approaches to the field of sexual ethics and will therefore enable them to understand how people experience and interpret their sexuality. The module further enables those credited with it to critically evaluate the interrelationship between sexuality and morality and to make a contribution to personal and interpersonal sexual healing and justice in churches and communities.

CGM3702 From text to sermon: Reading and creating religious texts (S1 and S2)
Purpose: to enable students to create new religious texts that are appropriate to contemporary contexts, by learning to do thorough exegesis of biblical texts, in which they display the skills of analysing their own context as well as the historical contexts of biblical narratives.

CGM3703 Caring for all: Exploring the field of pastoral work (S1 and S2)
Purpose: to enable, assist and guide learners to intervene with basic knowledge of pastoral counselling approaches in ways that will enhance the wellness of individuals, groups, society, the environment, the community and the church.

CGM3704 The research challenge: Doing empirical research in theology (S1 and S2)
Purpose: to deepen the contextual character of students’ theology by planning and doing a small-scale empirical research project.

CGM3705 Christian leadership and church management (S1 and S2)
Purpose: to evaluate Christian leadership and church management theories and to selectively implement leadership and managerial skills in a congregational and NGO setting.

BTH3720 Integrated theological praxis (year module)
Purpose: this compulsory ‘capstone’ module may only be done by students in the final year of their studies for the BTh degree. Qualifying students can integrate the insights and competencies they gained from doing the other 29 BTh modules, and use those insights to design and carry out a small scale ministry project in their community to address a specific societal problem.

Constitutional Law

1 General Information
Where CLW100S has been passed, credit for a degree may be given for CSL101J or CSL201M and not more than one of the following: ADL101 or ADL2601 (ADL201M), FUR1601 (FUR201F) or IOS1013 or IOS2601 (IOS2016).

FOR THE COLLEGE OF HUMAN SCIENCES

Students registering for this module MUST include one of the following in their curriculum:
Administrative Law (ADL2601)
Fundamental Rights (FUR2601)
Interpretation of Statutes (IOS2601)

2 Syllabus

MODULES: NQF LEVEL 6

CSL2601 (CSL201M) Constitutional Law (S1 and S2)
Co-requisite: ILW1501 (ILW1036) and SCL1501 (SCL1014)
Purpose: to gain sufficient knowledge, skills, attitudes and competencies to analyse and critically evaluate legal matter (the Constitution; legislation, case law and academic opinion) directly pertaining to Constitutional Law (in particular the institutional framework within which state power is exercised), to formulate legal arguments and to apply their knowledge to practical problems that may arise in a Constitutional state and the government structures created by the Constitution.

Consumer-oriented Marketing Communication

1 General Information
This one-year course may be taken only for the Postgraduate Diploma in Marketing Management. Undergraduate students who are interested in marketing are advised to register for modules in Business Management.

2 Syllabus

MODULES: NQF LEVEL 8

CON400E Consumer-oriented marketing communication (one paper of three hours)
Co-requisite: MNG201 and MRM202 or (BEC201 and 208)
Purpose: to enable students to gain insight into marketing communication; analysis of the target market; the marketing communication plan; advertising management; management of personal selling; sales promotion and publicity.
Criminal Law

1 Syllabus

MODULES: NQF LEVEL 5

CRW1501 (CRW101U) Introduction to the general principles of criminal law (S1 and S2)
Purpose: to gain knowledge, skills and competencies to analyse and solve problems relating to criminal law, specifically with respect to the general principles of criminal law.

MODULES: NQF LEVEL 6

CRW2601 (CRW101U) General principles of criminal law (S1 and S2)
Co-requisite: ILW1501 (ILW1036) and SCL1501 (SCL1014)
Purpose: to gain knowledge, skills and competencies to analyse and critically evaluate current general principles of criminal law. A further aim is that the student will be able to formulate legal arguments and apply knowledge to solve practical problems relating to general principles of criminal law.

CRW2602 (CRW201X) Criminal law: specific crimes (S1 and S2)
Co-requisite: ILW1501 (ILW1036) and SCL1501 (SCL1014)
Purpose: for students to gain knowledge, skills, attitudes and competencies to analyse and solve problems relating to criminal law, specifically with respect to selected specific crimes.

2 Syllabus

MODULES: NQF LEVEL 5

CMY1501 (CMY101B) Introduction to criminology: crime, offenders and criminal behaviour (S1 and S2)
Purpose: to equip students with knowledge about the crime problem, offenders and criminal behaviour.

CMY1502 (CMY102C) Introduction to criminology: victims and reduction of crime (S1 and S2)
Purpose: to equip students with knowledge about victims of crime and criminal behaviour.

CMY1503 (CMY103D) Introduction to criminology: reaction to crime (S1 and S2)
Purpose: to gain knowledge about society’s reaction to crime.

MODULES: NQF LEVEL 6

Prerequisites: Any FOUR NQF Level 5 modules.

CMY201E Crime risk perspectives (S1 and S2)
Purpose: to equip students with sufficient knowledge and problem-solving skills pertaining to crime risk perspectives.

CMY202F Principles of crime prevention, reduction and control (S1 and S2)
Purpose: to equip students with sufficient knowledge and problem-solving skills pertaining to crime prevention, reduction and control.

CMY203G Child and youth misbehaviour (S1 and S2)
Purpose: to gain sufficient knowledge on matters of risk, pertinent issues, prevention and policy pertaining to youth offending and to apply this acquired knowledge in practice to contribute to the intervention and control of young lawbreakers.

CMY204H Dealing with young offenders (S1 and S2)
Purpose: to gain knowledge, problem-solving skills and competencies about juvenile justice in South Africa.

CMY205J Reaction to crime: alternative dispute resolution (S1 and S2)
Purpose: to gain knowledge, problem-solving skills and competencies about alternative dispute resolution as a reaction to crime.

MODULES: NQF LEVEL 7

Prerequisites: Any FOUR NQF Level 5 modules.

CMY3701 (CMY301H) The explanation of crime (S1 and S2)
Purpose: to equip students with knowledge and insight into the explanation of criminal behaviour.

CMY3702 (CMY302J) Crime typologies (S1 and S2)
Purpose: to gain comprehensive knowledge and problem-solving skills concerning the various typologies of crime including their nature and extent.

CMY3703 (CMY303K) Technological developments and criminology (S1 and S2)
Purpose: to gain comprehensive knowledge, understanding and problem-solving skills concerning technological developments and the impact it has on crime and criminology.

Criminology

1 Criminology as a Major Subject

Compulsory modules for a major subject combination:

To major in criminology for the BA- (General) Degree, the following modules will be required:
Level 1: CMY1501, CMY1502
Level 2: CMY201E, CMY202F, CMY203G, CMY204H
Level 3: CMY3701, CMY3702, CMY3704, CMY3705, CMY3706
CMY3704 (CMY304L)  Formal reaction to crime (S1 and S2)
Purpose: to gain comprehensive knowledge and problem-solving skills concerning formal reaction to crime including an understanding of the process of the adjudication and disposition of offenders, the penal motives, the reintegration process and performance appraisal of the criminal justice system.

CMY3705 (CMY305M)  Victimology (S1 and S2)
Purpose: to gain comprehensive knowledge and problem-solving skills concerning victimology as a sub-field of criminology.

CMY3706 (CMY306N)  Contemporary criminological issues (S1 and S2)
Purpose: to gain comprehensive knowledge and problem-solving skills concerning contemporary crime issues, including an understanding of the incidence of violent crime in South Africa, the causes of various categories of violent crime, theoretical explanation of violent behaviour and the prevention of crimes of violence.

CMY3707 (CMY307P)  Research methodology in criminology (S1 and S2)
Purpose: to gain knowledge and skills to conduct fundamental research in criminology.

Development Studies

1 Development Studies as a Major Subject

Compulsory modules for a major subject combination:

NQF Level 5: DVA1501, 1601
NQF Level 6: DVA2601, 2602
NQF Level 7: DVA3701, 3702, 3703, 3704, 3705

2 Syllabus

MODULES: NQF LEVEL 5

DVA1501 (DVA101Q)  Introduction to development studies (S1 and S2)
Purpose: to gain insight into basic concepts in the study of development by reading texts and case studies on integrated development problems such as demography and ecology in urban and rural areas.

DVA1601 (DVA102R)  Development problems and institutions (S1 and S2) (NQF LEVEL 6)
Co-requisite: DVA1501
Purpose: to introduce students to integrated development problems such as education and health, the role of the state in development, policy approaches, political and economic dynamics within states, the role of development institutions, and the importance of participatory development and empowerment.

MODULES: NQF LEVEL 6

Prerequisite: Development Studies I or any FOUR first-level modules

DVA2601 (DVA303Y)  Projects and programmes as instruments of development (S1 and S2)
Purpose: to gain insight into projects and programmes as instruments of development, and to demonstrate understanding of functions and management techniques appropriate in development context.

DVA2602 (DVA3054)  Community development and the basic needs approach (S1 and S2)
Purpose: to enable students to demonstrate an understanding of the process and dynamics of community development and the basic needs approach by linking related concepts and theories to practice.

MODULES: NQF LEVEL 7

Prerequisite: Development Studies I or any FOUR first-level modules

DVA3701 (DVA201T)  Development theories (S1 and S2)
Purpose: to introduce students to key development theories such as modernisation, underdevelopment, sustainable and participatory development, to enable them to demonstrate understanding by comparing theories and by linking them to practical situations.

DVA3702 (DVA202U)  Rural and urban development (S1 and S2)
Purpose: to gain insight, through reading and text analysis, into development policies and strategies for rural and urban areas, interaction between rural and urban processes, urbanisation and rural and urban poverty as key development issues.

DVA3703 (DVA301W)  Development policy and strategies (S1 and S2)
Purpose: to gain insight into the process of formulating development policies and strategies at local, national and international levels, and to analyse the dynamics and issues of policy implementation.

DVA3704 (DVA302X)  Development planning (S1 and S2)
Purpose: to gain insight into development planning theories and practices by reading texts and case studies on various approaches, actors and methods.

DVA3705 (DVA3043)  Empowerment and popular initiatives (S1 and S2)
Purpose: to gain insight into the debate on empowerment and popular initiatives, and to analyse concepts such as mobilisation, participation, human action, classes, social formations, struggles and resistance in this context.

MODULES: NQF LEVEL 8

HPDVA81  Research methodology in Development Studies
Purpose: to gain knowledge and skills in research methodology in Development Studies. Qualifying students will be able to
- Distinguish between different research frameworks, designs and methodologies;
- Assess the strengths and weaknesses of these approaches.

HPDVA82  Research report in Development Studies
Purpose: to practice the research skills that students have obtained in HPDVA81. Qualified students will be able to conduct a research report of limited scope.

DVADEBT  Contemporary development debates and issues
Purpose: to equip students with advanced knowledge and understanding of the contemporary field of Development Studies. Qualified students will be able to analyse global dynamics, recent debates, theories and selected topical and symptomatic issues.

DVAGOVJ  Governance and development
Purpose: to equip students with systematic knowledge and understanding of debates and issues of governance of development at global, national and local levels.

Qualified students will have in-depth knowledge and skills and will be able to assess the role in governance of selected institutions. The focus is on their contribution to development assistance and intervention at global, national and local levels.

DVASECDF  Human security and development
Purpose: to equip students with comprehensive and systematic knowledge of themes of insecurity, risk and vulnerability in the development context. The second purpose is to provide students with in-depth knowledge and skills that will enable qualified learners to assess and apply strategies and frameworks of human security such as sustainable livelihoods, humanitarian intervention and frameworks to minimise risk and vulnerability in a development context.
**DVASUS4 Sustainable development: policy, practice and environment**

**Purpose:** to equip students with well-rounded systematic knowledge and an understanding of key themes of sustainable development within the development context. These are themes such as the nature of the environmental crisis within the global system, national and local sustainable development policy, theories of sustainable development, the clash between development and conservation as well as issues in sustainable development practice.

The second purpose is to provide students with in-depth knowledge and critical skills that will enable qualified students to assess and apply strategies and frameworks of sustainable development.

**GENDEVY Gender and development**

**Purpose:** to provide students with the opportunity to study selected themes relating to gender and gender power relations within the context of development by reading and reflecting on texts and case studies dealing with issues such as the feminisation of poverty, urban survival strategies, women as providers of food security, appropriate technology, gender-sensitive planning and gender policy.

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**Drawing**

*NB*

Prospective students must obtain prior permission from the Department Art History, Visual Arts and Musicology before registering for the degree.

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**1 General Information**

- This study unit may be taken for any degree.
- Credit for a degree is granted for GRF100 or GAR101 and GAR102 or GAR1116.
- The first-level module of Drawing is the most basic of all visual arts modules and students are advised to register for this module first or in conjunction with other first-level modules.

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**3 Syllabus**

*NB*

Students must attend a minimum of TWO days for both workshops. Students are however, strongly advised to attend the full week of these two workshops.

**MODELS:** **NQF LEVEL 5**

**GAR1501 (GAR1116) Drawing 1 (year module)**

**Purpose:** to introduce the student to the discipline of drawing and to provide students with basic skills training in drawing. The module aims at developing creative thinking through the guidance of projects and incorporates both methodologies inherent to art practice and the principles and techniques of drawing.

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**Economic History**

**1 General Information**

Exemption from the Economic History course cannot be considered unless a student has passed at least two courses in Economic History at another university.

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**2 Syllabus**

**MODELS:** **NQF LEVEL 6**

Prerequisite: Economics I or ECS101 and 102

**EHY201W Economic history of the world (S1 and S2)**

**Purpose:** to enable students to critically assess the development of the modern international economy since 1820 by looking at topics such as the causes of economic growth, long-term capital movements, international migration, commercial policy, foreign trade, the growth of the multilateral payments network, the rise and fall of the gold standard, the spread of industrialisation, the impact of the First World War, the Great Depression and the disintegration of the international economy during the 1930s.

**EHY202X Economic history of South Africa (S1 and S2)**

**Purpose:** to enable students to critically assess the development of the Western market economy in South Africa by looking at topics such as the origins of the indigenous precapitalist economy, the development of the Cape Colony from a refreshment station to a far-flung colony of settlement under the Dutch East India Company (1652–1795), South Africa during the agricultural era (1795–1870), the impact of the mining revolution (1870–1910), and the gradual industrialisation of South Africa after 1910.

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**Economics**

**1 General Information**

FOR THE COLLEGE OF HUMAN SCIENCES

BA students majoring in Economics must pass the two modules ECS201 and ECS202. Students not majoring in Economics may register for any TWO modules on NQF Level 6.

**2 Transitional Arrangements**

To complete NQF Level 7 of a major subject in Economics you must obtain credit for five modules on third-year level.

Students who wish to transfer from former TSA programmes to Unisa programmes will receive credit for the following modules (obtained after 2001)

<table>
<thead>
<tr>
<th>TSA Module</th>
<th>UNISA module to be credited</th>
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<tbody>
<tr>
<td>ECN1M1Z</td>
<td>ECS1016, ECS1501</td>
</tr>
<tr>
<td>ECN1M2Z</td>
<td>ECS1028, ECS1601</td>
</tr>
<tr>
<td>ECN2M2W</td>
<td>ECS201A</td>
</tr>
<tr>
<td>ECN2M1W</td>
<td>ECS202B</td>
</tr>
<tr>
<td>ECN2M3W</td>
<td>ECS207G</td>
</tr>
<tr>
<td>ECN2M4W or LEC101L</td>
<td>ECS204D</td>
</tr>
<tr>
<td>APE1M1T, APE2M1T, APE2M2T, APE2M3T</td>
<td>ECS209J</td>
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<tr>
<td>APE3M2T</td>
<td>ECS203C</td>
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</table>

Students who wish to transfer from Unisa-degree programmes to former TSA programmes will receive credit for the following modules:

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<thead>
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<td>APE1M1T</td>
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<tr>
<td>ECS203C</td>
<td>APE3M2T</td>
</tr>
</tbody>
</table>
3 Syllabus

MODULES: NQF LEVEL 5

ECS1501 (ECS1016) Economics 1A (S1 and S2)
Purpose: To gain insight into how the basic economic problem is solved in different economic systems, how economic activity is measured and how prices are determined through decisions made by individual households and firms under conditions of perfect and imperfect competition.

ECS1601 (ECS1028) Economics 1B (S1 and S2)
Prerequisite: ECS101
Purpose: To gain insight into macroeconomic theory and variables such as total production and income of a country, economic growth, unemployment, inflation and the balance of payments.

ECS201A Microeconomics (S1 and S2)
Prerequisite: ECS101 and 102 or ECN100
Purpose: To gain insight into the behaviour of consumers and producers in the economy by studying demand and supply and its price sensitivity; consumer behaviour; production; the operation of different market structures such as perfect competition, monopoly, monopolistic competition and oligopoly; general equilibrium and welfare.

ECS202B Macroeconomics (S1 and S2)
Prerequisite: ECS101 and 102 or ECN100
Purpose: To enable students to study various theoretical macroeconomic views on the determination of income in a closed and open economy and the role of economic policy in this regard, with special reference to South Africa.

ECS203C South African economic indicators (S1 and S2)
Prerequisite: ECS101 and 102 or ECN100
Purpose: To enable students to demonstrate an understanding of the meaning and interpretation of a wide range of economic indicators, including various national accounting concepts, price indices and balance of payments statistics, and to apply this understanding to recent South African economic data.

ECS204D Labour economics (S1 and S2)
Prerequisite: ECS101 and 102 or ECN100
Purpose: To gain insight into the economic analysis of labour and the labour market with regard to the supply of and demand for labour education and training of the labour force; unemployment, vacancies and the migration of labour; trade unionism and collective bargaining, and discrimination in the labour market, and to apply this knowledge to the South African labour market.

ECS207G Development economics (S1 and S2)
Prerequisite: ECS101 and 102 or ECN100
Purpose: To gain insight into development challenges posed by poverty, income inequality, population growth, unemployment, urbanisation and migration, as well as to deepen students’ understanding of the contributions to economic development of agricultural and rural development, education, trade policy and foreign financing.

ECS208H Environmental economics (S1 and S2)
Prerequisite: ECS101, 102 or any FOUR first-level modules
Purpose: To gain insight into the relationship between the economy and the natural environment, as well as to apply economic measures for the management and conservation of the natural environment and natural resources.

ECS209J The South African financial system (S1 and S2)
Prerequisite: ECS101 and 102 or ECN100
Purpose: To gain insight into the operation of the South African financial system with reference to financial institutions, instruments and markets, and to demonstrate an understanding of the way that the monetary policy is implemented in South Africa.

ECS210B Economics of tourism (S1 and S2)
Prerequisite: ECS101, 102 or ECN100
Purpose: To gain insight into the application of microeconomic and macroeconomic theory to the tourism environment in areas such as resource use, equilibrium in the tourism market, employment and income creation, tourism’s external account and the role of multinational enterprises.

MODULES: NQF LEVEL 7

ECS301D Monetary economics (S1 and S2)
Prerequisite: ECS202
Purpose: To gain insight into the current theoretical debate on the role of money in a modern economy, the operation of the South African financial system, and the implementation of monetary policy in South Africa.

ECS302E International trade (S1 and S2)
Prerequisite: ECS201, 202
Purpose: To gain insight into some important aspects of international economics namely: the theories, advantages and disadvantages, protectionist measures, agreements, and organisations associated with international trade.

ECS303F International finance (S1 and S2)
Prerequisite: ECS201, 202
Purpose: To enable students to understand the main areas of international monetary and financial relations from a South African perspective, including the balance of payments; the foreign exchange market; the determination of exchange rates; open economy macroeconomic theory and policy, and the international monetary system.

ECS304G Public economics (S1 and S2)
Prerequisite: ECS201
Purpose: To enable students to understand how economics developed by studying the main contributions to economics by a number of important economists.

ECS307K Econometric techniques (S1 and S2)
Prerequisite: Students can register for ECS307K only if they
- have passed ECS201 and ECS202
- have access to a PC which can run any version of Microsoft Excel, Quattro or Lotus (or an econometrics package)
- obtained an E-symbol for Grade 12 Mathematics HG or a C-symbol for Grade 12 Mathematics SG or
- passed one of the following modules: QMI1500 (Elementary quantitative methods), DSC1520 (Quantitative modelling), DSC1620 (Mathematical modelling), MAT0511 (Access to mathematics), MAT1512 (Mathematics), STA1610 (Statistics), STA1501 (Descriptive statistics and probability), or at the discretion of the HOD a similar module obtained at another tertiary institution. Students with Grade 12 Mathematics only are recommended to do either DSC1620, MAT1512, STA1510 or STA1501.
Purpose: To enable students to use statistical and mathematical techniques to estimate economic relationships by using actual data.

Engaging with Society: Meeting the Challenges of a Changing World

1 Introduction
This is one of the fundamental modules of the BA (General) degree. Students have to choose four fundamental modules as part of the 30 modules of their degree. Fundamental modules provide knowledge and skills that are essential to the outcomes of the BA degree. EWS2601 is an interdisciplinary module that is offered by the Departments of Anthropology.
and Archaeology, Development Studies, History, Political Sciences and Sociology. It is housed in the Department of Sociology.

2 Syllabus

MODULES: NQF LEVEL 6

EWS2601 Engaging with society: meeting the challenges of a changing world (S1 and S2)
Prerequisites: Any TWO modules.
Purpose: to equip BA graduates with an interdisciplinary grounding in the challenges facing our society, thus increasing their motivation to, and their capacity for, providing solutions to these challenges, as well as the capacity to connect their personal/local situation with the broader social/global environment, thus facilitating their ability to think critically and holistically, and to act effectively.

English Studies

1 General Information

- At NQF Level 5, students may register for any two modules depending on their needs. However, students should not register for both ENN101 and ENN103 as these are regarded as equivalent care modules.
- Students who wish to improve their skills in English and who do not intend further study in English are advised to register for ENN103 and one of ENN1504 or ENN106. These modules have a practical orientation and have been designed to serve specific needs and requirements.
- Science students who have passed CSS101 and wish to obtain credit for English on NQF Level 5 may take ENN101 or ENN103.
- All first-level modules permit access to studying English at NQF Level 6. However, students who obtain a mark of less than 65% for ENN103-108 are advised not to register for second-level modules without consulting the Department of English Studies prior to registration.
- Students who select English as a major subject are advised to take at least two modules in one or more of the following subjects before or together with NQF Level 6: EED201, another language, Biblical Studies, Classical Culture, Communication Science, History, Art History, Music in History and Society, Linguistics, Philosophy, Modern Romance Literature in Translation, Psychology, Theory of Literature.

FOR THE COLLEGE OF LAW

LLB students who register for English must register for:

- ENN106

2 Transitional Arrangements

- Students who passed only one or two of the papers for English II prior to 2000 retain credit for the paper(s) concerned and can complete the course by passing three or two of the six modules listed under 5 below – see table below for modules which may not be taken. For example, a student who has passed only ENG211 will need to complete three modules in order to meet the requirements for second-level English.
- Students who passed English II papers prior to 1995 or English III papers prior to 1996, but who did not complete the course, will be dealt with on an ad hoc basis. Such students must consult the Chairperson of the Department, English, prior to registration.
- Students who passed only one, two, or three of the papers for English III prior to 2001 retain credit for the paper(s) concerned and can complete the course by passing four, three, or two of the six modules listed under 5 below – see table below for modules which may not be taken. For example, a student who has passed ENG312, ENG313 and ENG315 will need to register for two modules to meet the requirements of third-level English.
- If students have passed ENN321N they MAY NOT register for the new ENN314Q module as the content of the new module overlaps significantly with that of the old ENN312N module. Instead, in order to complete their studies at third-year level in English, they will have to pass ENN311M, ENN303M and ENN315R.
- Students who passed a paper(s) under a previous curriculum retain credit for the paper(s) passed and choose the outstanding paper(s) from those listed above.

<table>
<thead>
<tr>
<th>Study unit passed</th>
<th>Modules which may not be taken</th>
<th>Outstanding modules which may be taken</th>
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<tbody>
<tr>
<td>PEN100</td>
<td>ENN101, 1504</td>
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<tr>
<td>ENL101</td>
<td>ENN101, 103</td>
<td>ENN102 or EED101 or one of ENN1504, 106</td>
</tr>
<tr>
<td>ENL102</td>
<td>ENN102, 1504, 106</td>
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<td>ENG215</td>
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3 English as a Major Subject

Compulsory modules for a major subject combination:

- NB
  Students wishing to major in English are strongly advised to take EED201.

- NQF Level 5: ENN101 and ENN102
- NQF Level 6: ENN203, 204, 205, 207
- NQF Level 7: ENN311, 303, 314, 315

4 Syllabus

MODULES: NQF LEVEL 5

Prerequisite: See 3 above

Advice: Students are advised to register for ENN101 and either ENN102 or EED101. (Students who register for any two of ENN101, 1504, 106 may proceed to NQF Level 6, but it is recommended that they obtain a pass of at least 65% for both modules before registering for the NQF Level 6.)

INTRODUCTION TO ENGLISH STUDIES

ENN101D English studies: Approaching literature and writing (S1 and S2) (Project)
Purpose: to develop critical and creative writing abilities; to build basic, independent research skills; to establish a literary and academic foundation for English studies; and to introduce students to representations of diversity within a socio-cultural matrix.

Students will encounter and respond to a wide variety of texts in English.

ENN102E English studies: Explorations in reading and meaning (S1 and S2)
Purpose: to encourage students to reflect on their reading practises so that they can become active, critical readers; to develop appropriate reading strategies for the reading of literary and non-literary texts; and to provide opportunities for students to produce a range of written responses to their texts.

The module provides a foundation for cultural and literary studies.

EED101F English language studies (S1 and S2)
See English for Education

ENGLISH FOR SPECIFIC PURPOSES (formerly known as Practical English)

Advice: The modules in this section are designed for students who require English skills for study in fields other than English.
ENN103F  English for academic purposes (S1 and S2)
Purpose: to enable students to gain a background in English grammar and usage, to develop an ability to read texts critically with comprehension and insight, and to acquire skills in reading and writing at tertiary level.

ENN1504  Practising workplace English (S1 and S2)
Advice: This module is a basic introduction to business writing. Purpose: to enable students to develop proficiency in English and a range of related communication skills and strategies for both public and private sector work environments. The central focus is on the ability to produce well written work-related documentation in English.

ENN106J  English communication for law (S1 and S2)
Purpose: to enable students to acquire reading, writing and language skills specific to the study of law.

MODULES: NQF LEVEL 6
Prerequisite: TWO first-level modules in this subject or any FOUR first-level modules.

ENN203J  One writer’s vision: Jane Austen (S1 and S2)
Purpose: to enable students to extend their critical and analytic ability by assessing and comparing the range and nature of a single writer’s engagement with ideas concerning gender, society and history.

ENN204K  African encounters (S1 and S2)
Purpose: to enable students to think and write critically about their own encounters with African writing and about encounters within African writing such as the author’s engagement with history, community, nationhood, politics and his or her literary context.

ENN205L  Close reading, good writing (S1 and S2)
Purpose: to enable students to gain insights into literary terms and techniques through the practice of close reading.

ENN207N  Exploring Shakespeare (S1 and S2)
Purpose: to introduce students to a variety of Shakespearean texts, and encourage them to undertake close critical reading, in order to develop their own understanding of Shakespeare’s language and concerns. The module will encourage students to develop an awareness to the rich variety and diversity of Shakespearean criticism and interpretation.

EED201J  English language studies (S1 and S2)
See English for Education

MODULES: NQF LEVEL 7
Prerequisite: TWO first-level modules in this subject or any FOUR first-level modules.

ENN303M  Themes in English language studies (year module)
Advice: Although previous exposure to language studies is not a prerequisite, students who have completed first and second-level modules in linguistics or language studies (UND1502 and/or UN2046) will be at an advantage. Purpose: to engage students in a study of the origins, change and diversity of the English language and to explore the nature and position of English within the context of the multicultural, multilingual nature of South African society.

ENN311M  Exploring South African writing (year module)
Purpose: to develop a critical awareness amongst students of how social issues are reflected in a selection of texts from Africa. Qualifying students are able to explore diverse genres in African writing and can arrive at their own interpretations of the texts within their own contexts.

ENN315R  Testing the limits of the literary sign: Modern and contemporary literature (year module)
Purpose: to explore the diversity and complexity of literature produced since 1900. Qualifying students are able to read individual works in relation to the philosophical destabilisation of meaning in the twentieth and twenty-first centuries. They explore areas of deferred and problematic signification and can arrive at their own interpretations of the texts.

MODULES: NQF LEVEL 8

ENN4801  The English heritage
Advice: Students are advised to register for this paper in their first year of study. Purpose: to offer an overview of the English literary tradition from the Middle Ages to the present day, and to introduce students to some of the historical and cultural contexts that have informed English literature through the ages.

ENN4802  Africa: texts and territories
Purpose: to explore identities in contemporary Africa, and to encourage students to examine the cultural role of literature in relation to emergent African writers, including writing from the diaspora.

ENN4803  Popular culture and the practices of reception
Purpose: to examine the phenomenon of popular culture, its reception, and the permeable boundary between ‘high’ and ‘popular’ culture in relation to the heteroglossic nature of dominant modes and tropes of representation.

ENN4804  Intersections: race, class, gender
Purpose: to explore the intersections of race, class and gender in relation to recent texts that have posed a challenge to canonical writing.

ENN4805  A research paper

NB
Students are strongly advised not to register for this paper until they have studied at least THREE of the other Honours papers: ENN4801, ENN4802, ENN4803 and ENN4804. This is in order that the necessary skills be acquired and sufficient reading undertaken BEFORE attempting the Research Paper.

Purpose: to give students an opportunity to devise and execute an independent research project within the discipline of English Studies in consultation with their tutors in the Department. Advice: Students are strongly advised not to register for this paper until they have studied at least three of the other Honours papers: ENN4801, ENN4802, ENN4803 and ENN4804. This is in order that the necessary skills be acquired and sufficient reading undertaken BEFORE attempting the Research Paper.

English for Education

1 General Information
It is recommended that the following modules mentioned below be taken by students who still have to fulfil the language requirement, namely two modules on first year level. Students are allowed to register (for non-degree purposes) for two beginner’s modules.

Motivation: The selected modules are suitable for teachers wishing to improve their communication skills and practical competencies within the classroom setup.

English: ENN103F, LPENGTS
Afrikaans: LPAFRT8, AFK1503 (AFK105U)

The following modules must be selected:

BEd (Early Childhood Development: Foundation Phase) and (Intermediate and Senior Phase)
NQF Level 5: EED101, 102
NQF Level 6: EED201, 202, 203

BEd (Senior Phase and Further Education and Training)
NQF Level 5: EED101, 102
NQF Level 6: EED201, 202, 203, LPENGTS
2 Transitional Arrangements

<table>
<thead>
<tr>
<th>Study unit passed</th>
<th>Modules which may not be taken</th>
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</thead>
<tbody>
<tr>
<td>EPE101 or ESE101</td>
<td>EED101</td>
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<tr>
<td>EPE102 or ESE102</td>
<td>EED102</td>
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<td>EPE201 or ESE201</td>
<td>EED201</td>
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<td>EED205 or EED206</td>
<td>EED202</td>
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<tr>
<td>EPE203 or EED207</td>
<td>EED203</td>
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</table>

3 Syllabus

MODULES: NQF LEVEL 5

EED101F English in perspective (2 hour examination) (S1 and S2)
Advice: At least 40% for English (First or Second Language), Higher Grade at Senior Certificate level or LSK011.
Purpose: to introduce students to issues relating to the English language: the role and status of English in the world and in the South African context; the role of English vs. the primary language in education: the standard and other varieties of English; prescriptive and descriptive approaches towards language use; the functions of language; the relationship between language and identity; the differences between spoken and written language; the power of language; aspects of grammar; the nature and analysis of discourse.

EED102G Ways of knowing: fiction, poetry and drama (2 hour examination) (S1 and S2)
Advice: At least 40% for English (First or Second Language) Higher Grade at Senior Certificate level or LSK011.
Purpose: to introduce the students to the study of literature, with a selection of prose, poetry and drama, including a substantial proportion of twentieth-century and African texts.

MODULES: NQF LEVEL 6

EED201J English language studies (2 hour examination) (S1 and S2)
Advice: The completion of EED101 (or EPE/ESE101) may benefit students wishing to register for this module.
Purpose: to explore issues introduced on NQF Level 5 more fully and to introduce students to theories of the origins and properties of language; language as a system of signs; the sounds and sound patterns of language; primary-language acquisition and second-language learning; semantics and pragmatics. Students will demonstrate their knowledge in an independent language investigation on a topic of their own choice in which they will apply their knowledge to aspects of English in use.

EED202K ‘This round and delicious globe’: literature in English (2 hour examination) (S1 and S2)
Purpose: to introduce students to a selection of texts in three genres: fiction and a selection of plays and poems. In their exploration of these texts, students will demonstrate their understanding of how language functions in literary texts, identify key literary terms, show how they work in a text, explore themes and issues, and write a logically structured, focused and persuasive essay.

EED203L Modes of meaning: mythology and folklore, literacy and children’s literature (2 hour examination) (S1 and S2)
Purpose: to allow students to explore the nature, value and meaning of myth and folklore, literacy and children’s literature.

Environmental Education

1 Syllabus

MODULES: NQF LEVEL 6

ENE2601 (ENE2019) Environmental Education: concepts and principles (S1 and S2)
Advice: This module may only be taken for the BA (with specialisation in Environmental Management) or the BSc (with specialisation in Environmental Management).
Syllabus: The concept “environmental education”; environmental education as reaction to the environmental crisis; the adult learner and environmental education; environmental education practitioners and environmental education; the environmental education curriculum for adult learners; teaching and learning in environmental education for adults; utilising information technology in environmental education.

Evidence

1 Syllabus

MODULES: NQF LEVEL 7

EVI3701 (EVI301A) Evidence: admissibility of evidence (S1 and S2)
Co-requisites: ILW1501 (ILW1036) and SCL1501 (SCL1014)
Purpose: to equip students with knowledge of and insight into the concepts and sources of the Law of Evidence, and the principles governing the admissibility of evidence.

EVI3702 (EVI2016) Evidence: the presentation and assessment of evidence (S1 and S2)
Co-requisites: ILW1501 (ILW1036) and SCL1501 (SCL1014)
Purpose: to equip students with knowledge of and insight into the rules and principles of the presentation and the evaluation of evidence.

Financial Accounting

1 Syllabus

MODULES: NQF LEVEL 5

FAC1501 Introductory financial accounting (S1 and S2)
Purpose: to introduce students to the fundamental concepts and principles of financial accounting; the purpose and use of business documents; the recording of cash and credit transactions; bank reconciliation; inventory; trial balance; final accounts; adjustments and the elementary financial statements of a sole trader.

FAC1502 Financial accounting concepts, principles and procedures (S1 and S2)
Purpose: to introduce students to the fundamental concepts and principles of accounting; the collecting and processing of accounting data of an enterprise; the accounting treatment and disclosure of non-current assets and current assets, non-current liabilities and current liabilities, sole enterprises, non-profit organisations and the recording of transactions from incomplete records.

MODULES: NQF LEVEL 6

FAC1601 (ACN102N) Financial accounting reporting (S1 and S2)
Prerequisite: FAC1502 or ACN101M
Purpose: to introduce students to underlying accounting transactions and the accounting treatment and disclosure of partnerships, close corporations, the
equity of companies, cash flow statements, branch accounts, the analysis and interpretation of financial statements as well as the time value of money.

**FAC2601 (ACN201Q)** Financial accounting for companies (S1 and S2)

*Prerequisite:* (FAC1502 or ACN101M) and (FAC1601 or FAC1503 or ACN102N)

*Purpose:* to gain knowledge of and insight into the following subject matter as well as the ability to apply this knowledge when preparing a set of financial statements; Companies Act requirements in respect of the preparation of a set of financial statements; the accounting framework; presentation of financial statements; share- and dividend transactions; introduction to financial instruments; property, plant and equipment; inventories; revenue; finance- and operating leases in the financial statements of lessees; the preparation of a set of financial statements with accompanying notes for a company in accordance with the requirements of the Companies Act and GAAP.

**FAC2602 (ACN202R)** Selected accounting standards and simple group structures (S1 and S2)

*Prerequisite:* (FAC1502 or ACN101M) and (FAC1601 or FAC1503 or ACN102N)

*Advice:* First registration for this module is preferable in a semester which follows first registration for FAC2601.

*Purpose:* to gain knowledge and insight into the following subject matter as well as the ability to apply this knowledge when preparing a set of financial statements and consolidated group statements: Introduction to group financial statements (simple group structures); elimination of intercompany transactions; dividends and preference shareholding) and the statement of cash flows.

**MODULES: NQF LEVEL 7**

**FAC3701** General financial reporting (S1 and S2)

*Prerequisite:* FAC2601, FAC2602 and TXN203D (or TXN213F)

*Purpose:* to gain knowledge of and insight into, as well as the ability to apply this knowledge to the preparation of financial statements, for the following subject matter: the accounting framework; the requirements for financial statement presentation taking into account certain items which affect the statement of comprehensive income and the statement of financial position; the accounting treatment and disclosure of income taxes and secondary tax on companies; revenue; profit or loss for the period, as well as the accounting treatment and disclosure of fundamental errors, and changes in accounting policies and estimates; events after the reporting date; provisions, contingent liabilities and contingent assets, and the tax implications of the preceding topics.

**FAC3702** Distinctive financial reporting (S1 and S2)

*Prerequisite:* (FAC2601 and FAC2602) or (ACN201Q and ACN202R and TXN203D or TXN213F)

*Co-requisite:* FAC3701 (or ACN301; ACN311)

*Purpose:* to gain knowledge of and insight into, as well as the ability to apply this knowledge to the preparation of financial statements, for the following subject matter: the presentation, recognition and measurement of financial instruments; the accounting treatment and disclosure of foreign exchange transactions; property, plant and equipment; investment properties; intangible assets, impairment of assets (excluding cash generating units); non-current assets held for sale and discontinuing operations, and the tax implications of the preceding topics.

**FAC3703** Specific financial reporting (S1 and S2)

*Prerequisite:* (FAC2601 and FAC2602) or (ACN201Q and ACN202R and TXN203D or TXN213F)

*Co-requisite:* FAC3701 (or ACN301; ACN311)

*Purpose:* to gain knowledge of and insight into, as well as the ability to apply this knowledge to the preparation of financial statements, for the following subject matter: the consolidation procedures required for the preparation and presentation of group financial statements namely: business combinations, intercompany transactions, losses of a subsidiary, horizontal groups, vertical groups, consolidated cash flow statements, changes in ownership, and the accounting treatment and disclosure of associates and joint ventures including any relevant deferred tax implications.

**FAC3704** Group financial reporting (S1 and S2)

*Prerequisite:* (FAC2601 and FAC2602) or (ACN201Q and ACN202R and TXN203D or TXN213F)

*Purpose:* to gain knowledge of and insight into, as well as the ability to apply this knowledge to the preparation of financial statements, for the following subject matter: the consolidation procedures required for the preparation and presentation of group financial statements namely: business combinations, intercompany transactions, losses of a subsidiary, horizontal groups, vertical groups, consolidated cash flow statements, changes in ownership, and the accounting treatment and disclosure of associates and joint ventures including any relevant deferred tax implications.

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### Form and Motion

**Form and Motion**

**NB**

*Prospective students must obtain prior permission from the Department of Art History, Visual Arts and Musicology before registering for the BA degree (Culture and Arts) with specialisation in Multimedia Studies.*

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### 1 General Information

- The first-level module of Form and Motion may only be taken for the degree of Bachelor in Visual Arts (with specialisation in Digital New Media).
- Credits towards a degree are granted for THF101C and VAR801V or FRM1501.

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### 2 Syllabus

**NB**

*Students must attend a minimum of two days for both workshops. Students are, however, strongly advised to attend the full week of these two workshops.*

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### French

**1 General Information**

- Students are advised to purchase their prescribed books as early as possible.
- Access to an audio cassette recorder is essential as students have to record on audio cassettes. Students may also record on a CD.
- Students intending to become translators are strongly urged to major in both French and English.
- Students who select French as a major subject are advised to take at least two modules in one or more of the following: Modern Romance Literatures in English, Theory of Literature, another language, Linguistics, History, Classical Culture, Biblical Studies, Art History, Philosophy.
- Students intending to continue with French and who are interested in language per se are advised to register for Linguistics LIN101 (Grammatical Concepts) and/or LIN205 (Sounds and Sound Structure); those interested in literature are advised to register for one or two modules in Modern Romance Literatures in English, Theory of Literature, Introduction to Theory of Literature and/or Introduction to Literary Genres.
2 Admission Requirements

MODULES: NQF LEVEL 5

- FRC1501 – None
- FRC1502 – FRC1501 or French Special Course (SFR100) or knowledge of French but do not meet the admission requirements to second-level modules. Such students must contact the Department of Classics and World Languages (French section) prior to registration.

MODULES: NQF LEVEL 6

- At least 50% in French Higher Grade;
- At least 60% in French Standard Grade or FRC1502 or
- Passed a departmental test. (To arrange a departmental test, students must contact the administrative officer for French, Mrs A Lawrence (Tel. 012 429 6578 mornings only or e-mail: lawrea@unisa.ac.za).)

3 Transitional Arrangements

French (Special course) (SFR100) and FRE100 are no longer available. These courses have been incorporated into first- and second-level modules:

- students who passed SFR100 must register according to the table below
- students who failed SFR100 must register for FRC1501
- students who passed FRE100 must register for FRC2601
- students who passed only ONE paper of FRE100 must register according to the table below
- students who failed FRE100 must register for FRC1502

French II (FRN200) and French III (FRN300) are no longer available. These courses have been incorporated into the second- and third-level module:

- students who passed FRN200 must register for FRC3701 and THREE of FRC3702, 3703, 3704, 3705
- students who passed only ONE paper of FRN200 must register according to the table below
- students who failed FRN200 prior to 1999 must register for FRC2601
- students who did not pass all the papers of FRN300 must register according to the table below
- students who failed FRN300 but passed FRN200 in 1999 or 2000 must register for FRC3701 and THREE of FRC3701, 3702, 3703, 3704, 3705
- students who do not fall into any of the above categories must contact the administrative officer (tel. 012 429 6578 mornings only or e-mail: lawrea@unisa.ac.za).

The module code FRC302X has been discontinued, however the module content is now Option A within FRC3702 (FRC303Y). Students who have passed FRC3702 will retain credit towards their degree.

<table>
<thead>
<tr>
<th>Study unit passed</th>
<th>Modules not to be taken</th>
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</thead>
<tbody>
<tr>
<td>SFR100, FRC101</td>
<td>FRC1501</td>
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4 French as a Major Subject

4.1 Compulsory modules for a major subject combination:

The following TEN modules constitute a standard major subject in French:

<table>
<thead>
<tr>
<th>NQF Level 5</th>
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<tbody>
<tr>
<td>FRE101 passed in 1998 or 1999, FRC102</td>
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<tr>
<td>FRE101 passed prior to 1998, FRC102</td>
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<tr>
<td>FRE201</td>
<td>FRC2601</td>
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<tr>
<td>FRC202</td>
<td>FRC2602</td>
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<tr>
<td>FRN201 passed prior to 1999</td>
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<tr>
<td>FRN204</td>
<td>–</td>
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<tr>
<td>FRN301 passed in 2000, FRC301, 303</td>
<td>FRC3701</td>
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<tr>
<td>FRC303</td>
<td>FRC3702</td>
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<tr>
<td>FRN305</td>
<td>FRC3704</td>
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<tr>
<td>FRN305, FRC306</td>
<td>FRC3705</td>
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<tr>
<td>FRN309, FRC304</td>
<td>FRC3703</td>
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</tbody>
</table>

4.2 French as a major subject for the BBA degree

Students taking French as a second major for the BBA degree must on NQF Level 6 register for the modules FRC2601 and one of FRC2602 and FRC2603 since the second major for this degree comprises a maximum of nine modules. Students with direct admission to FRC1502 or FRC2601 are referred to 2 above for other modules which must be taken.

5 Syllabus

MODULES: NQF LEVEL 5

FRC1501 (FRC101Q) French language and culture: Beginners (S1 and S2)

Advice: No previous knowledge of French is required.
Purpose: to develop the four language skills: reading, writing, listening and speaking from the outset, in a lively communicative approach which aims at the same time to introduce students to contemporary France and the French-speaking world.

FRC1502 (FRC102R) French language and culture: Lower intermediate (S1 and S2) (an open-book examination)

Prerequisite: See 3 above
Purpose: the development of aptitude in the four language skills – reading, writing, listening and speaking – from lower intermediate to intermediate level. The lively communicative approach aims at active proficiency in the language.

MODULES: NQF LEVEL 6

Prerequisite: See 3 above
FRC2601 (FRC201T) French language and culture: Intermediate (S1) (an open-book examination)

Purpose: the enhancement of aptitude in the four language skills – reading, writing, listening and speaking – from intermediate to advanced level. You are trained in specific writing techniques and strategies: letter writing, summaries, compositions, etc. Emphasis on culture and French institutions.

FRC2602 (FRC202U) French for professional purposes: Introduction (S1) (an open-book examination)

Purpose: to introduce you to basic business French for students interested in the socio-economic environment. Key notions and communication skills specific to the field are developed. The programme exploits and develops all four language skills: reading, writing, listening and speaking, using authentic documents and interviews in print and/or in audio cassette/CD recordings.

FRC2603 (FRC203V) French Literature: Introduction (S2) (an open-book examination; all questions to be answered in French) (2 hours)

Purpose: to introduce you to a selection of short texts from French and Francophone literatures and to basic guidelines in French for the analysis and interpretation of these texts.

FRC3701 (FRC301W) French language and culture: advanced (S1) (oral examination)

Prerequisite: FRC2601

Advice: This module will not qualify you to be a professional translator. It should rather be seen as an extension of the general language module FRC2601 in which translation is used as a method of advanced language acquisition. However certain translation techniques will be taught.

Purpose: to train you in the techniques and practice of translation from and into French/English.

FRC3702 (FRC303Y) French for professional purposes: Hotel and tourism (S2) (an open-book examination)

NB

This module has two internal Options. Option A covers Advanced Business French while Option B explores Hotel and Tourism Industry. Students must choose ONE Option. Be aware that you cannot register this module twice even though it has two Options i.e. if you choose Option A and pass it you will not be allowed to do Option B later.

Prerequisite: FRC2601

Purpose: to develop effective communication skills – reading, writing, listening and speaking – in the professional fields of business, hotel and tourism industry. Students will, as far as possible, interpret, react to and produce communication acts (both oral and written) in simulated situations using authentic documents originating in the industry, where applicable. The aim is not to train students for the profession as such, but to enable efficient interaction with French-speaking colleagues in the field and French-speaking clients in South Africa.

FRC3703 (FRC3043) French literature: France (advanced) (S1 and S2) (2 hours) (an open-book examination)

Prerequisite: FRC2601, 2603

Purpose: to prepare you for the study of selected prescribed texts from literature of France. In addition you are trained in the consolidation and practice of analytical and interpretative skills in essays.

FRC3704 (FRC3054) French literature: Literature of Francophone countries (advanced) (S1 and S2) (2 hours) (an open-book examination)

Prerequisite: FRC2601 and 2603

Purpose: to prepare you for the study of prescribed texts in French from literatures of Francophone countries, with particular emphasis on Africa; the socio-cultural context of the works will be studied. In addition you will be trained in the practice of interpretative and analytical skills in the form of essays.

FRC3705 (FRC3065) Practical translation from and into French (S1) (2 hours) (an open-book examination)

Prerequisite: FRC2601

Advice: This module will not qualify you to be a professional translator. It should rather be seen as an extension of the general language module FRC3701 in which translation is used as a method of advanced language acquisition. However certain translation techniques will be taught.

Purpose: to develop the four language skills – reading, writing, listening and speaking – on advanced level. (Audio cassette recordings form an integral part of this module.) You are introduced to sociocultural aspects of France studied at the broadest level.

FRC3706 (FRC3076) Practical translation from and into French (S2) (an open-book examination)

Purpose: to develop effective communication skills – reading, writing, listening and speaking – in the professional fields of business, hotel and tourism industry. Students will, as far as possible, interpret, react to and produce communication acts (both oral and written) in simulated situations using authentic documents originating in the industry, where applicable. The aim is not to train students for the profession as such, but to enable efficient interaction with French-speaking colleagues in the field and French-speaking clients in South Africa.

FUR2604 (FUR204Y) Reading, writing, listening and speaking – in the professional fields of business, hotel and tourism Industry. Students must choose ONE Option. Be aware that you cannot register this module twice even though it has two Options i.e. if you choose Option A and pass it you will not be allowed to do Option B later.

Prerequisite: FUR2601, 2603

Purpose: to develop the four language skills – reading, writing, listening and speaking – on advanced level. (Audio cassette recordings form an integral part of this module.) You are introduced to sociocultural aspects of France studied at the broadest level.

FUR2605 (FUR2055) Practical translation from and into French (S2) (an open-book examination)

Purpose: to develop effective communication skills – reading, writing, listening and speaking – in the professional fields of business, hotel and tourism Industry. Students must choose ONE Option. Be aware that you cannot register this module twice even though it has two Options i.e. if you choose Option A and pass it you will not be allowed to do Option B later.

Prerequisite: FUR2601, 2603

Purpose: to develop the four language skills – reading, writing, listening and speaking – on advanced level. (Audio cassette recordings form an integral part of this module.) You are introduced to sociocultural aspects of France studied at the broadest level.

FUR2606 (FUR2066) Practical translation from and into French (S2) (an open-book examination)

Purpose: to develop effective communication skills – reading, writing, listening and speaking – in the professional fields of business, hotel and tourism Industry. Students must choose ONE Option. Be aware that you cannot register this module twice even though it has two Options i.e. if you choose Option A and pass it you will not be allowed to do Option B later.

Prerequisite: FUR2601, 2603

Purpose: to develop the four language skills – reading, writing, listening and speaking – on advanced level. (Audio cassette recordings form an integral part of this module.) You are introduced to sociocultural aspects of France studied at the broadest level.

1 General Information

Fundamental Rights

Where UVW100 (or IST100) or CLW100 has been passed, credit for a degree may be granted for FUR101C or FUR2601 in addition to IOS1601 or IOS101J or CSL2601.

FOR THE COLLEGE OF HUMAN SCIENCES

Students registering for Fundamental Rights MUST include one of the following in their curriculum:

- Administrative Law (ADL2601 or ADL201M)
- Constitutional Law (CSL2601 or CSL201M)
- Interpretation of Statutes (IOS2601 or IOS2016)

2 Syllabus

MODULES: NQF LEVEL 6

FUR2601 (FUR201F) Fundamental Rights (S1 and S2)

Co-requisites: ILW1501 (ILW1036) and CSL1501 (SCL1014)

Advice: It is strongly recommended that LLB students take this module with or after CSL2601 (CSL201M).

Purpose: to gain sufficient knowledge, skills, attitudes and competencies to analyse and critically evaluate legal material (Bill of Rights) directly pertaining to Fundamental Rights, to formulate legal arguments and to apply their knowledge to practical problems that may arise due to the application of the Bill of Rights and limitations of fundamental rights.

General Education

1 General Information

No new registrations will be allowed from 2010. Students who passed papers in Education without completing the relevant level, are referred to the Department of Teacher Education to determine the outstanding modules they need to take.

2 General Education as a Major Subject

Compulsory modules for a major subject combination:

NQF Level 5: GED101, 102
3 Syllabus

MODULES: NQF LEVEL 5

GED101T Human development and education (S1 and S2)
Purpose: to gain insight into the main themes of human development; through the study of different approaches to the study of human development; phases of human development: prenatal development, neonatal development and infancy, early childhood (about 2–6 years), middle childhood (about 6–12 years), adolescence (about 12–18 years), and adulthood (about 20 years until death).

GED102U Teaching and learning 1 (S1 and S2)
Purpose: to gain insight into the basics of education, teaching, training, learning and evaluation in a demanding society by studying relevant concepts (eg education, teaching, training and learning); the relationship between teaching and learning; principles of effective teaching and learning; teaching strategies; methods and media; lesson development and presentation; the foundations of assessment and evaluation, and elementary item and test construction.

GED201W The adolescent: an educational perspective (S1 and S2)
Purpose: to gain insight into the characteristics of adolescent learners by exploring their physical development, cognitive development, affective and personality development, social development, conative development, and normative development.

GED202X Teaching and learning 2 (S1 and S2)
Purpose: to gain a deeper insight into learning and teaching in society by exploring learning systems such as (distance learning, open learning, community education, etc); life-long learning; types of learning (eg reflective, self-directed, informal, incidental, action, cooperative experiential and metalearning); the transfer of learning; instructional design to facilitate effective learning; presentation skills (eg brainstorming, use of case studies and scenarios, role-playing, group discussions, small group discussions, lectures); assessment and evaluation strategies, and types of assessment (eg panel testing, oral examinations, observation, continuous assessment, open-book examinations, written tests, assignments, projects, portfolios).

GED203Y Life crises in childhood and adolescence (S1 and S2)
Purpose: to gain insight into life crises in childhood and adolescence by considering crisis intervention (demarcating the field of the crisis intervenor, the interview in the context of life crisis, the relationship between the crisis intervenor as educator and the child/adolescent in crisis); the influence of life crises on education and learning (identifying the child/adolescent in crisis; behavioural problems (eg truancy, sexual promiscuity, drugs); physical problems (eg accidents, diseases and physical challenges); family crises (eg sexual abuse, incest, conflict, death of a family member, financial crises etc); cultural demands (eg initiation, circumcision, forced marriages, religion of parents etc); and existing support structures and organisations in the community (identifying different support professions, preventing life crises in childhood/adolescence, intervention strategies in the community, guidelines for educational intervention).

GENE2601 General Genetics IIA (S1 and S2)
Co-requisites: CHE1501, CHE1502
Purpose: to enable students to gain insight into the principles and major concepts of genetics with an emphasis on Mendelian genetics, nucleic acid structure and properties, gene recombination and chromosome mapping.

4 Practical Work
There are currently no Genetics practicals.

Any future introduction of genetics practicals will be announced in Calendar 2 and in Calendar 3 and in Tutorial Letter 101 of the study material.

GED3013 The adult: an educational perspective (year module)
Purpose: to gain an educational perspective on the characteristics of the adult learner by considering the world of the adult as a learner, and by looking at educational development during adulthood and old age (the relation between education, training and physical development; the relation between education, training and cognitive development; the relation between education, training and psychosocial development; the relation between education, training and moral development); educational theories of adulthood (phaseological theories of adulthood, theories based on developmental tasks, implications for adult education and training), and lifelong learning and the world of work (vocational development, motivation, job satisfaction, retirement).

GED3024 Teaching and learning 3 (year module)
Purpose: to enable students to become proficient in course design and development in education and training by exploring the basic concepts and terminology related to course design and development (eg curriculum, programme, course, unit, competences, objectives, evaluation, assessment, needs analysis); selecting and writing objectives/outcomes; selecting and arranging learning content; identifying teaching and instructional approaches to be followed and selecting suitable assessment/evaluation techniques; developing course units, general teaching strategies, suitable training activities; course evaluation and programme evaluation.

GED3069 Education and technology (year module)
Purpose: to gain insight into the background to technology in education and training in an outcomes-based approach; to become proficient in designing and planning for the use of technology in education and training by using a systematic multimedia design approach; be able to select and integrate technology in education and training by using design and selection guidelines for such integration; to apply a variety of media production and presentation techniques, and to assess/manage the use of technology in education and training effectively and efficiently.

EDC1015 Theoretical frameworks in education (year module)
Purpose: to expose students to a pluralistic problem-centred approach to educational discourse and to encourage them to interact critically with contemporary issues in education.
1.1 Compulsory modules for a major subject combination for the generic BA degree:

NQF Level 5: GGH1501, GGH1502
NQF Level 6: GGH201T, and GGH203V and any TWO of the following:
GGH202U, GGH204W, GGH206Y
NQF Level 7: Any FIVE of the following: GGH301W, GGH302X, GGH303Y, GGH3043, GGH3054, GGH3076

1.2 Compulsory modules for a major subject combination for the generic BSc degree:

NQF Level 5: GGH1501, GGH1502, GGH103S
NQF Level 6: GGH201T, and GGH203V and any TWO of the following:
GGH202U, GGH204W, GGH206Y
NQF Level 7: Any FIVE of the following: GGH301W, GGH302X, GGH303Y, GGH3043, GGH3054, GGH3076

2 Syllabus

MODULES: NQF LEVEL 5

GGH1501 (GGH101Q) Know your world: introduction to geography (S1 and S2)
Syllabus: The nature and scope of geography as a science; representation of the earth on maps and map use; sustainable development as a geographical concept; a selection of world spatial patterns and processes from the following themes: climate, ecosystems and biomes, landforms, minerals and soils, energy and water resources, population, HIV-Aids, development and wealth, culture, and globalisation

GGH1502 (GGH102R) World issues: a geographical perspective (S1 and S2)
Syllabus: Global change and global problems, resource use and exploitation in both the physical and human resource systems; the conservation and sustainable development of the human resource base; techniques used for environmental monitoring. A selection from the issues from the following: population problems, poverty, quality of life, urban problems, food, conflict and war, the energy crisis, air pollution, water pollution, land degradation, biodiversity, and the problem of waste

GGH103S Our living earth (S1 and S2)
Purpose: to gain insight into some of the underlying scientific principles of the world we live in, and its sustainability.
Syllabus: Humans and environmental sustainability; science, ecology and sustainability; science in service of sustaining biodiversity; key resources, environmental quality and human societies

MODULES: NQF LEVEL 6

GGH201T The African challenge: people and environment (S1 and S2)
Prerequisite: TWO first-level modules in this subject or any FOUR first-level modules
Syllabus: The challenge for development against the background of the natural and human environment in Africa. Distribution, growth and diversity of the population; impacts of HIV-Aids; geopolitical evolution; economic development; urbanisation; food production and agriculture; the use and exploitation of land and natural vegetation; climate and drought; desertification

GGH202U The geography of basic services provision (S1 and S2)
Prerequisite: TWO first-level modules in this subject or any FOUR first-level modules
Syllabus: Spatial dimensions of basic services provision; sustainable development; needs assessment; provision and accountability; public participation and conflict management; accessibility; aspects of locational analysis; optimal location of services; South African case studies

GGH203V The interpretation of maps, aerial photographs and satellite images (S1 and S2)
Prerequisite: TWO first-level modules in this subject or any FOUR first-level modules
Syllabus: The nature of geographical data; map types; map elements; fundamentals of the use of aerial photographs and satellite images; measurements on maps and aerial photographs; the analysis of point, line and area patterns; the identification and interpretation of topographical features, landscapes and cultural phenomena; thematic mapping: the basics of Geographical Information Systems (GIS)

GGH204W People and the natural environment: use and impact (S1 and S2)
Prerequisite: TWO first-level modules in this subject or any FOUR first-level modules
Syllabus: The current environmental dilemma and reasons for it; the development of environmental awareness; use and exploitation of the natural environment by people with reference to the: biosphere, atmosphere, pedosphere, hydrosphere and lithosphere; transformation towards sustainability

GGH205X Environmental politics (S1 and S2)
Prerequisite: TWO first-level modules in this subject or any FOUR first-level modules
Syllabus: The political perspective on the environment, including the following topics and phenomena: appropriate concepts and definitions; political theories and environmental conflict; the role of environmental social movements, non-governmental organisations, political parties, and the business sector; institutional politics, policy and green administration; environmental politics on the global scale

GGH206Y Geography of tourism (S1 and S2)
Prerequisite for BCom (with specialisation in Tourism Management): TRT101
Prerequisite for other degrees: TWO first-level modules in this subject or any FOUR first-level modules
Syllabus: Global, national and local tourism resources (natural, human and cultural); spatial patterns of tourism resources; spatiotemporal interactions in the tourism system; environmental, economic and sociocultural impacts of tourism; sustainable tourism development; strategic importance of tourism for South Africa; destination image of South Africa

MODULES: NQF LEVEL 7

GGH301W State of the environment in Southern Africa (S1 and S2)
Prerequisite: TWO first-level modules in this subject or any FOUR first-level modules
Syllabus: Sustainable development in Southern Africa. Geographical phenomena underlying this challenge are climate, vegetation, soil and water resources, people, and the evolution of the political, social and economic landscapes. Issues which are addressed are: the constraints, problems and management of the natural and human environments, the conservation of Southern Africa’s ecological and cultural heritage linked to sustainability and tourism; and problems relating to polycisspatial accommodation, regionalisation and local government in South Africa

GGH302X Spatial economic development (S1 and S2)
Prerequisite: TWO first-level modules in this subject or any FOUR first-level modules
Syllabus: Spatial economic development in South Africa in terms of the following: theories; primary, secondary, tertiary and quaternary activities; uneven spatial development; the infrastructure of transportation and communications; spatiotemporal evolution of the economy; spatial development planning

GGH303Y Introduction to Geographical Information Systems (GIS) (S1 and S2)
Prerequisite: TWO first-level modules in this subject or any FOUR first-level modules
Syllabus: Origin, nature and theoretical foundations of GIS; generic GIS applications; collection, input, storage, retrieval and management of spatial data; data analysis and modelling; output, display and communication of

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**NB**

Students registering for this module must have access to a computer and/or the Internet. Contact the department of Geography for details of this requirement. Students are advised to enrol for module GGH203V, either simultaneously or prior to registration for GGH303Y.
geo-referenced data; spatial decision support systems; applying basic GIS functionalities

GGH3043 Development of urban space (S1 and S2)
Prerequisite: TWO first-level modules in this subject or any FOUR first-level modules
Syllabus: Urban spatial patterns, socio-economic structure of the city; the urban environment; movement in urban space; urban planning and management; local economic development planning; spatial data management for urban development; the marketing of urban areas; current issues in urban areas

GGH3054 Environmental evaluation and impact assessment (S1 and S2)
Prerequisite: TWO first-level modules in this subject or any FOUR first-level modules
Syllabus: Overview of environmental assessment; South African case studies; approaches to and a framework for environmental evaluation and impact assessment in transitional and developing countries; the role of legislation, politics, stakeholders and interest groups; procedures and techniques for impact assessment; application in terms of practical examples; future perspectives

GGH3076 Ecotourism (S1 and S2)
Prerequisite for BCom (with specialisation in Tourism Management): TRT101
Prerequisite for other degrees: TWO first-level modules in this subject or any FOUR first-level modules
Syllabus: Ecotourism in terms of the following: concepts; sustainable (responsible) tourism; specialist travel markets; resources (also in South Africa); environmental impacts; policy and regulation; planning, development and management of ecotourism destinations; the ecotourism business; communities and ecotourism destinations; ecotourism projects in South Africa

GGH3708 Environmental Awareness and Responsibility (S1 and S2) (to be presented from 2012)
Environmental principles are presented in a generic fashion to encourage the development of a value system in terms of their environmental awareness and responsibility. The module uses a strong interdisciplinary focus and will make use of a variety of global case studies to enable students to understand how human activities impact on the environment. Students must reflect constructively on these impacts, and develop a value system and a sense of responsibility in this regard.

HONOURS-LEVEL MODULES (NQF LEVEL 8)

GGH4801 Geographical Information Systems
For GGH4801 a student will be expected to have access to the Internet and to purchase a prescribed GIS (Geographical Information Systems) software package. Full detail (such as the name of the software package and the price) will be provided in the first tutorial letter for the module. Prospective students can also contact the department for full details. Students should also own (or have access to) a personal computer and a printer, both which satisfy the hardware requirements listed below:

- Intel Pentium IV or higher (recommended) running Windows XP (or newer Microsoft Windows operating environments).
- Minimum display of 1024 x 768 with 64,000 colors
- Minimum of 1 GB RAM
- GB hard disk space for installation
- CD-ROM drive for installation and an applicable mouse
- Colour printer (any graphics adapters and printer supported by the Windows system can be used).
- In addition, a student must possess basic computer skills, especially with regard to the current operating system.

5 Practical Work and Examinations

Practical work is an integral part of the geography curriculum. The practical work is covered in most of the geography modules. Laboratory facilities are not necessary since the practical work consists of fieldwork and/or exercises requiring aids such as aerial photographs, remote sensing images, maps, statistical techniques, computer application programmes, etc., as prescribed by the lecturers.

No separate practical examinations are held. The practical work is examined in the examination papers of the modules in which the practical work is included, during the University’s official examination periods at the normal University examination centres.

Geology

1 General Information

- MODULES FOR WHICH PRACTICAL WORK IS PRESCRIBED
  Practical work for the subjects listed below is normally prescribed only for specified modules, and students who register for such modules are required to do practical work during the year as indicated in the relevant sections below. See also the prerequisites and co-requisites under the relevant subject.
  
  Note that in many cases, depending on the subject, the practical work and the practical examinations must be done in PRETORIA or POTCHEFSTROOM at specified times. Prospective students must, therefore, be in a position to make the necessary leave and travel arrangements. Information about accommodation in Potchefstroom and the cost thereof will be supplied to the students concerned on registration (or soon thereafter).

  The cancellation of a student’s registration for modules with a practical component CANNOT be considered on grounds of his/her being unable to comply with the requirements in respect of the practical work and/or the practical examinations.

- Students who cannot attend the practical work in Potchefstroom on the dates indicated under 4.2 may not register for GEL114. Dates CANNOT be changed.

- Students who passed any four papers for Geology I prior to 2007 retain credit for the paper(s) passed.

- Credit for a degree is granted for either GEL115, GEL112, GEL116 and GEL114 OR GEL111, GEL112, GEL113 and GEL114.

2 Transitional Arrangements

<table>
<thead>
<tr>
<th>Study unit passed</th>
<th>Modules which may not be taken</th>
<th>Outstanding modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEL111</td>
<td>GEL115</td>
<td>GEL112, GEL116, GEL114</td>
</tr>
<tr>
<td>GEL113</td>
<td>GEL116</td>
<td>GEL112, GEL115, GEL114</td>
</tr>
</tbody>
</table>

3 Syllabus

MODULES: NQF LEVEL 5

GEL1123 Crystallography and mineralogy (S2)
Purpose: to gain a basic understanding of the physical and chemical properties of minerals, the general use of minerals, and the application of their properties in industry.

GEL1145 Practical (S2)
Co-requisite: GEL112
Purpose: to enable students to apply the theoretical knowledge they gained in GEL111, 112 and 113 in practical experience with the identifying of common crystals, common rock-forming minerals, common igneous, sedimentary and metamorphic rock, and the interpretation of simple geological maps.

GEL1156 Environmental geology (S1 and S2)
Purpose: to enable the individual learner to gain knowledge and competencies concerning the Earth as a system of interrelating subsystems such as climate, lithosphere and plate tectonic subsystems being of utmost importance for the biosphere. Qualified learners will gain understanding of the surface processes taking place on, and in the Earth’s crust and its relation to human activity and impact of these activities on nature.
GEL1168  Introduction to petrology and South African stratigraphy (S1 and S2)

Purpose: to enable the individual learner to gain knowledge and competencies concerning the origin of the three major rock types, rock-forming minerals, and the characteristic textures and structures of these rock types. The qualified learner will be able to comprehend the distribution of the different rock types and their chronological order in South Africa.

3 Practical Work

There are no supplementary examinations in practical modules.

3.1 WEIGHT OF PRACTICAL WORK

In the following module the percentage of the total mark awarded for the practical work shall be as follows:

GEL1145 ................................................................. 100%

3.2 DATES OF PRACTICAL WORK AND EXAMINATIONS

Dates for practicals are announced in Tutorial Letter 101 of the study material.

German

1 General Information

- The study of a foreign language is time-consuming and students are advised to buy the prescribed books well in advance.
- Access to a CD player is essential

2 Transitional Arrangements

- Students who passed some modules on second or NQF Level 7 must register according to the table below.

<table>
<thead>
<tr>
<th>Study unit passed</th>
<th>Modules which may not be taken</th>
<th>Outstanding modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>—</td>
<td>GEM201</td>
<td>GEM202</td>
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<tr>
<td>—</td>
<td>GEM202</td>
<td>GEM201</td>
</tr>
<tr>
<td>MEL821 (Option 1)</td>
<td>GEM204</td>
<td>GEM302, 303, 304, 305</td>
</tr>
<tr>
<td>—</td>
<td>GEM302</td>
<td>GEM204, 303, 304, 305</td>
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<tr>
<td>MEL822 (Option 1)</td>
<td>GEM303</td>
<td>GEM204, 302, 304, 305</td>
</tr>
<tr>
<td>MEL823 (Option 1)</td>
<td>GEM304</td>
<td>GEM204, 302, 303, 305</td>
</tr>
<tr>
<td>MEL824 (Option 1)</td>
<td>GEM305</td>
<td>GEM204, 302, 303, 304</td>
</tr>
</tbody>
</table>

- Students who registered for German as a major, with either GEM or MEL codes, must complete their studies by the end of 2011, with a final supplementary opportunity in 2012. After this date (2011) no further registrations will be considered. To complete the major in German after one level, students must pass the following:

  - Second-level modules
    - GEM2018: German language and culture (Intermediate I)
    - GEM2029: German language and culture (Intermediate II)

  - Third-level modules
    - GEM204B: Reading and analysing German literary texts
    - GEM302C: German language and culture (Advanced)

  - GEM303D: The legacy of German literature I
  - GEM304E: The legacy of German literature II
  - GEM305F: German for professional purposes

For advice students are asked to contact the Department.

3 Admission Requirements

MODULES: NQF LEVEL 5

None.

MODULES: NQF LEVEL 6

- Students who have passed German at Matriculation level (third language) not more than five years ago may register for German on NQF Level 6.
- Mother tongue speakers are automatically admitted to German second-level modules.
- At least 50% in German on NQF Level 5.

4 German as a Major Subject

Compulsory modules for a major subject combination:

NQF Level 5: GEM1501, 1502
NQF Level 6: GEM201, 202
NQF Level 7: GEM204, 302, 303, 304, 305

5 Syllabus

MODULES: NQF LEVEL 5

GEM1501 (GEM1014)  German language and culture for beginners I (S1 and S2)

Purpose: to enable students with no previous (or minimal) knowledge of German to comprehend basic written and oral German and to introduce them to basic aspects of German life and culture.

GEM1502 (GEM1025)  German language and culture: Intermediate II (S1 and S2)

Prerequisite: GEM1501

Advice: Students should have a basic knowledge of German.

Purpose: to enable students with some knowledge of German to consolidate and develop their language skills and their knowledge of German life and culture.

Graphic Processes

1 General Information

- This study unit may be taken for any degree.
- Credit for a degree is granted for GRF200 or GAR201 and GAR202 or GAR211.

2 Syllabus

MODULES: NQF LEVEL 6

GAR2601 (GAR211A)  Graphic processes (year module)
1 General Information

NB

No previous knowledge of Greek (ancient) is required.

Modern Greek is not offered by this university but by the University of Johannesburg (UJ). Students who passed Modern Greek I at UJ may apply for exemption from the relevant course towards a qualification at this university. Credit is not granted for both Greek (ancient) and Modern Greek.

3 Transitional Arrangements

From 2012 Greek (ancient) will not be offered as a major. Students who have registered for Greek (ancient) as a major, will be allowed to complete their studies up to the end of 2011, with a final supplementary opportunity in May of 2012. To complete the major in Greek after level one, students must pass the following:

Second-level modules
GRE201C Intermediate grammar and etymology
GRE202D Classical, Jewish and Christian prose
GRE203E Classical, Jewish and Christian poetry

Third-level modules
GRE301F Epic
GRE302G Tragedy
GRE304J Philosophy
GRE306L Pauline literature

Students wishing to study Greek III at Unisa in 2011 should contact the Department of Classics and World Languages directly so that the appropriate arrangements for registration may be made.

4 Syllabus

MODULES: NQF LEVEL 5

GRE1501 (GRE1019) Greek grammar (S1 and S2)
Purpose: to analyse and read ancient Greek sentences and simple texts, and to introduce students to Greek culture of Classical and Hellenistic times.

Prerequisite: GAR111 or GAR101 and GAR102, or TDM101

Purpose: to advance upon the methodologies and techniques introduced at NQF Level 5 of visual arts studies and to enable students to investigate various themes within contemporary culture with a range of graphic media. By focussing on formal and conceptual aspects an independent research methodology will be developed. Although students are introduced to the module through the discipline of drawing, expanding the visual research base to include alternative forms of graphic expression is encouraged. Students will explore ways of engaging with metaphor in art and are advised to develop a critical attitude to utilising media and creative conventions. Multimedia students will learn to produce a short animation (two or three dimensional) and expand upon the new media production concepts and techniques explored in VAR211D.

Health Sciences Education

1 General Information

A student must be a professional nurse to register for these modules.

Credits are granted for equivalent modules as listed below:

Table for the modules that will be continued to be offered in the Department of Health Studies, but have changed codes and in some instances changed credit values from 2009

<table>
<thead>
<tr>
<th>Modules offered from 2009</th>
<th>Credits</th>
<th>NQF level</th>
<th>Equivalent modules</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSE1501 Contextualisation of health sciences education</td>
<td>12</td>
<td>5</td>
<td>HSE102N Principles of health sciences education</td>
<td>24</td>
</tr>
<tr>
<td>HSE1502 Principles of health sciences education</td>
<td>12</td>
<td>5</td>
<td>HSE101L Health sciences education 1A (phased out in 2007)</td>
<td>12</td>
</tr>
<tr>
<td>HSE101M Health sciences education 1B (phased out in 2007)</td>
<td>12</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
 Modules offered from 2009 | Credits | NQF level | Equivalent modules | Credits |
--- | --- | --- | --- | --- |
HSE2601 Educational management in health sciences | 12 | 6 | HSE2045 Application of didactics to clinical disciplines | 24 |
HSE2602 Teaching and assessment in health sciences | 12 | 6 | HSE201P Health sciences education II (phased out in 2008) | 12 |
 |  |  | HSE202Q Clinical nursing science disciplines (phased out in 2008) | 12 |
HSE2603 Health sciences education: practica | 12 | 6 | HSE213T Health sciences education: practica | 12 |
HSE3701 Culturally diverse education in health sciences | 12 | 7 | HSE302T Teaching and learning in a transcultural milieu | 12 |
HSE3702 Contemporary trends in health sciences education | 12 | 7 | HSE301S International approaches to health sciences education | 12 |
HSE3703 Developing health sciences curricula: foundations | 12 | 7 | HSE303U Theories applied to health sciences education | 12 |
HSE3704 Developing health sciences curricula: principles and process | 12 | 7 |  |
HSE3705 The caring ethic in health sciences | 12 | 7 | HSE304V The caring ethic in health sciences education | 12 |

2 Transitional Arrangements

- Students who passed Health Sciences Education modules without completing all the relevant modules, must consult with the Department of Student Administration.

3 Syllabus

MODULES: NQF LEVEL 5

HSE1501 Contextualisation of health sciences education (S1 and S2)
Purpose: to develop knowledge and skills that would be a basis for their health sciences education career.

HSE1502 Principles of health sciences education (S1 and S2)
Purpose: to develop knowledge and skills that would be a basis for their health sciences education career.

MODULES: NQF LEVEL 6

Prerequisite: All first-level HSE modules.

HSE2601 Educational management in health sciences (S1 and S2)
Purpose: to equip the student to manage health sciences education in the clinical disciplines within the context of outcomes-based education.

HSE2602 Teaching and assessment in health sciences (S1 and S2)
Purpose: to equip the student to implement the health sciences education in the clinical nursing disciplines within the context of outcomes-based education.

HSE2603 Health sciences education: practica (year module)
Co-requisite: HSE201 and 202, or 204, or HSE2601, HSE2602
Purpose: to enable students to practise the didactical skills of health sciences education in a simulated teaching environment.

MODULES: NQF LEVEL 7

Prerequisite: All first- and NQF Level 6 HSE modules.

HSE3701 Culturally diverse education in health sciences (S1 and S2)
Purpose: to provide effective cultural diverse education in health sciences

HSE3702 Contemporary trends in health sciences education (S1 and S2)
Purpose: to manage and apply contemporary trends in health sciences education.

HSE3703 Developing health sciences curricula: foundations (S1 and S2)
Purpose: to equip students with higher cognitive skills of analysis, synthesis, and evaluation guided by the parameters set by selected philosophies and learning theories towards grounding health curricula on a firm philosophical, and theoretical base that meets the expectations of the community and legislative bodies.

HSE3704 Developing health sciences curricula: principles and process (S1 and S2)
Purpose: to equip students with higher cognitive skills of analysis, synthesis, and evaluation as well as professional identity and integrity and mindful practice as culminated in critical thinking and attitudinal change in the application of the theory of curriculum development in health sciences education.

HSE3705 The caring ethic in health science (S1 and S2)
Purpose: to gain insight into the variables that apply to ethical decision making from the point of view of the caring ethic, and to become involved in ethical decision making to solve ethical dilemmas identified in the clinical field.
Health Services Management

1 Transitional Arrangements

Credits are granted for equivalent modules as listed below:

<table>
<thead>
<tr>
<th>Modules offered from 2009</th>
<th>Credit</th>
<th>NQF Level</th>
<th>Equivalent modules offered for last time in 2008</th>
<th>Credit</th>
<th>Previous equivalent modules</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NQF Level 5</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>HMA1501 Planning and organising in health services management</td>
<td>12</td>
<td>5</td>
<td>HMA1034 Health service unit management</td>
<td>24</td>
<td>HMA101Y HMA1023 HSM100</td>
</tr>
<tr>
<td>HMA1502 Leading and control in health services management</td>
<td>12</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>NQF Level 6</strong></td>
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<tr>
<td>HMA2601 Human resource management in health services</td>
<td>12</td>
<td>6</td>
<td>HMA2038 Human resource management and labour relations in health services</td>
<td>24</td>
<td>HMA2015 HSM201</td>
</tr>
<tr>
<td>HMA2602 Labour relations in health services</td>
<td>12</td>
<td>6</td>
<td></td>
<td></td>
<td>HMA302A HSM201</td>
</tr>
<tr>
<td>HMA2603 Health services management practica</td>
<td>12</td>
<td>6</td>
<td>HMA2129 Health services management practica</td>
<td>12</td>
<td>PHS201E HSM2026</td>
</tr>
<tr>
<td><strong>NQF Level 7</strong></td>
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<tr>
<td>HMA3701 Financial management in health services</td>
<td>12</td>
<td>7</td>
<td>HMA3019 Financial management in health services</td>
<td>12</td>
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<tr>
<td>HMA3702 Quality in health services management</td>
<td>12</td>
<td>7</td>
<td>HMA303B Quality in health services management</td>
<td>12</td>
<td>HSM303</td>
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<tr>
<td>HMA3703 Leadership in health services management</td>
<td>12</td>
<td>7</td>
<td>HMA304C Leadership in health services management</td>
<td>12</td>
<td>HSM302</td>
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<tr>
<td>HMA3704 Contemporary issues in health services management</td>
<td>12</td>
<td>7</td>
<td>HMA305D Contemporary issues in health services management</td>
<td>12</td>
<td>HSM301</td>
</tr>
</tbody>
</table>

- Please note the dates indicated in the table above, when specific modules are phased out and offered for the last time.
- Students who did not successfully pass those modules must register for the equivalent ‘new’ modules, also indicated in the table above.

2 Syllabus

**MODULES: NQF LEVEL 5**

**HMA1501 Planning and organising in health services management (S1 and S2)**
*Purpose:* to equip students with higher cognitive skills of planning and organising (as part of the management process), to develop health care practitioners who are able to strategically plan for health services and organise the available health care resources, in different health service settings.

**HMA1502 Leading and control in health services management (S1 and S2)**
*Purpose:* to equip students with higher cognitive skills of analysis, synthesis and evaluation in directing, leading and control (as part of the management process), to develop health care practitioners who are able to direct, lead and control health services, as well as the available health care resources, in different health service settings.

**MODULES: NQF LEVEL 6**

Prerequisite: All first level Health Services Management modules.

**HMA2601 Human resource management in health services (S1 and S2)**
*Purpose:* to enable students to demonstrate and apply their understanding of planning for, and management of human resources, considerations in determining staffing, recruiting, selecting and assigning health care staff, ensuring health and safety and the motivation of staff.

**HMA2602 Labour relations in health services (S1 and S2)**
*Purpose:* to enable students to gain insight into the nature of labour relations in health services, the implications of professionalism and ethics in labour relations, the manager’s role in collective bargaining, discipline and handling of grievances, the role of statutory bodies, and applying this understanding in practical health services situations.

**HMA2603 Health services management practica (year module)**
*Co-requisite:* HMA2601 and HMA2602 modules (or equivalents) must be taken simultaneously with or prior to HMA2603
*Purpose:* to enable students to gain practical experience in management-related procedures and issues by providing exercises, group work and role play in topics such as developing job descriptions, staff requirements, assertiveness, team building, setting standards and criteria, auditing, incident reporting, budgeting and meeting procedures, conflict management, effective discipline, handling grievances, doing a situational analysis, problem solving and decision-making.

**MODULES: NQF LEVEL 7**

Prerequisite: ALL second-level Health Service Management modules.

**HMA3701 Financial management in health services (S1 and S2)**
*Purpose:* to prepare students with knowledge and skills to manage financial resources in health care services by focusing on budgets and the budget process, cost containment, cost implications and managed care.

**HMA3702 Quality in health services management (S1 and S2)**
*Purpose:* to prepare students with knowledge and skills to strive for excellence in their health care services by focusing on standards and criteria, accreditation, infection control, risk management and quality evaluation tools.

**HMA3703 Leadership in health services management (S1 and S2)**
*Purpose:* to assist students to gain insight, knowledge, attitude and skills in leadership and related issues: in order to effectively lead in fast changing multicultural diverse health environments.

**HMA3704 Contemporary issues in health services management (S1 and S2)**
*Purpose:* to develop health practitioners who are able to learn from the history of health services management, to deal with contemporary legal and ethical management issues, create culture sensitive work environments, deal with the shortage of health professionals and develop the ability to identify and interpret issues in shaping the future of health care services.
### 1 Syllabus

**MODULES: NQF LEVEL 5**

**CLH1501 (CLH103T)**  
Galeh Ivrit Tanakhit (Discover Biblical Hebrew) (S1 and S2)  
**Purpose:** to enable students to read an adjusted Old Testament text; answer questions in English concerning linguistic and literary issues and answer questions in written and spoken Hebrew concerning the context of the Biblical text.

**CLH1502 (CLH104U)**  
Hamshekh be’Ivrit Tanakhit (Continue with Biblical Hebrew) (S1 and S2)  
**Purpose:** to enable students to read an adjusted Old Testament text and to answer questions in English and Hebrew (written and spoken) concerning linguistic and literary issues pertaining to the Biblical text.

**MODULES: NQF LEVEL 6**

**Prerequisite:** CLH1501, CLH1502

**CLH2601 (CLH2063)**  
Hinneh haTanakh (Here is the Hebrew Bible) (S1 and S2)  
**Advice:** The study will necessitate an increased vocabulary and knowledge of Hebrew grammar.  
**Purpose:** to enable students to read an adjusted Old Testament text and to answer questions in English and Hebrew (written and spoken) concerning linguistic and literary issues pertaining to the Biblical text.

**CLH2602 (CLH2074)**  
Hinneh ha’Arets (Here is the Land) (S1 and S2)  
**Advice:** The study will necessitate a thorough knowledge of basic Hebrew grammar and an introductory knowledge of translation theory.  
**Purpose:** to enable students to read directly from the Masoretic text and to evaluate linguistic and literary issues in existing translations of Hebrew narratives and poetry.

### 3 Transitional Arrangements

- Students who passed HSY201, 202, 301, 302 or 3A 03 without completing the course HST200 or HST300 must consult the Department of History with regard to outstanding modules which must be taken.
- Students who passed HSY304N and/or HSY305P/or HSY309T will not be allowed to register for HSY3704 and/or HSY309T and HSY3705 or HSY310L.

### 4 Syllabus

**MODULES: NQF LEVEL 5**

**HSY1501 (HSY101D)**  
Precolony in South Africa (S1 and S2)  
**Purpose:** to enable students to gain an understanding of the major themes in the history of precolonial South Africa (particularly the hunter-gatherer, hunter-pastoralist and mixed-farming communities before the 17th century), and to appreciate the importance of the precolonial period in shaping the later history of the country.

**HSY1502 (HSY102E)**  
The making of early colonial South Africa: transformation and resistance (S1 and S2)  
**Purpose:** to enable students to gain an understanding of the major themes in the history of early colonial South Africa (particularly the nature of the Dutch colony at the Cape, the social and economic importance of slavery, the resistance of indigenous peoples to white settlement in the colony and on its frontiers, and the formation of a new society and racial order), and to acquire an appreciation of the importance of the colonial period in shaping modern South Africa.

**MODULES: NQF LEVEL 6**

**Prerequisite:** Any FOUR NQF Level 5 modules.

**HSY2601 (HSY201G)**  
Themes in 19th century history: power and the Western world (S1 and S2)  
**Purpose:** to enable students to acquire a broad knowledge of the history of the Western world in the 19th century by means of a study of socio-economic change, the use of power politics and the expansion of western influence and control over other societies.

**HSY2602 (HSY202H)**  
Transformation in Southern Africa in the 19th century: colonisation, migration, mining and war (S1 and S2)  
**Purpose:** to enable students to understand the complexities of colonial conflict and transformation in 19th century southern Africa by focusing on migrations, the mining revolution and the South African war.

**HSY2603 (HSY203J)**  
Transformation in Southern Africa in the 19th century: colonisation, migration, mining and war (S1 and S2)  
**Purpose:** to enable students to understand the factors which shaped the history of post-independence Africa, particularly socio-economic and political change, the debilitating development crisis and the impact of the HIV/AIDS pandemic.

### 1 General Information

Credit for a degree is granted for:

(i) either HSY1501 and 1502 or HST100

(ii) either HSY3704 and HSY3705 or HSY309 and HSY310

### 2 History as a Major Subject

**Compulsory modules for a major subject combination:**

- **NQF Level 5:** HSY1501, 1502
- **NQF Level 6:** HSY2601, 2602, 2603
- **NQF Level 7:** HSY3701, 3702, 3703, 3704, 3705

**Advice:** Students who plan to major in History are advised to include at least two non-South African history modules in their curriculum.
HSY3702 (HSY302L) Themes in 20th century world history: towards globalisation (S1 and S2)

Purpose: to enable students to gain an understanding of the making of a global world in the 20th century through a study of: the growth of a world economy; the age of the two world wars; Russia and the Soviet Union; confrontation between the superpowers 1945-1990; Japan; China and the remaking of Europe.

HSY3703 (HSY307R) Globalisation (S1 and S2)

**NB**

Final assessment of this module will be based on a portfolio which the student will be required to submit.

Purpose: to enable students to develop an awareness of the importance of globalising trends and their impact on South African communities through reflection on socio-economic, political and cultural aspects of globalisation, locating them within their local frame of reference and applying methodologies from a range of core disciplines, thus enhancing understanding of the importance of an interdisciplinary approach.

HSY3704 (HSY309T) Modern South Africa: Afrikaner power, the politics of race and resistance, 1902 to the 1970s (S1 and S2)

Purpose: to enable students to understand the rise and consolidation of Afrikaner power up to the 1970s, the ideologies and policies of segregation and apartheid, and resistance against white supremacy up to 1970s.

HSY3705 (HSY310L) Modern South Africa: from Soweto to democracy (S1 and S2)

Purpose: to enable students to critically assess the efforts to reform apartheid from the 1970s to 1990; to acquire an understanding of the forces that contributed to the decline and demise of apartheid from the 1970s to 1994; and obtain an informed view of the first decade of democracy, with its challenges and responses.

### History of Music

#### 1 History of Music as a Major Subject

**Compulsory modules for a major subject combination:**

- **NOF Level 5:** MHS1501, MHS2601
- **NOF Level 6:** MHS2603, MHS2604, MHS2605
- **NOF Level 7:** HIM326, HIM3703, HIM3704 plus any TWO of the following modules from Music in World Cultures Today: MCT222, 321, 325, 329

(Students majoring in History of Music are reminded that they may select a maximum of two modules from Music in World Cultures Today at NOF Level 6 and NOF Level 7 in place of two modules in History of Music.)

#### 2 Syllabus

**MODULES: NOF LEVEL 5**

- **MHS1501 (HIM1215)** Introducing music studies (S1 and S2)
  
  **Purpose:** to introduce students to a framework for thinking about all kinds of music today by exploring the personal, social and cultural values that music embodies, and to equip them with the necessary skills for studying the musical past and present.

- **MHS2601 (HIM1226)** A survey of Western music (S1 and S2)
  
  **Co-requisite:** HIM101 or 121
  
  **Purpose:** to familiarise students with the conventional divisions of Western music into historical periods and enable them to understand some of the most important themes from those periods by way of selected case studies.

**MODULES: NOF LEVEL 6**

- **MHS2602** (HIM2204) Music and patronage (S1 and S2)
  
  **Purpose:** to enable students to understand and analyse the role of patronage as an agent that informs the creation and performance of music in a range of cultural and historical contexts.

- **MHS2603 (HIM2219)** Music and gender (S1 and S2)
  
  **Purpose:** to enable students to explore aspects of music and gender throughout history, within various cultures, musical professions and musical life as a whole.

- **MHS2604 (HIM222A)** All that jazz (S1 and S2)
  
  **Purpose:** to enable students to understand the various jazz styles, to gain insight into the relationship between jazz and the social, cultural and political environments; to explore the ways in which jazz became an embodiment of the expression and ideals of different cultural identities.

- **MHS2605 (HIM222B)** Opera (S1 and S2)
  
  **Purpose:** to enable students to explore the world of opera since the early 17th century and gain a critical understanding of musical, literary, gender, social, political and other issues presented in selected operas.

**MODULES: NOF LEVEL 7**

- **NB**

  Notwithstanding the concessions that students majoring in this subject may select a maximum of two modules from Music in World Cultures Today at NOF Level 6 and NOF Level 7 in the place of any two modules in History of Music, student should note that HHS3704 is COMPULSORY.

**Human Rights, Values and Social Transformation**

#### 1 Syllabus

- **HRV1601 Human rights, values and social transformation (year module)**
  
  **Co-requisite** (for BTh): CGM111 (or 101)
  
  **Purpose:** to enable students to contribute to the development of a human rights culture, and to analyse situations in which there are tensions between human rights and cultures; interpret human rights discourse and add their own voice to it; and make ethically justifiable decisions in ambiguous situations.
Indigenous Law

1 General Information
- These modules are recommended for students who will be involved in the administration or application of indigenous or customary law.
- Credit for a degree is granted for either IND101 and IND102 or INR100 (or IHR100) or IND201V and IND202W.
- BA students are strongly advised to take first-level Anthropology modules (APY1501 and APY1601) before or together with Indigenous Law.

2 Syllabus

MODULES: NQF LEVEL 6

IND2601 (IND203K) African customary law (S1 and S2)
Co-requisites: ILW1501 (ILW1036) and SCL1501 (SCL1014)
Purpose: to gain sufficient knowledge, skills, attitudes and competencies to analyse and critically evaluate legal material (the Constitution, legislation, case law and academic opinion) directly pertaining to African customary law (in particular, the law regulating family relationships and the institutional framework within which state power is exercised), to formulate legal arguments and to apply their knowledge to practical problems that may arise.

Industrial and Organisational Psychology

1 General Information
- Computer-aided instruction is used as supplementary study material with IOP201.
- Credit for a degree is granted for:
  (i) either IOP101 and IOP102 or IPS100 (or PSY100)
  (ii) either IOP204 or MND204.

FOR THE COLLEGE OF HUMAN SCIENCES

BA students must choose between Industrial and Organisational Psychology and Psychology.

2 Transitional Arrangements
- Students who wish to continue with postgraduate studies must have completed their major subject, in which postgraduate studies will be followed, within ten years prior to registration for their postgraduate qualification.
- To complete the NQF Level 7 of a major subject in Industrial Psychology you must obtain credit for five modules on third-year level.

3 Industrial and Organisational Psychology as Major Subject

4 Syllabus

MODULES: NQF LEVEL 5

IOP1501 (IOP101M) Psychological processes in the work context (S1 and S2)
Purpose: to introduce students to theoretical perspectives, methodology and the psychological basis of human behaviour. The study includes processes such as biological, development, learning, perception, cognition, motivation, attitudes, prosocial behaviour, aggression and conflict, and social processes such as groups.

IOP1502 (IOP103P) Customer service in tourism (S1 and S2)
Purpose: to introduce students to customer behaviour and characteristics: interpersonal skills and communication; developing a customer care culture and strategy; customer recovery strategies and customer satisfaction and loyalty.

Compulsory modules for a major subject combination (excluding the BCom (with specialisation in Industrial and Organisational Psychology))

NQF Level 5: IOP1501, 1601
NQF Level 6: IOP201, 202
NQF Level 7: IOP301, 302, 303, 308 and ONE of 304, 305, 306, 307, 309

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the effects of environmental stressors and the relevance of territoriality, privacy and personal space to environmental behaviour and to apply this understanding in practical situations.

IOP206V  Ergonomics (S1 and S2)
Prerequisite: IOP101, 102
Purpose: to gain insight into what ergonomics is and why it is necessary by studying models and approaches; human-technology interaction; the application of ergonomics: designing to fit body posture, the office/work environment, designing for special populations and the practical application of the models by means of the ergonomics checklist.

IOP207W  Learning theories and principles (S1 and S2)
Prerequisite: IOP101, 102
Purpose: to gain insight into what learning is by studying the following: the approaches in learning: functionalistic (e.g. Thordike, Skinner), associative (e.g. Pavlov), cognitive (e.g. Gestalt, Piaget, Bandura) and neurophysiological theories; and the implications for training and development.

IOP208X  Psychological adjustment in the work context (S1 and S2)
Prerequisite: IOP101, 102
Purpose: to gain insight into the connection between work and psychological wellbeing by studying aspects such as psychological adjustment; determinants and causes of work maladjustment; the assessment of work adjustment; types of work disfunctions and other work-related and organisational adjustment problems; organisational strategies and methods to manage and promote organisational and employee wellbeing; individual methods to promote the psychological health in the workplace, and the future of work and psychological health.

IOP209Y  Workforce diversity (S1 and S2)
Prerequisite: IOP101, 102
Purpose: to introduce students to the diversity mosaic by defining concepts and examining diversity in the South African workforce: the following aspects are studied: the influence of national culture on organisations; the role of the individual in diversity; Prerequisite for the effective functioning of a diverse workforce: a model for managing diversity; gaining diversity through processes such as recruitment, selection, induction, appraisals, development and training models.

MODULES: NQF LEVEL 7

IOP301T  Industrial psychological testing and assessment (S1 and S2)
Prerequisite: IOP201, 202
Purpose: to introduce students to the origins and functions of psychological testing by studying aspects such as technical and methodological principles: norms and the meaning of test scores, reliability, validity, item analysis; ability testing: individual tests, tests for special populations, group testing; personality testing: self-report personality inventories, measuring interests and attitudes, descriptive techniques; applications of testing: major contexts of current test use, ethical and social considerations in testing, and the practical application of tests.

IOP302U  Personnel psychology 3A (S1 and S2)
Prerequisite: IOP201, 202
Purpose: to introduce students to the foundations, historical background and research methods in personnel psychology. The following aspects are covered: criteria: standards for decision making, job analysis, job evaluation; predictors: psychological tests and inventories, interviews, assessment centre evaluations, biographical information, new and controversial selection methods; personnel decisions: a model of personnel decisions, recruitment, selection, placement and classification; and training and development.

IOP303V  Career psychology (S1 and S2)
Prerequisite: IOP202
Purpose: to gain insight into aspects such as the meaning of work; career concepts and a career management model; theories of career choice; life and career stages: organisational choice; career management in a changing environment; organisational support; and career issues.

IOP304W  Labour conflict and negotiations (S1 and S2)
Prerequisite: IOP201, 202
Purpose: to gain insight into the industrial psychological approach to labour relations by studying aspects such as the nature of labour relations; perspectives on labour relations: an open-system framework; labour relations context: environmental factors, international and South African development; parties to the relationship; conflict: recognition, manifestation and identification; dealing with conflict; negotiations: the nature of negotiation, the role of power, characteristics of the negotiator; preparing for negotiations; conducting negotiations; approaches to facilitate negotiation: interpersonal skills, persuasion and attitude change, cross-cultural communication, negotiation tactics; third-party intervention: conciliation, mediation, arbitration; stages of group development; process interventions; content interventions and the implications for industrial and organisational psychology.

IOP305X  Organisational development (S1 and S2)
Prerequisite: IOP201, 202
Purpose: to introduce students to the nature of organisational development and change by studying aspects such as helping the organisation to cope with change by identifying real causes of problems; diagnostic methods including action research and survey feedback methods; the role of the industrial psychologist as consultant or facilitator: establishing a positive relationship with the client, contracting with the client, intervention methods or solutions to address real needs; individual group and systems approaches to organisational development; the impact of organisational development on enterprises, and evaluating change efforts.

IOP306Y  Individual differences and work performance (S1 and S2)
Prerequisite: IOP202
Purpose: to gain insight into individual differences by studying the following aspects: personality, cultural and demographic dimensions; perspectives on individual differences in the work context; individual differences in cognitive behaviours, personality traits, personal orientations (interests and values) and emotional (affective) states; individual differences in goal-striving, motivation and job satisfaction; individual differences and decision-making behaviours; individual differences and work relationships; individual differences and organisational culture/climate; individual differences and entrepreneurship; individual differences and organisational withdrawal; and the implications for practice and assessment.

IOP3073  Human capacity development (S1 and S2)
Purpose: to gain insight into the following concepts: learning in a new era: young children and the potential to participate; basic education; a critical participation opportunity, participation for livelihood, enhancing participation across the lifespan; human capacity development in the world of work: training and development, management development, human capacity development; the role of outcomes based education: the emphasis on competence, developing managerial competence; the competent manager: competence models, making the most of competences, the competence controversies; open learning for managers in the learning organisation.

IOP3084  Personnel psychology 3B (S1 and S2)
Prerequisite: IOP201, 202
Purpose: to gain insight into the following concepts: performance development: the organisational context; individual performance: results, behaviour and competencies, determinants; performance appraisal and supporting of performance; rewarding performance; implementing performance management; fairness in personnel decisions: test bias, culture-fair tests, legal framework; models: human resource planning; compensation; career management, and the changing nature of work.

IOP3095  Work group dynamics and diversity (S1 and S2)
Prerequisite: IOP201, 202
Purpose: to introduce students to individual, group and organisational dynamics by studying aspects such as intra personal behaviour and the evaluation and development of interpersonal styles; interpersonal styles in relationships; developing the interpersonal effectiveness of employees; group relations: psychodynamic approach and the Tavistock model of group dynamics, unconscious behaviour and dynamics in groups, underlying anxieties in relationships between leaders and followers and between subgroups; diversity: the role of employees in diversity and relationship building, diversity initiatives, management of the diversity paradigm, a model for managing diversity.

IOP310U  Performance development (S1 and S2)
Prerequisite: MNH202, IOP202
Purpose: to introduce students to performance development by defining the concepts and studying aspects such as the organisational context: vision, mission, performance; individual performance: outputs and results,
behaviour and competencies, determinants; reviewing and supporting performance; rewarding performance; and developing and implementing performance management.

**IOP 311V Investor psychology (S1 and S2)**
*Purpose:* to introduce students to the recently developed field of investor psychology. Students will be exposed to the cognitive and emotional weaknesses of the efficient market hypothesis. Students will discuss and explain established key psychological terms, principles, concepts and theories that affect investment decisions taken by individual investors, analysts, strategists, brokers, portfolio managers, options traders, currency traders, futures traders and commentators. This unit is related to behavioural finance and deals with prospect theory, efficient market theory from a psychological perspective, heuristics and framing.

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### Information Science

#### 1 General Information

For the BA General, students who select Information Science as a major subject **must include first-level modules in Applied Information Science in their curriculum.**

#### 2 Information Science as a Major Subject

**Compulsory modules for a major subject combination:**

- **NQF Level 5:** INS1501, 102
- **NQF Level 6:** INS205, 206, 207, 208
- **NQF Level 7:** INS303, 305, 3702, 3707

#### 3 Transitional Arrangements

- Students who have obtained credit for study units of the old curriculum will receive credits as indicated in the table below.

<table>
<thead>
<tr>
<th>Study units of the old curriculum</th>
<th>Equivalent study units of the current curriculum</th>
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<tbody>
<tr>
<td>INS201X</td>
<td>INS2055</td>
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<td>INS202Y</td>
<td>INS2078</td>
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<td>INS2033</td>
<td>INS2066</td>
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<td>INS3702</td>
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<td>INS3089</td>
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<td>EUP1501</td>
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<td>INS3048</td>
<td>INS3707</td>
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Students who have passed INS2044 will be given exemption from INS3702 but will need to complete an additional NQF Level 6 INS module from the new curriculum in its place.  

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**NB**

Students who have not completed the respective level according to the transitional arrangements by the end of 2011, will forfeit credit for the old modules passed and complete the curriculum according to the new structure.

#### 4 Syllabus

**MODULES: NQF LEVEL 5**

**INS1501 (INS101U) Introduction to Information Science (S1 and S2)**
*Purpose:* to gain insight into the theoretical framework of Information Science; know the core concepts of the information phenomenon; explain the information infrastructure and assess the importance of information policies and literacy in a developing country; and to connect these matters to the information society and social responsibility.

**INS102V Developing information skills for lifelong learning (S1 and S2)**
*Purpose:* to be able to plan for information tasks and effectively locate, evaluate and organise information needed for expository writing, and to apply this knowledge and skills in completing information tasks such as academic essays and assignments.

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**MODULES: NQF LEVEL 6**

**INS2055 Exploring information user studies (S1 and S2)**
*Purpose:* to introduce knowledge of the characteristics of different types of information user groups, information needs, information seeking behaviour and factors influencing information use.

**INS2066 Investigating information ethics in the information era (S1 and S2)**
*Purpose:* to gain insight into the existence, nature and context of different types of information in order to sensitise students to ethical issues relating to information. They will be introduced to the main ethical theories and normative principles of information science; the difference between morality and the law; and issues of access, privacy and intellectual property within the framework of the South African law.

**INS2078 Introducing information management (S1 and S2)**
*Purpose:* to provide students with an introduction to the multi-disciplinary field of Information Management, which applies management principles to an organisation’s information resources. These information management disciplines include records management (including electronic records management), archives management and knowledge management.

**INS2089 Information and communication technologies for Information Science (S1 and S2)**
*Purpose:* to equip students with knowledge of the information behaviour of diverse user groups interacting within different contexts and the factors shaping their information behaviour; provide applications of information behaviour in everyday life.

**INS3036 Using information: the role of information behaviour (S1 and S2)**
*Purpose:* to equip students with knowledge of the information behaviour of diverse user groups interacting within different contexts and the factors shaping their information behaviour; provide applications of information behaviour in everyday life.

**INS3072 The political economy of information (S1 and S2)**
*Purpose:* to develop a critical appreciation of the politics and economics of information (focus on production and regulation); illustrate impact of global and national information infrastructures on flow of information; participate in information policy debates, manage and use intellectual property; and to map the information industries (convergence, ownership, privatisation, regulation, privacy).

**INS3059 Information and knowledge management (S1 and S2)**
*Purpose:* to equip students with the theoretical knowledge and practical skills to understand and apply information and knowledge management.

**INS3077 Exploring information skills (S1 and S2)**
*Purpose:* to develop students’ knowledge and skills to retrieve, evaluate, organise and use information that are relevant to their personal information needs.
1 Transitional arrangements

From 2011 the codes of the modules offered by the School of Computing will change. Students who have completed the module under the old code may not register for the module under the new code.

2 Syllabus

MODULES: NQF LEVEL 5

This course consists of TWO of the following modules:

**EUP1501 (CEM101A)** End-user computing (Practical) – see ‘Computer Science and Information Systems for the Colleges of Science, Engineering and Technology, and Human Sciences’ (year module)

**NB**
- Exemption with credit for EUP1501 will be granted to students who possess one of the following qualifications:
  - (a) CEM101A or EUCPRAC (or equivalent) PLUS EUC131T (or equivalent)
  - (b) MOS (Microsoft Office Specialist) Certification for Excel, Outlook, Powerpoint and Word issued within the last five years.
  - (c) a qualification that, at the discretion of the Executive Dean, is equivalent to that of (a), (b) above.
- Exemption without credit for EUP1501 will also be granted to students who have passed:
  - (a) Computer Studies at Matriculation level.
  - (b) Computer Application Technology or Information Technology with an NQF rating of 4 at Matriculation level and who can provide proof via the Dean’s office that the syllabus of EUP1501 has been covered satisfactorily.
- In the above cases students will be required to take INF1520 in place of EUP1501.

Purpose: to provide students with practical end-user computing skills.

**INF1505 (INF1059)** Introduction to business information systems (S1 and S2)

Purpose: to introduce students to information technology concepts such as hardware, software, database management, telecommunications, and office automation, also covering fundamentals of systems and information systems, types of information systems (e.g. transaction processing systems, management information systems, decision support systems), and management of business information systems.

**INF1520 (INF1208)** Human-computer interaction I (S1 and S2)

Advice: Students must have a knowledge of EUP1501 (CEM101A) or INF103.

Purpose: to create an awareness of user-centred design as well as the social, security, and safety aspects of computing and of using computers as a tool, and to study various interaction devices as well as aspects relating to the design and evaluation of interactive systems.

**INF1511** Visual programming I (S1 and S2)

Prerequisite: Computer Literacy as specified in Section 1 (Introduction)

Advice: BCom students are strongly advised to register for this module as one of their optional first-level choices. This is a practical module, thus students are required to have access to a computer as well as the prescribed software.

Purpose: to introduce students to the concepts of components, conditional execution, iterative execution, event handling, and data structures in the visual programming paradigm.

MODULES: NQF LEVEL 6

**NB**

Note that ICT2621 replaces the old INF2206D and ICT2622 replaces INF207E. Students who have completed INF206 or 207 may not register for the new codes.

This level consists of the following three modules:

**ICT2621** Structured system analysis and design (2 hours) (S1 and S2)

Prerequisite: (EUP1501 or CEM101A) and (INF1059 or INF1505)

Purpose: to introduce students to the role of the systems analyst in developing information systems. This requires knowledge of the systems development life cycle, systems development methods and techniques and process modelling during the analysis phase. Students are also introduced to the transition from analysis to design and input, output and user interface design.

**ICT2622** Object oriented analysis (2 hours) (S1 and S2)

Prerequisite: (EUP1501 or CEM101A) and (INF1059 or INF1505)

Purpose: to introduce the object-oriented (OO) approach and basic concepts, object modelling, application, object-oriented system development life cycles, and object-oriented analysis and design.

**COS2626 (COS2269)** Computer Networks I (S1 and S2)

**NB**

Credit is not granted for both INF3706 and COS2626.

Prerequisite: INF1051 or INF1059

Purpose: to equip students with the fundamental principles of data communication and computer networks, the knowledge and practical skills to design such networks, and the ability to take sound business decisions in a market which is becoming increasingly dominated by computer networks.

MODULES: NQF LEVEL 7

This level consists of five of the following six modules:

**INF3703 (INF303D)** Principles of databases (2 hours) (S1 and S2)

Prerequisite: (ICT2621 or ICT2622) or (INF206D or INF207E)

Purpose: to introduce students to the fundamentals of databases and database management systems, covering both single and distributed database systems, relational and object-oriented databases, and dealing with aspects such as normalisation, entity-relationship modelling, transaction management and concurrency control, data warehousing, and database administration.

**INF3706 (COS305F)** Advanced systems development (2 hours) (S1 and S2)

Prerequisite: (ICT2621 or INF206D) and (ICT2622 or INF207E)

Purpose: to introduce students to advanced topics in the analysis of information systems. This includes topics related to the software process, software engineering practice and the application of web engineering.

**COS2626 (INF306G)** Computer Networks I (S1 and S2)

**NB**

Credit is not granted for both INF306G and COS2269.

Prerequisite: INF1059 or INF1505

Purpose: to equip students with the fundamental principles of data communication and computer networks, the knowledge and practical skills to design such networks, and the ability to take sound business decisions in a market which is becoming increasingly dominated by computer networks.

**INF3707 (INF307H)** Database design and implementation (2 hours) (S1 and S2)

Co-requisite: ICT2621 or ICT2622 or INF206D or INF207E
Purpose: to enable students to demonstrate their understanding of all the stages of developing a database application, using a Structured Query Language (SQL) and a commercial relational database management system.

INF3708 (INF308J) Software project management (2 hours) (S1 and S2)

Purpose: to enable students to demonstrate their understanding of managing all phases of a software development project, including project initiation and process analysis, resource planning and allocation, project design, risk management, the monitoring and control of a project, managing people and teams, and the implementation and coordination of projects.

INF3720 (INF320E) Human-computer interaction II (2 hours) (S1 and S2)

Co-requisite: INF1520 or INF1208

Purpose: to provide students with a basic practical and theoretical introduction to human-computer interaction (HCI) and to HCI as a design discipline, extend their technical knowledge of dialogue styles, equip them with a basic set of analysis and evaluation techniques, familiarise them with current software tools for interactive system development, and give students experience in the interactive nature of user interface development.

3 Practical Work

Practical work in Information Systems mainly comprises designing of systems and the writing of computer programs. The programs have to be developed on suitable computers using prescribed computer packages. Access to a suitable computer is an admission requirement for all modules with a practical component. Students can gain access as follows:

(i) by purchasing a computer for their own use; or
(ii) by using a computer belonging to a study group, friend, computer bureau, or employer; or
(iii) by reserving time on a computer at one of Unisa’s microcomputer laboratories in Pretoria, Johannesburg, Polokwane, Cape Town, Umtata and Durban.

The following configuration can be used as a guideline for the minimum required for most modules. Some modules have higher requirements and in those cases the requirements will be made available in the first tutorial letter or under module information on MyUnisa.

Configuration:
- PC with a Pentium 233(500) MHz or higher processor
- Windows XP (with SP2) or a later version.
- 512 MB of RAM or higher
- 80 GB hard-disk space
- A CD-ROM (or DVD) drive
- VGA or higher graphics (1024 X 768 resolution).
- A printer that can print both text and graphics (minimum A4 paper size)
- Flash drive or memory stick for your own data

If you intend to buy a computer, we recommend that you obtain a computer with the highest processor speed and RAM you can afford, AND which is upgradable (to allow you to improve its configuration at a later stage).

The different software packages required by the modules are as follows:

MODULES: NQF LEVEL 5

- EUP1501 (CEM101A) : Microsoft Office 7 (student version or higher)
- INF1511: Delphi version 7 or higher

MODULES: NQF LEVEL 6

- ICT2621 and 207E: Microsoft Windows XP (provided) and Microsoft Visio Professional (provided)

MODULES: NQF LEVEL 7

- COS3705 (COS305F): Microsoft Windows XP (provided) and Microsoft Visio Professional (provided)
- INF3707 (INF307H): Oracle 10g or higher
- INF3720 (INF320E): Java (provided) or Delphi Version 5 or higher.

International Business

1 Syllabus

MODULES: NQF LEVEL 5

INTBUSL International Business

Prerequisite: MNI301J

Purpose: to expose students to the business environment peculiar to multinational operations and the management of such environmental challenges in terms of the choice of appropriate strategies.

International Law

1 Syllabus

FOURTH-LEVEL MODULES (NQF LEVEL 8)

LCP4801 (LCP401H) International law (S1 and S2)

Co-requisites: SCL1501 (SCL1014) and ILW1501 (ILW1036)

Purpose: to gain a knowledge and understanding of the nature, meaning and basic principles of international law; its relationship with national law; and its practical application within both the international and the South African contexts, through a study of its legal nature; sources, including treaties and custom; relation between international law and national law; international legal personality; the individual in international law (international human rights); acquisition of territory; recognition; state liability and state succession; enforcement of international law.

LCP4802 (LCP402J) Legal transactions in international law (S1 and S2)

Prerequisites: LCP4801 (LCP401H)

Co-requisites: ILW1501 (ILW1036), SCL1501 (SCL1014)

Purpose: to gain a knowledge and understanding of the nature and meaning of the subject, its relationship with national law, international law; private international law; and the role of the individual; history and sources; international institutional framework for international trade, viz the General Agreement on Tariffs and Trade, the General Agreement on Trade in Services, the International Monetary Fund Agreement, international competition principles and extra-territorial trade legislation; the role of pacta sunt servanda in its public and private law aspects especially as it appears from international arbitration; the state as participant in international trade including contracts with individuals and immunity; and the general principles of the Convention on the International Sale of Goods.

LCP4803 (LCP403K) International transport law (S1 and S2)

Co-requisites: ILW1501 (ILW1036), SCL1501 (SCL1014) and LCP4801 (LCP401H)

Purpose: to gain a knowledge and understanding of the nature, basic principles and practical application both nationally and internationally of the international principles governing transport by air and sea, through a study of:

(a) General legal principles of international shipping history and sources; jurisdictional aspects; bills of lading; charter parties; collisions and accidents; salvage

(b) General legal principles of aviation; History and sources; jurisdictional aspects; right of overflight and landing; inter-governmental civil aviation organisations; international carriage.
LCP4807 (LCP409R) International human rights (S1 and S2)
Prerequisites: LCP4801 (LCP401H) and FUR2601 (FUR201F)
Co-requisites: ILW1501 (ILW1036) and SCL1501 (SCL1014)
Purpose: to gain a knowledge and understanding of the nature, meaning and basic principles of international human rights law; its relationship with national law; and its practical application within both the international and the South African contexts, through a study of the development of international human rights law; the international conventions and declarations on human rights; the enforcement of international human rights; and the effect of international human rights conventions in municipal legal systems.

LCP4808 (LCP410J) World Trade Law (S1 and S2)
Prerequisite: LCP4801 (LCP401H)
Co-requisite: ILW1501 (ILW1036) and SCL1501 (SCL1014)
Purpose: to gain a knowledge and understanding of the nature and basic principles of the GATT and GATS; its relationship with national law; and its practical application within both the international and the South African contexts, through a study of the history and philosophy of the General Agreement on Tariffs and Trade (GATT); the substantive provisions of the GATT; the World Trade Organisation (WTO); the resolution of disputes in terms of the agreement on the WTO; the effect of the provisions of the GATT on the rights of the individual; the provisions of the General Agreement on Trade in Services (GATS); and specific obligations of the most prominent states in terms of the GATS.

International Politics

1 Transitional Arrangements

To complete the NQF Level 6 of study, you need credit for two modules or one paper and one module in the relevant subject unless otherwise specified below.

To complete the NQF Level 7 of a major subject you must obtain credit for the following number of papers and/or modules that must be taken on NQF Level 7:
(i) 5 modules or
(ii) 1 paper and 3 modules or
(iii) 2 papers and 2 modules or
(iv) 3 papers

NB
In order to complete International Politics III, the outstanding third-level module(s) plus any additional module(s) where applicable, as specified in 3, must be passed.

2 International Politics as a Major Subject

Compulsory modules for a major subject combination:

Any SEVEN of the following modules: IPC1501, 1502, IPC2601, 2602, IPC3701, 3702, 3703, PLC821, 822 plus any TWO modules selected from the remainder above, PLC801, 802 or any second- or third-level module in African Politics or Politics. Students are advised to give preference to the IPC-Modules. At least five modules must be taken at NQF-level 7.

3 Syllabus

MODULES: NQF LEVEL 5

IPC1501 (IPC101Y) Fundamentals of International Politics (S1 and S2)
Purpose: to enable students to demonstrate an understanding of and to describe the fundamental participants in international politics; power and international politics; how international politics is conducted; and the theories pertaining thereto.

IPC1502 (IPC1023) South Africa in International Politics (S1 and S2)
Purpose: to enable students to demonstrate an understanding of and to describe: the fundamental concepts of foreign policy and (foreign) policy analysis; the position of South Africa as participant in international politics and the formulation of South Africa’s foreign policy.

MODULES: NQF LEVEL 6

PSC2601 (PLC801H) South African Politics (S1 and S2) (NQF level 6)
Purpose: to enable students to demonstrate an understanding of; analyse and describe the background to and the characteristics of, the most important aspects of South African politics, theories and ideas.

IPC2601 (IPC2015) International organisations (S1 and S2)
Purpose: to enable students to understand, analyse and describe the nature, functions and working of regional and global organisations.

IPC2602 (IPC2026) International political dynamics (S1 and S2)
Purpose: to enable students to understand, analyse and describe the macro international political dynamics; intermediate international political dynamics and micro international political dynamics.

MODULES: NQF LEVEL 7

PSC3701 (PLC802J) Contemporary issues in politics: capita selecta (S1 and S2) (NQF level 7)
Purpose: to enable students to demonstrate an understanding of the background to, the characteristics of, as well as the handling and impact of the selected issues on national, regional and international level. (e.g. sport and politics); and to analyse and describe these issues.

PSC3702 (PLC821M) Political conflict and conflict resolution (S1 and S2) (NQF level 7)
Purpose: to enable students to analyse and describe, as well as apply the theories pertaining to the background, the characteristics of politics and conflict and the resolution of political conflict.

PSC3703 (PLC822N) Political knowledge (S1 and S2) (NQF level 7)
Purpose: to enable students to analyse, describe and apply the criteria for, as well as the approaches and the theories pertaining to the acquisition of knowledge on politics.

IPC3701 (IPC3019) International political theory (S1 and S2)
Purpose: to enable students to understand, analyse, describe and apply the philosophical tradition and modern theories to international politics.

IPC3702 (IPC302A) International political economy (S1 and S2)
Purpose: to enable students to understand, analyse, describe and explain the nature, scope and structure of international political economy; and the position of South Africa in the international political economy.

IPC3703 (IPC303B) Diplomacy (S1 and S2)
Purpose: to enable students to understand, analyse, describe and apply the history and theories pertaining to diplomacy; the nature and functions of diplomacy and the institutions and structures of diplomacy.

Interpretation of Statutes

1 General Information

Where UVW100 (or IST100) has been passed, credit for a degree may be granted for IOS1013 or IOS2601 (IOS2016) and not more than one of
the following: ADL101 or ADL2601 (ADL201M), CSL101 or CSL2601 (CSL201M) or FUR2G1 or FUR2601 (FUR201F).

FOR THE COLLEGE OF HUMAN SCIENCES

Students registering for this module MUST include one of the following in their curriculum:
- Administrative Law (ADL2601 or previously ADL201W)
- Constitutional Law (CSL2601 or previously CSL201M)
- Fundamental Rights (FUR2601 or previously FUR201F)

2 Syllabus

MODULES: NQF LEVEL 6

IOS2601 (IOS2016) Interpretation of Statutes (S1 and S2)
Co-requisite: ILW101 (ILW1036) and SCL1501 (SCL1014)
Advice: It is strongly recommended that LLB students take this module with or after CSL2601 (CSL201M).

Purpose: to gain knowledge, skills, attitudes and competencies to analyse and critically evaluate legal material (the Constitution, legislation, case law and academic opinions) which relates to the interpretation of legislation; to formulate legal arguments; and to apply their knowledge to practical problems that may arise where legislation has to be interpreted and applied.

Introduction to the Economic and Management Environment

1 General Information

- These modules may be taken ONLY for degrees offered by the College of Economic and Management Sciences.
- These modules MUST be taken in the student’s first year of registration. Students who do not pass this subject in their first year of study must register for it in each subsequent year of registration until they have successfully completed it.

The following students are exempted from the requirement to take this subject:

(i) students who, prior to 1995, passed a course or courses at Unisa offered by the College of Economic and Management Sciences.
(ii) students who hold an approved bachelor’s degree or an appropriate qualification recognised by Senate.
(iii) students who are in possession of a Senior Certificate and have passed the Certificate programme in Basics of Business.
(iv) students who have passed at least six courses at a recognised university, whereof three are offered by the College of Economics and Management Sciences at Unisa, or who have passed Accounting I, Economics I and Business Management I, as well as one of Quantitative Management I, Statistics I or Mathematics I.
(v) students who have completed a National Diploma and can be granted exemption from courses offered by the college.
(vi) students in possession of any four-year Higher National Diploma passed (in any field) at a Technikon in South Africa.
(vii) students in possession of any BTech degree passed at a Technikon in South Africa.
(viii) students in possession of any national diploma passed with economic and/or management subjects. A student may not necessarily be exempted from any other subject in the College.
(ix) students in possession of any national diploma passed with numerical subjects, for example Mathematics or Physics, PLUS a one-year programme passed in an Economic and/or Management Science field at a University in South Africa.
(x) students in possession of any four-year Higher Education Diploma passed (in any field). A student may not necessarily be exempted from any other courses in the College.
(xi) students who have obtained CAIB-status (Certificated Associate of the Institute of Bankers) from the South African Institute of Bankers.

2 Syllabus

MODULES: NQF LEVEL 5

INM1013 Introduction to the Economic and Management Environment 1A (S1 and S2)

Syllabus: Study management; career planning; the economic problem: the economic system of South Africa; the role of business management; accounting and accounting aids

INM1024 Introduction to the Economic and Management Environment 1B (S1 and S2)

Syllabus: Quantitative decision making; industrial and organisational psychology; communication; organisational culture

Islamic Studies

1 Transitional Arrangements

- Students who have passed ICSLITS, ICSH5A5 or ICSPTMQ may not register for ICSCSSF.
- Students who have passed REARIS5 may not register for HRS415U.

2 Islamic Studies as a Major Subject

Compulsory modules for a major subject combination:

The major subject combinations comprises 7 modules PLUS two from Religious Studies.

NQF Level 5: ICS1501
NQF Level 6: ICS1602, 2603, 2604
NQF Level 7: ICS2705, 3706, 3707 as well as TWO of RST3706, RST3707 or RST3709

4 Syllabus

MODULES: NQF LEVEL 5

ICS1501 (ICS101X) An introduction to Islam (S1 and S2)

Purpose: to provide a grounded overview of Islam’s sacred sources, faith and practices, and to enable students to be culturally sensitive to Islamic societies.

MODULES: NQF LEVEL 6
ICS1602 (ICS102Y) Early history of Islam: 6th and 9th centuries (S1 and S2)
Purpose: to present a descriptive background to pre-Islamic Arabia and early Islamic history, as well as a biography of the Prophet of Islam.

ICS2603 (ICS2014) Foundation sources of Islam (S1 and S2)
Purpose: to acquire a deeper understanding of Islam’s sacred sources (Qur'an, Hadith) and related sources (Tafsir and Shari'ah).

ICS2604 (ICS2025) Sociocultural life, ethics and education in Islam (S1 and S2)
Purpose: to attain an introductory knowledge of sociocultural life, Islamic ethics and education in Islamic societies.

MODULES: NQF LEVEL 7
ICS2705 (ICS2036) Islamic politics and economics (S1 and S2)
Purpose: to make it possible for students to grasp the basic principles of Islamic politics and contemporary strategies of Islamic economics, and their application in society.

ICS3706 (ICS3018) Islamic philosophy, theology and mysticism (S1 and S2)
Purpose: to enable students to reflect and explore key concepts in Islamic philosophy and mysticism in order to develop the self and societies.

ICS3707 (ICS303A) Islamic law and jurisprudence (S1 and S2)
Purpose: to gain insight into the sources of Islamic law, its development and current status.

Any TWO of the following modules:

RST3706 (RST3701) World Religions (S1 and S5)
Purpose: Students are given a choice between two clusters: Semitic or Asian. In the Semitic cluster (Judaism, Christianity and Islam) the purpose is to gain insight into three Abrahamic faiths, with emphasis on both their unique and related elements, and with reference to Scriptue and tradition, monotheism, worship and ritual, ethics, and dialogue. In the Asian option the purpose is to gain understanding of the classical teachings and philosophies in various historical schools and contemporary societies of Hinduism and Buddhism.

RST3707 (RST222Y) Africa’s religious heritage (S1 and S2)
Purpose: to enable students to demonstrate insight into African religion, giving attention to Christianity and Islam on the African continent, including the contemporary dynamics of African religion, African Christianity, African Islam and the coexistence of these religions in Africa.

RST3709 (RST3259) Religion and social issues (S1 and S2)
Purpose: The module comprises Religion and public life and Religion and gender. In Religion and public life the purpose is to gain insight into the role of religion in society and politics, religion-state relationships, religious freedom, religious conflict, religious nationalism, and religious pluralism in South Africa. In the Gender section the purpose is to demonstrate an understanding of the shaping of the lives of women and men and the promotion of androcentrism and male dominance through religious beliefs, practices and symbols, with reference to a variety of religions.

MODULES: NQF LEVEL 8

The degree comprises five modules, the four modules below as well as one from Religious Studies honour’s modules.

ICS4801 (ICSQTCH) Qur’anic sciences (year module)
Syllabus: This paper explores the development and status of Qur’anic sciences, with a keen focus on contemporary Qur’anic sciences. The interaction between them and present social and human sciences is also examined.

ICS4802 (ICSHCTX) Hadith literature and criticism (year module)
Syllabus: Metatextual issues are examined, such as criteria for authenticating Prophetic literature and special focus is given to women’s role in the development of this genre, as well as to the reasons for the differences evident in the corpus materials available.

ICS4803 (ICSCSPF) Contemporary Islam (year module)
Purpose: to allow students to specialise in one of the following: Contemporary Islam, Shari’ah and Islamic jurisprudence, or Philosophy, theology and mysticism. In Contemporary Islam the focus will be on Islam and the state. Shari’ah an Islamic jurisprudence will give a critical overview of different schools of law and comparisons are made with contemporary, secular law in domains such as marriage, economics and human rights. In philosophy, theology and mysticism the focus will be on the challenges in these disciplines in the past and present.

HRS415U Research methodologies in religion (year module)
Purpose: This paper consists of three parts, any of which might be taken: qualitative methodology, hermeneutics and methodology in Arabic and Islamic Studies. Students will choose qualitative methodology with a view to empirical research on religion. Hermeneutics will draw on reading strategies existing in various religions and on a variety of contemporary theorists and philosophers of language (reading, writing) with a view to the reading and interpretation of religious documents. Students in Arabic and Islamic Studies will choose the third option on Arab and Islamic cultures, linguistic studies, and historiography.

Italian

1 Admission Requirements

MODULES: NQF LEVEL 5

- ITN1501 – None. No knowledge of Italian is required.
- ITN1502 – ITN1501 or a knowledge of Italian that does not meet the requirements for admission to second-level modules. Such students must contact the Department of Classics and World Languages (Italian Section) prior to registration.

2 Transitional Arrangements

Credit for a degree is granted for either ITN1501 and 1502 or ITA100 or ITL100 or SIT100.

Italian (Special course) (SIT100) and ITA100 are no longer available. These courses have been incorporated in first-level modules:

- students who failed SIT100 must register for the new first-level modules ITN1501 and 1502.

Study unit passed | Study unit which may not be taken | Outstanding study units
--- | --- | ---
SIT100 | ITN1501, 1502 | –
ITA101 | ITN201 | ITN202
ITA102, MEL821 (Option 2) | ITN202 | ITN201
ITN801 | ITN301, 302, 304, 802
MEL822 (Option 2) | ITN304 | ITN301, 302, 801, 802
MEL823 (Option 2) | ITN802 | ITN301, 302, 304, 801
MEL824 (Option 2) | ITN302 | ITN301, 302, 304, 801
ITN301 | ITN302, 304, 801, 802

For advice students must contact the administrative officer (tel. 012 429 6762 or e-mail: mail@unisa.ac.za).

Students who registered for Italian as a major with either ITN or MEL codes, must complete their studies by the end of 2011, with a final supplementary opportunity in January 2012. After this date (2011) no further registrations will be considered. To complete the in Italian after level one, students must pass the following:

Second-level modules

- ITN201C Italian for intermediate level (year module)
- ITN202D Italy: culture, civilisation and literature
The emergence of the Halacha concept of Time.

Purpose:
- enable students to gain an understanding of the development of Jewish law from the Torah and the Mishnah until the codification of the Shulchan Aruch.

JCA1502 (JCA103R)  The emergence of the Halacha

Prerequisite: See 3 above

Purpose: to develop an aptitude in the four language skills – reading, writing, speaking and listening from lower intermediate to intermediate level. The lively communicative approach continues in this module and includes further use of authentic documents and audio cassette recordings.

JEW4803 (JEWPEOB) Research in Judaic Studies

Purpose: to study the shifting centres of Jewish life from Babylonia, Spain, Western Europe, Eastern Europe and Africa.

JEW4804 (JEWLITV) Research in Judaic Studies

Purpose: to study selected literature from the ancient and modern archives and libraries such as the Cairo Geniza, Elephantine papyri, the Dead Sea scrolls as well as the Mishnah, Talmud and Midrash.
3 Transitional Arrangements

NB

From 2009 Latin will not be offered as a major. Students who registered for Latin as a major prior to 2009, may complete their studies in Latin by means of the transitional arrangements indicated below.

Study unit passed | Modules which may not be taken | Outstanding modules
---|---|---
SLJ100/SLL100 | LAN101, 102 | —
CLS827D | LAN201N | LAN202P, 821F, 302S, 303T, 304U
CLS825B | LAN821F | LAN201N, 202P, 302S, 303T, 304U
CLS826C | LAN202P | LAN201N, 821F, 302S, 303T, 304U
CLS824A | LAN302S | LAN201N, 821F, 302S, 303T, 304U
CLS8239 | LAN303T | LAN201N, 202P, 821F, 302S, 304U
CLS8216 | LAN304U | LAN201N, 202P, 821F, 302S, 303T

Students who registered for Latin as a major, either under LAN or CLS codes, must complete their studies by the end of 2011, with a final supplementary opportunity in January 2012. After this date (2011) no further registrations will be considered. To complete the major in Latin after level one, students must pass the following:

Second-level modules

- LAN201N Latin grammar
- LAN821F Word power
- LAN202P Latin literature

Third-level modules

- LAN302S Roman historians
- LAN303T Roman philosophy
- LAN304U Roman poetry

Students are advised to contact the Department for assistance.

4 Syllabus

MODULES: NQF LEVEL 5

LAN1501 (LAN101K) Basic concepts in language analysis: introduction to Latin Morphology (S1 and S2)

Syllabus: Basic language analysis skills; introduction to basic concepts in language and language analysis with application to Latin and English examples; introduction to Latin morphology.

LAN1502 (LAN102L) Introduction to Latin grammar and syntax (S1 and S2)

Pre-requisite: LAN1501 (LAN101K)

Syllabus: Introduction to Latin grammar and syntax; a study of morphology, and formulation of simple sentences in Latin applying the skills learnt in module 1501.

Legal Aspects of Environmental Management

1 Syllabus

MODULES: NQF LEVEL 6

LEG2601 (LEG201E) Legal aspects of environmental management (S1 and S2)

Advice: This module may only be taken for the BA (with specialisation in Environmental Management) or for the BSc (with specialisation in Environmental Management).

Syllabus: Land use and environmental management; sources: Constitution: cooperative government, participation, accountability, Bill of Rights; just administrative action; right for information; locus standi, legislation; list relevant legislation and indicate environmental-management context, policies; Principles of environmental management and development in the following legislation: National Environmental Management Act 107 of 1998, Development Facilitation Act 67 of 1995, local government legislation: Practices of environmental management in legislation: IEM (Integrated Environmental Management), EIAs (Environmental Impact Assessments); the enforcement of environmental rules and regulations

Linguistics

1 Transitional Arrangements

Study unit passed | Modules which may not be taken | Outstanding modules
---|---|---
LNG202 | LIN204 | LIN203 and 205
LNG301 | Students will be credited with any TWO third-level modules per third-year paper | Any other THREE third-level modules for a major subject
LNG302 | LIN102 | LIN205
LNG303 | LIN201 | LIN3705

- Students who have passed any LIN module that has been discontinued will retain these credits at the appropriate level towards a major.
- Distinctions for students who took LIN201 (instead of LIN3705) at NQF Level 7 will be calculated by using LIN3702, 3704, LIN306 and LIN201.

2 Linguistics as a Major Subject

Compulsory modules for a major subject combination:

NQF Level 5: LIN1501, LIN103Y
NQF Level 6: LIN2035, LIN2046, LIN2058
NQF Level 7: LIN3028, LIN3702, LIN306C, LIN3704, LIN3705

NB

- Linguistics is the study of language in general. To study Linguistics you do not need to know more than one language.
- Since in its present form LIN3702 requires proficiency in two languages. English monolingual students are advised to take ENN303M instead of LIN3702.
3 Syllabus

MODULES: NQF LEVEL 5

LIN1501 (LIN101W) Grammatical patterns and principles (S1 and S2)
Purpose: to enable students to define, identify and illustrate a set of basic grammatical (i.e. morphological and syntactic) concepts used in the description of language in general. The module is very practical in that it will help students to describe the basic structure of any language they choose to study.

LIN103Y Multilingualism: the role of language in the South African context (S1 and S2)
Purpose: to introduce students to language use in multilingual societies, equipping them to deal with language issues they may come across in the South African context, providing insight into the way in which language functions both to separate and unite communities, and covering topics such as children’s acquisition of first and additional languages, bilingual schooling, language variation, language planning and cross-cultural interaction.

MODULES: NQF LEVEL 6

Prerequisite: TWO first-level modules in this subject or any FOUR first-level modules

LIN2035 Language acquisition in a natural environment (S1 and S2)
Advice: LIN103Y is recommended. The module in Psychology PYC2602 would be an interesting supplement to your learning about children and their development.
Purpose: to provide insight into the human ability to acquire and use language, the complex relationship between language and the brain, the evolution of language in the human species, children’s acquisition of language during their first six years (from the babbling stage to complex sentences), to introduce students to various theories on how children acquire language, and to some unusual cases of language acquisition (e.g. in mentally disabled children).

LIN2046 Language in a changing world (S1 and S2)
Advice: LIN103 is recommended.
Purpose: to introduce students to factors in society that cause languages to change, to explore attitudes to language change and their implications for language planning and language practitioners, and to gain an understanding of the reasons why certain languages are abandoned by their speakers whereas others are maintained.

LIN2058 Sound and sound structure (S1 and S2)
Purpose: to enable students to define, identify and illustrate a set of basic concepts used in the description of the sound structure of languages in general, and to relate the meaningful properties of sound structure to sound production. The module is very practical in that it will help students to describe the basic phonetics and phonology of any language they choose to study.

MODULES: NQF LEVEL 7

Prerequisite: TWO first-level modules in this subject or any FOUR first-level modules

LIN3028 Approaches in Linguistics (S1 and S2)
Advice: Knowledge of basic grammatical concepts (as taught in LIN1501) is assumed.
Purpose: to enable students to analyse various aspects of language (eg word meaning, words and their respective word classes, grammatical constructions and morphological types) using the methods and approaches developed in cognitive and corpus linguistics.

LIN3702 (LIN304A) Translation and editing techniques (S1 and S2)
Advice: Students must be proficient in two languages. Monolingual English students are advised to take ENN303M instead of LIN3702.
Purpose: to introduce students to the professions of translation and editing, to help them identify and solve translation problems at word, sentence and text level, to gain insight into professional ethics, translating culture, and basic terminology theory, and to identify and analyse various text types for editing and translation purposes.

LIN306C Learning and teaching an additional language (S1 and S2)
Advice: Students are advised to consider registering for LIN203, either together with or before this module. LIN103 also provides appropriate background to this module.
Purpose: to develop a better understanding of the issues involved in learning and teaching an additional language (a language other than a first language), to study both the theories of language learning and important variables in the teaching of language, and to explore the practical applications and implications of such knowledge for language learning and language teaching.

LIN3704 (LIN308E) Language planning and linguistic description (S1 and S2)
Purpose: to enable students to identify and characterise problems related to language planning and development in a multilingual society, with special reference to the development of standard languages in Africa, and the role of grammars and dictionaries.

LIN3705 (LIN309F) Text structure and function (S1 and S2)
Purpose: to introduce students to text linguistic skills that will enable them to identify what makes texts coherent, to recognise differences between spoken and written texts, to identify the sort of coherence and cohesion problems that may develop in the writing of texts, to explain why we understand some texts more easily than others, and to compare various types of written texts (e.g. narrative versus academic writing).

LLB Modules

NB
These modules are offered as fourth-year modules (NQF level 8).

1 Syllabus

MODULES: NQF LEVEL 8

Group A: Private Law

LPL4801 (LPL4018) The law of sale and lease (S1 and S2)
Prerequisite: PVF3702 (PVL301W)
Co-requisite: ILW1501 (ILW1036) and SCL1501 (SCL1014)
Purpose: to equip students with knowledge of, and insight into the law of sale and lease.

LPL4802 (LPL409G) Law of damages (S1 and S2)
Prerequisite: PVF3703 (PVL302X)
Co-requisites: ILW1501 (ILW1036) and SCL1501 (SCL1014)
Purpose: to equip students with knowledge of, and insight into the law of damages, as well as basic research skills in the practice of law.

LPL4803 (LPL414D) Third party compensation law (S1 and S2)
Prerequisite: PVF3703 (PVL302X)
Co-requisites: ILW1501 (ILW1036) and SCL1501 (SCL1014)
Purpose: to equip students with knowledge of, and insight into the law of third party compensation and basic research skills in the practice of law.

LPL4804 (LPL416F) Conveyancing (S1 and S2)
Co-requisites: ILW1501 (ILW1036), SCL1501 (SCL1014) and PVF3701 (PVL303Y)

my Modules @ Unisa 2011  86
Purpose: to equip students with professional competence and research skills in conveyancing law relating to the drafting, evaluation and registration of conventional deeds required for the lawful creation and transfer of ownership and other real rights in South Africa.

LPL4805 (LPL417G) Notarial practice (S1 and S2)
Co-requisites: ILW1501 (ILW1036), SCL1501 (SCL1014) and PVL3701 (PVL303Y)
Purpose: to equip students with advanced knowledge and basic research skills in selected aspects of notarial practice in South Africa.

LPL4820 (LPL420B) Short dissertation (S1 and S2)
Co-requisites: ILW1501 (ILW1036) and SCL1501 (SCL1014)
Purpose: to equip students with advanced knowledge, skills and insight to write a short dissertation in any of the following subjects offered in the Department of Private Law: Law of Persons; Family Law; Law of Property; Law of Succession; Law of Contract; Law of Delict; Enrichment liability and estoppel; Law of Sale and Lease; Law of Damages; Conveyancing; Notarial practice; Third Party Compensation Law; Selected Private and Criminal Law Principles Regarding the Internet or Legal Aspects of Electronic Commerce.

Group B: Mercantile Law

LML4801 (LML401N) Patent and copyright law (S1 and S2)
Prerequisite: MRL4801 (MRL302N)
Co-requisite: ILW1501 (ILW1036) and SCL1501 (SCL1014)
Purpose: to equip students with knowledge of and insight into patent and copyright law and basic research skills in the practice of law.

LML4802 (LML402P) The law of competition and trademarks (S1 and S2)
Prerequisite: MRL4801 (MRL302N)
Co-requisite: ILW1501 (ILW1036) and SCL1501 (SCL1014)
Purpose: to equip students with knowledge of and insight into the law of competition and trade marks and basic research skills in the practice of law.

LML4803 (LML403Q) Advanced labour law (S1 and S2)
Prerequisite: MRL3702 (MRL303P)
Co-requisites: ILW1501 (ILW1036) and SCL1501 (SCL1014)
Purpose: to equip students with knowledge of and insight into advanced labour law and basic research skills in the practice of law.

LML4804 (LML404R) Tax law (S2)
Co-requisites: ILW1501 (ILW1036) and SCL1501 (SCL1014)
Purpose: to equip students with knowledge of and insight into tax law and basic research skills in the practice of law.

LML4805 (LML405S) Insurance law (S1 and S2)
Co-requisites: ILW1501 (ILW1036) and SCL1501 (SCL1014)
Purpose: to equip students with knowledge of and insight into insurance law and basic research skills in the practice of law.

LML4806 (LML406T) Company law (S1 and S2)
Co-requisites: ILW1501 (ILW1036), SCL1501 (SCL1014) and MRL2601 (MRL203L)
Purpose: to equip students with knowledge of and insight into company law and basic research skills in the practice of law.

LML4807 (LML407U) Banking law and usage (S1 and S2)
Co-requisites: ILW1501 (ILW1036), SCL1501 (SCL1014) and MRL4801 (MRL302N)
Purpose: to equip students with knowledge of and insight into banking law and usage and basic research skills in the practice of law.

LML4808 (LML408V) South African Law of International Trade (S1 and S2)
Co-requisites: ILW1501 (ILW1036) and SCL1501 (SCL1014)
Advice: This is an advanced module and students should have a prior knowledge of law in general and the law of contract in particular.
Purpose: to equip students with knowledge of and insight into the South African law of international trade and basic research skills in the practice of law.

LML4809 (LML409W) Advanced bills of exchange and cheque law (S1 and S2)
Co-requisites: ILW1501 (ILW1036), SCL1501 (SCL1014) and MRL4801 (MRL302N) or an equivalent course in bills of exchange law
Purpose: to equip students with knowledge of and insight into advanced bills of exchange and cheque law and basic research skills in the practice of law.

LML4810 (LML411Q) Legal aspects of electronic commerce (S1 and S2)
Purpose: to equip students with knowledge of and insight into the legal aspects of electronic commerce and basic research skills in the practice of law.

LML4820 (LML420R) Short dissertation (S1 and S2)
Co-requisites: ILW1501 (ILW1036) and SCL1501 (SCL1014)
Purpose: to gain advanced knowledge, skills and insight to write a short dissertation in any of the following subjects offered in the Department of Mercantile Law: Banking Law/Company Law/Insurance Law/Intellectual Law/Labour Law/Law of negotiable instruments/Legal aspects of electronic commerce/South African Law of international trade/Tax Law.

Group C: Public, Constitutional and International Law

LCP4802 (LCP402J) Legal transactions in international law (S1 and S2)
Prerequisite: LCP4801 (LCP401H)
Co-requisites: ILW1501 (ILW1036) and SCL1501 (SCL1014)
Purpose: to gain a knowledge and understanding of the nature and meaning of the subject, its relationship with national law, international law, private international law, and the role of the individual; history and sources; international institutional framework for international trade, viz the General Agreement on Tariffs and Trade, the General Agreement on Trade in Services, the International Monetary Fund Agreement, international competition principles and extra-territorial trade legislation; the role of pacta sunt servanda in its public and private law aspects especially as it appears from international arbitration; the state as participant in international trade including contracts with individuals and immunity; and the general principles of the Convention on the International Sale of Goods.

LCP4803 (LCP403K) International transport law (S1 and S2)
Co-requisites: ILW1501 (ILW1036), SCL1501 (SCL1014) and LCP4801 (LCP401H)
Purpose: to gain a knowledge and understanding of the nature, basic principles and practical application both nationally and internationally of the international principles governing transport by air and sea, through a study of:
(a) General legal principles of international shipping history and sources; jurisdictional aspects; bills of lading; charter parties; collisions and accidents; salvage
(b) General legal principles of aviation; History and sources; jurisdictional aspects; right of overflight and landing; inter-governmental civil aviation organisations; international carriage.

LCP4804 (LCP405M) Advanced indigenous law (S1 and S2)
Co-requisites: ILW1501 (ILW1036), SCL1501 (SCL1014) and IND2601 (IND203X)
Purpose: to gain knowledge and insight into selected advanced aspects of African customary law.

LCP4805 (LCP407P) Environmental law (S1 and S2)
Co-requisites: ILW1501 (ILW1036) and SCL1501 (SCL1014)
Purpose: to equip students with knowledge and insight into the law relating to the environment.

LCP4806 (LCP408Q) Advanced constitutional law and fundamental rights (S1 and S2)
Prerequisite: CSL2601 (CSL201H) and FUR2601 (FUR201F)
Co-requisites: ILW1501 (ILW1036) and SCL1501 (SCL1014)
Purpose: to gain advanced insight into selected aspects of constitutional law; fundamental rights; and constitutional interpretation.

LCP4807 (LCP409R) International human rights law (S1 and S2)
Prerequisite: LCP4801 (LCP401H) and FUR2601 (FUR201F)
Co-requisites: ILW1501 (ILW1036) and SCL1501 (SCL1014)
Purpose: to equip students with knowledge and insight into advanced bills of exchange and cheque law and basic research skills in the practice of law.

NB
Access to the Internet is a requirement for registration.
Management Accounting

1 Syllabus

MODULES: NQF LEVEL 6

ACN203S  Cost accounting and control (S1 and S2) (offered for the last time in 2013)
Prerequisite: (FAC1502 or ACN101M) and (FAC1601 or ACN102N) and (DSC1630 or QMG102Q or QMI1500 or QMI101X)
Purpose: to introduce students to elements of cost; cost concepts; variable budgets; cost volume profit analysis; recovery of cost of service departments; job costing; contract cost accounting; process costing; standard costing; direct and absorption costing; joint and by-products; ABC cost accounting.

MODULES: NQF LEVEL 7

ACN306Y  Management accounting techniques as an aid in decision-making (S1 and S2)
Prerequisite: ACN203S
Advice: A non-programmable financial calculator is a requirement for ACN306Y, ACN3073 and ACN3084.
Purpose: to equip students with the knowledge, values and skills to act as consultants and advisors to other managers and to use management accounting techniques to make recommendations for managerial decision-making purposes. Students should be able to apply this knowledge: management accounting versus financial accounting and the role of the management accountant; cost-volume-profit analysis; optimum utilisation of production factors; relevant cost for non-routine decisions; decision-
making under circumstances of risk and uncertainty, regression analysis; learning curves; inventory and production models; and network analysis.

**ACN3073  Financial planning and control (S1 and S2)**
*Prerequisite: ACN203S*
*Purpose:* to gain knowledge and insight into the following subject matter as well as the ability to apply this knowledge by virtue of calculations, interpretation and integration: time value of money; cost of capital; capital investment decisions; financing decisions; standard costing and budgets.

**ACN3084  Financial analysis, valuations and restructuring (S1 and S2)**
*Prerequisite: FAC2602 or ACN202R or FNA3M23*
*Purpose:* to gain knowledge of and insight into the following subject matter as well as the ability to apply this knowledge: financial analysis; risk; valuation of business interests; changes in shareholder’s equity; reorganisations, arrangements and compromises, liquidations; changes in shareholding; absorptions, amalgamations, conversions; partnerships to companies, close corporations to companies, companies to partnerships, and companies to close corporations.

**MODULES: NQF LEVEL 8**

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**NB**
The prerequisites for the various postgraduate qualifications and papers are included in every qualification. See My Registration @ Unisa.

**DIPAC26  Advanced management accounting (examination: 1 x 4 hour paper)**
*Purpose:* to prepare students to meet the minimum admission requirements for direct access to Honours BCompt and includes functions of financial management; nature of costs; cost management: material, labour and overhead; management accounting information systems; absorption and variable costing; cost-volume-profit analysis; activity-based costing; cash budgets; variance analysis in standard costing; decentralised performance; relevant costs; price determination; risk and return; sources and forms of finance; the cost of capital; time value of money; NPV method for capital investment appraisal; analysis of financial information; dividend decisions; treasury function; valuation of debt instruments and earnings yield method for equity valuations and working capital management.

**Paper for the Honours BCompt degree/CTA**

**TOE408W/ZAC408H  Applied management accounting (examination: 1 x 3 hour paper)**
*Purpose:* the curriculum and syllabuses are designed for preparing students for Part 1 of the Qualifying Examination (QE1) of the South African Institute of Chartered Accountants (SAICA) and includes nature of costs; cost management: material, labour and overhead; management accounting information systems; absorption and variable costing; cost-volume-profit analysis; activity-based costing; budgeting and control; standard costing; performance management; transfer pricing; decision making; capital investment appraisal; function of financial management; risk and return; sources and forms of finance; the cost of capital; analysis of financial information; the dividend decision; treasury function; valuations; management of working capital and corporate transactions.

**Papers for various Honours BCom Accounting Degrees:**

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**NB**
The following papers are only presented in English. Students may, however, answer assignment and examination questions in English or Afrikaans.

**MAC4863  Enterprise Strategy**
*Purpose:* to enable students to gain insight into the strategic management accounting process.

**MAC4864  Management Accounting Strategy**
*Purpose:* to enable students to understand the role of the cost and management accountant in ensuring the survival of businesses in a competitive environment through planning and long-term strategies.

**MAC4865  Financial Strategy**
*Purpose:* to enable students to plan and control finance and investments in an organisation.

**MAC4866  Information Strategy**
*Purpose:* to enable students to develop and implement financial information systems; to manage information resources and to advise management on information strategies.

**MAC4867  Performance Strategy**
*Purpose:* to enable students to measure and control performance in an organisation.

**FST0005  The meaning, analysis, interpretation and design of financial statements (examination: 1 x 3 hour paper)**
*Purpose:* to equip students to analyse and interpret financial information contained in financial statements, to perform a complete analysis of a firm’s business and financial statements, to explain and apply forecasting and valuation techniques within the broad context of evaluating share investments, mergers and takeover activities and to utilise the analysis results to support the management activities of planning and decision-making.

**Mandarin Chinese**

1 **General Information**

- Access to an audio cassette recorder/CD is essential as students have to listen to and record on audio cassettes/CDs.
- Only in exceptional circumstances may students be permitted by the Chair of the Department of Classics and World Languages to register for Mandarin Chinese on NQF Level 6 without completing first-level modules in Mandarin Chinese.
- Mandarin Chinese may be taken, as a major or ancillary subject by students in the Colleges of Human Sciences, and Economic and Management Sciences. It may be taken as an ancillary subject in the Colleges of Law, and Science, Engineering and Technology.
- Mandarin may also be taken for non-degree purposes up to and including NQF Level 7 and, under certain conditions, the modules may be converted into credits towards a degree.
- Credit for a degree is granted for either MNR100 or MAN101 and 102.

2 **Admission Requirements**

**MODULES: NQF LEVEL 5**

- MAN1501 (MAN101R) – None
- MAN1502 (MAN102S) – Simultaneous registration for MAN1501 (MAN101R) or a basic knowledge of Mandarin Chinese but do not meet the admission requirements to second-level modules.

**MODULES: NQF LEVEL 6**

- MAN1502 (MAN102S) or
  - passed a departmental test

3 **Mandarin Chinese as a Major Subject**

**Compulsory modules for a major subject combination:**

- NQF Level 5: MAN1501, MAN1502
- NQF Level 6: MAN2601, MAN2602
- NQF Level 7: MAN3701, 3702, 3703, 3704, 3705
4 Transitional Arrangements

- Students who passed MNR100 prior to 2001, or who passed both MAN101R and 102S prior to 2011, must register for the second-level modules.
- Students who failed MNR100, or who failed both MAN101R and 102S prior to 2011, must register for MAN1501 and 1502.

<table>
<thead>
<tr>
<th>Course passed</th>
<th>Modules which may not be taken</th>
<th>Outstanding modules</th>
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<tr>
<td>MNR100 or MAN101R, 102S</td>
<td>MAN1501, 1502</td>
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<td>MAN201U, 202V</td>
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<td>MAN202 or MEL823 or MAN205Y</td>
<td>MAN3702</td>
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<tr>
<td>MEL821 (Option 3) or MAN801H</td>
<td>MAN3701</td>
<td>MAN3702, 3703, 3704, 3705</td>
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<td>MEL824 (Option 3) or MAN301X</td>
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<td>MEL822 (Option 3) or MAN3033</td>
<td>MAN3704</td>
<td>MAN3701, 3702, 3703, 3705</td>
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<td>MAN3044</td>
<td>MAN3705</td>
<td>MAN3701, 3702, 3703, 3704</td>
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</tbody>
</table>

For advice students are asked to contact the Department.

5 Syllabus

MODULES: NQF LEVEL 5

MAN1501 (MAN101R) Rumen Hanyu: Introduction to Mandarin Chinese (S1 and S2)
Purpose: to enable students to develop aptitudes in the four language skills (listening, speaking, reading and writing) of Mandarin from novice-low to novice-mid level (emphasis on first three skills) and to gain some aspects of Chinese culture.

MAN1502 (MAN102S) Shiyong Hanyu: practical Mandarin Chinese (S1 and S2)
Co-requisite: MAN1501
Advice: This module aims to improve students’ abilities in conversation and grammar, practise reading simple texts, and gain a basic knowledge of modern Chinese culture.
Purpose: to enable students to develop aptitudes in the four language skills (listening, speaking, reading and writing) of Mandarin further from novice-mid to novice-high level (emphasis on first three skills).

MODULES: NQF LEVEL 6

Prerequisite: MAN1502

MAN2601(MAN201U) Shenghuo Hanyo: Living Mandarin Chinese(S1 and S2)
Purpose: to enable students to hold a social conversation on familiar and predictable topics with an acquaintance or business person.

MAN2602(MAN202V) Huoyong Hanyu: Applied Mandarin Chinese (S1 and S2)
Co-requisite: MAN2601
Purpose: to teach more advanced grammar and vocabulary necessary for giving effective instruction and obtaining clear information, both in social and work-related contexts.

MODULES: NQF LEVEL 7

MAN3702(MAN205Y) Zhongguo Chengyu: Chinese wisdom tales, idioms and proverbs (S1 and S2)
Prerequisite: MAN2602 or MAN202V
Purpose: to prepare students for further literary studies through the study of Chinese wisdom tales, idioms and proverbs in daily newspapers and literary sources.

MAN3701 Introduction to Chinese culture, customs and traditions (S1 and S2)
Purpose: to introduce students to the main aspects of Chinese Culture and the general Chinese history which, in particular, provides the historical context within which the main cultural trends emerged or developed. It is taught through the medium of English. Students will read the main political, social and cultural history of the Chinese people, including the more tangible aspects such as Chinese customs, etiquette and festivals, and thereby get a firm grip on the basic knowledge of Chinese history and culture.

MAN3702 (MAN301X) Gaoji Hanyu: Advanced Mandarin Chinese(S1 and S2)
Prerequisite: MAN3702 or MAN205Y
Purpose: to consolidate the skills and knowledge that students have learnt and to enable them to take part in conversations on a wide range of topics.

MAN3704 (MAN3033) Zhongguo Wenxuan: Selected readings of modern Chinese literature (S1 and S2)
Co-requisite: MAN3703
Purpose: to develop students’ ability to read and appreciate modern Chinese literary works which represent different major literary styles.

MAN3705( MAN3044) Shangyong Zhongwen: Business Chinese (S1 and S2) (examination: 1 x 2 hour paper)
Co-requisite: MAN3704
Purpose: to develop students’ understanding and acquisition of business Chinese through the provision of various models of business conversation in various business situations.

Marketing Research

1 General Information
This one-year course may be taken only for the Postgraduate Diploma in Marketing Management.

2 Syllabus

MODULES: NQF LEVEL 8

BEM400C Marketing Research (examination: 1 x 3 hour paper) (year module)
Purpose: to enable students to gain insight into:
(a) the South African market; the marketing research process
(b) data processing; statistical testing; presentation of the research report; specialised areas of marketing research

Marriage Guidance and Counselling

1 General Information
Students who wish to take these modules without being registered for the BSW degree should consult the rules for this degree in connection with the admission requirements.

2 Transitional Arrangements
Students who passed only one paper of MGC200 prior to 2001, retain credit for it and must pass the modules MGG201, 202 for full credit.
3 Syllabus

**NB**

All modules in this subject are offered as YEAR MODULES.

**MODULES: NQF LEVEL 6**

**Prerequisite:** Any FOUR first-level modules

(for BTh): all first-level BTh-modules

**MGG201W** Marriage guidance and counselling

Purpose: to enable students to demonstrate an understanding of the rationale for marriage guidance and counselling, different perspectives on marriage and the family, the family and marriage in different cultural contexts and faiths, communication processes and intimacy in the marriage, parenthood, family planning, infertility and different forms of parenthood, sexual education and sexually transmitted diseases, and the person-centred approach to marriage counselling.

**MGG202X** Marriage guidance and counselling: sexual trauma

Purpose: to enable students to demonstrate an understanding of the rationale for counselling victims of sexual abuse, different forms of sexual abuse/trauma, the effect of child sexual abuse, legislation and the healing of sexual abuse.

§ 3 General Information

- As of 2010 credit for the BSc degree and/or the National Certificate in Datametrics is given for no more than 3 of MAT1511, MAT1512, MAT1613 and MAT1503, plus MAT1510 in the case of the Certificate in Datametrics.
- Students who passed (or were exempted from) one or more of MAT111, 101, 102, 103 prior to 1993, may complete the remaining MAT modules without MAT1510.
- Students who were registered for one or more of MAT101, 101, 102 and 103 prior to 1993 but who did not pass any of them may re-enrol for MAT modules.
- MAT1510 and MAT1511 are NOT available to students who passed all three of MAT101–103 prior to 1990. Such students may now register for second-level MAT modules and, where applicable, second-level APM modules. MAT1510 is also NOT available to students who passed all three of MAT101–103 (with or without MAT111) prior to 1993.
- **NOTE THAT**, MAT111N (MAT1511) no longer forms a part of the modules for a major in Mathematics or Applied Mathematics. If you passed MAT111N before 2010, you will still retain the credit for it. You can include MAT1511 as a credit-bearing module in any degree where not all of the modules MAT1512, MAT1613 and MAT1503 are required.
- Credit for a degree is granted for:
  (i) not more than two of MAT101, 102, 112, 113
  (ii) either MAT111 or MAT101, 102 and 103 if all three were passed prior to 1990
  (iii) either MAT1510 or MAT101, 102, 103 if all three were passed prior to 1993
  (iv) not more than one of MAT216, APM201 and 211
  (v) not more than one of MAT215, APM202 and 212
  (vi) not more than two of MAT215 (or APM212) and MAT216 (or APM211) and MAT214 (or 203)
  (vii) not more than two of MAT201, 202 and 211
  (viii) either MAT212 or COS201 passed prior to 1991
  (ix) either MAT214 or MAT203
  (x) either MAT311 or MAT303 and/or 304
  (xi) either MAT217 or APM214
  (xii) either MAT218 or APM215

**4 Mathematics as a Major Subject**

**NB**

Should you require any further information or advice regarding the composition of your curriculum, please write to the Registrar or, if possible, discuss the matter in
Compulsory modules for a major subject combination:

At least two further second-level MAT or APM modules will be required, depending on your choice at NQF Level 7. It is strongly recommended that you first pass the second-level modules before attempting the corresponding third-level module.

NQF Level 5: MAT1512, MAT1613 and MAT1503

NQF Level 6: MAT2611, MAT2613

NQF Level 7: FIVE of the following:

(a) MAT3701
(b) MAT3702
(c) MAT3705
(d) MAT3706
(e) MAT3707
(f) MAT3711
(g) APM3701

REQUIREMENTS FOR THE BSc DEGREE

A pass in Mathematics (not Mathematical Literacy) with a rating of 5 or higher (NSC) or at least 50% (D symbol) in Mathematics HIGHER GRADE or 80% (A symbol) on STANDARD GRADE at Matriculation level prior to 2008, or equivalent. Students who do not meet the requirements must register for MAT1510.

5 Syllabus

ACCESS MODULE

MAT0511 Access to Mathematics (year module)

Prerequisite: This module does not count towards a credit for the BSc degree. Students who have gained a National Senior Certificate with endorsement (previously matriculation exemption) and have studied Mathematics (not Mathematical Literacy) at Grade 12 level but who do not satisfy the minimum requirements for Mathematics, i.e. who have NOT

(a) passed Mathematics (NSC) with a rating of at least 4 (50%)
(b) passed Mathematics HIGHER GRADE at matriculation level with at least 40% (D symbol)
(c) passed Mathematics STANDARD GRADE at matriculation level with at least 50% (E symbol)
(d) passed Mathematics at matriculation level prior to differentiation
(e) passed an equivalent examination in Mathematics

Purpose: to enable students to understand and apply the following basic concepts in linear algebra: non-homogeneous and homogeneous systems of linear equations, Gaussian and Jordan-Gauss elimination, matrices and matrix operations, elementary determinants by cofactor expansion, inverse of matrix using the adjoint, Cramer’s rule, evaluating determinants using row/column reduction, properties of the determinant function, vectors in 2-, 3- and n- space, dot product, projections, cross product, areas of parallelograms and volumes of parallelepipeds determined by vectors, lines and planes in 3-space and complex numbers.

BRIDGING MODULE

MAT1510 Precalculus mathematics A (year module)

Prerequisite: ONE of the following:

(a) Mathematics (NSC) (not Mathematical Literacy) passed with a rating of at least 4 (50%)
(b) Mathematics HIGHER GRADE at matriculation level passed with at least 40% (E symbol)
(c) Mathematics STANDARD GRADE at matriculation level passed with at least 50% (D symbol)
(d) Mathematics at matriculation level passed prior to differentiation
(e) An equivalent examination in Mathematics
(f) MAT0511 (Mathematics access module)

Students who wish to do Mathematics at level one (1503, 1512, 1613) and obtained at least 75% in MAT0511 or at least 50% in Mathematics HIGHER GRADE or 80% in Mathematics STANDARD GRADE at Matriculation level prior to 2008 or at least a rating of 5 in Mathematics (NSC) (not Mathematical Literacy) will not be required to take MAT1510.

Purpose: to acquire the knowledge and skills that will enable students to draw and interpret graphs of linear, absolute value, quadratic, exponential, logarithmic and trigonometric functions, and to solve related equations and inequalities, as well as some real-life problems.

MODULES: NQF LEVEL 5

MAT1511 Precalculus mathematics B (S1 and S2)

Prerequisite: ONE of the following:

(a) Mathematics (NSC) (not Mathematical Literacy) passed with a rating of at least 4 (50%)
(b) Mathematics HIGHER GRADE at matriculation level passed with at least 40% (E symbol)
(c) Mathematics STANDARD GRADE at matriculation level passed with at least 50% (D symbol)
(d) Mathematics at matriculation level passed prior to differentiation
(e) An equivalent examination in Mathematics
(f) MAT0511 (Mathematics access module)

Purpose: Students credited with this module will have understanding of basic ideas of algebra and to apply the basic techniques in handling problems related to: the theory of polynomials, systems of linear equations, matrices, the complex number system, sequences, mathematical induction, and binomial theorem

MAT1503 (MAT103N) Linear algebra (S1 and S2)

Prerequisite: ONE of the following:

(a) Mathematics (NSC) with a rating of at least 50% (D symbol) or 80% (A symbol) on STANDARD GRADE at Matriculation level or a pass in Mathematics (NSC) with a rating of 5 or higher.
(b) Mathematics at Matriculation level passed prior to differentiation
(c) An equivalent examination in Mathematics
(d) MAT1510
(e) MAT0511 passed with at least 75%

Purpose: to enable students to understand and apply the following basic concepts in linear algebra: non-homogeneous and homogeneous systems of linear equations, Gaussian and Jordan-Gauss elimination, matrices and matrix operations, elementary determinants by cofactor expansion, inverse of matrix using the adjoint, Cramer’s rule, evaluating determinants using row/column reduction, properties of the determinant function, vectors in 2-, 3- and n- space, dot product, projections, cross product, areas of parallelograms and volumes of parallelepipeds determined by vectors, lines and planes in 3-space and complex numbers.

MAT1512 Calculus A (S1 and S2)

Prerequisite: ONE of the following:

(a) Mathematics (NSC) with a rating of at least 50% (D symbol) or 80% (A symbol) on STANDARD GRADE at Matriculation level or a pass in Mathematics (NSC) with a rating of 5 or higher.
(b) Mathematics at Matriculation level passed prior to differentiation
(c) An equivalent examination in Mathematics
(d) MAT1510
(e) MAT0511 passed with at least 75%

Purpose: to equip students with those basic skills in differential and integral calculus which are essential for the physical, life and economic sciences. Some simple applications are covered. More advanced techniques and further applications are dealt with in module MAT1613.

MODULES: NQF LEVEL 5

MAT1613 (MAT113Q) Calculus B (S1 and S2)

Co-requisite: MAT1512

Advice: For any student to take the module MAT1613 he/she should have a prior knowledge of the work done in MAT1512. It will be extremely difficult, if not impossible, to cope with the work in MAT1613 without this prior knowledge. If the two modules are taken concurrently, we advise that the student works through the content of MAT1512 (specially integration) before attempting to study MAT1613.

Purpose: to enable students to obtain basic skills in differentiation and integration, and build on the knowledge provided by module MAT1512. More advanced techniques and further basic applications are covered. Together, the modules MAT1512 and MAT1613 constitute a first course in Calculus which is essential for students taking Mathematics as a major subject.
MAT2611 (MAT211R)  Linear algebra (S1 and S2)
Prerequisite: MAT1503 or MAT103N
Purpose: to understand and apply the following linear algebra concepts: vector spaces, rank of a matrix, eigenvalues and eigenvectors, diagonalisation of matrices, orthogonality in Rn, Gram-Schmidt algorithm, orthogonal diagonalisation of symmetric matrices, least squares polynomial fitting, linear transformations, change of basis, invariant subspaces and direct sums, block triangular form.

MAT2612 (MAT212S)  Introduction to discrete mathematics (S1 and S2)
Prerequisite: at least ONE of COS1501, MAT1512, MAT1613, MAT1503
Advice: For parts of this module the following modules contain useful background: MAT1503, COS1501
Purpose: to acquaint students with the theory and applications of the following aspects of discrete mathematics: counting principles, relations and digraphs, (including equivalence relations), functions, the pigeonhole principle, order relations and structures (e.g. partially ordered sets, lattices, Boolean algebras), the principle of induction.

MAT2613 (MAT213T)  Real analysis (S1 and S2)
___ NB
This module is purely theoretical and is intended mainly for students who wish to take Mathematics as a major subject.
Prerequisite: MAT1512 and (MAT1613 or MAT113Q)
Purpose: to enable students to master and apply the fundamental concepts and techniques of real analysis as they occur in an elementary discussion of the real number system, sequences and series; limits, continuity and differentiability of functions; the Bolzano-Weierstrass property, continuous and uniformly continuous functions, the mean value theorem, Taylor’s theorem; the Riemann integral, the fundamental theorem of calculus, improper integrals, and the power series.

MAT2615 (MAT215V)  Calculus in higher dimensions (S1 and S2)
Prerequisite: (MAT1503 or MAT103N) and MAT1512. It would be helpful to have MAT1613 or MAT113Q as well.
Purpose: to gain clear knowledge and an understanding of vectors in n-space, functions from n-space to m-space, various types of derivatives (grad, div, curl, directional derivatives), higher-order partial derivatives, inverse and implicit functions, double integrals, triple integrals, line integrals and surface integrals, theorems of Green, Gauss and Stokes.

MAT3706 (MAT306X)  Ordinary differential equations (S1 and S2)
Advice: Aspects of linear algebra, as dealt with in MAT2611, are used in this module. The content of module APM2611 is assumed as known.
Purpose: to enable students to master the fundamental concepts and apply the methods for the solution of homogeneous and non-homogeneous systems of differential equations, as well as Gronwall’s inequality, qualitative theory, and the linearisation of nonlinear systems.

MAT3707 (MAT307Y)  Discrete mathematics: Combinatorics (S1 and S2)
Advice: For parts of this module the following modules contain useful background: MAT2612, COS2601.
Purpose: to enable students to understand and apply the following concepts:
(a) In graph theory: isomorphism, planar graphs, Euler tours, Hamilton cycles, colouring problems, trees, networks;
(b) In enumeration: basic counting principles, distributions, binomial identities, generating functions, recurrence relations, inclusion-exclusion.

MAT3711  Real analysis (S1 and S2)
Advice: Thorough knowledge of the content of MAT2613 and MAT2615 is essential for this module.
Purpose: to enable students to understand metric spaces, continuity, convergence, completeness, compactness, connectedness, Banach’s fixed point theorem and its applications, the Riemann-Stieltjes integral, normed linear spaces, and the Stone-Weierstrass theorem.
MAE102K Spatial development, geometry and trigonometry in intermediate and senior mathematics (offered for the last time in 2012 for pipeline students only) (S1 and S2)

Purpose: to enable teachers to master the basic aspects of spatial development, geometry and trigonometry education and to use them in real-life situations.

MAE103L Measurement in intermediate and senior mathematics (offered for the last time in 2012 for pipeline students only) (S1 and S2)

Purpose: to enable students to develop a good conceptual insight into the field of learning and teaching measurement. Students will be oriented to learn that Measurement has a close relationship with the real world outside the classroom. The translation of units and the ability to estimate accurately within every section are important skills to master. Students will be empowered to be skilled citizens in the public arena.

MAE104M Assessment in the intermediate and senior mathematics (offered for the last time in 2012 for pipeline students only) (S1 and S2)

Purpose: to enable students to learn that Assessment should:
- reflect the mathematics that students should know and be able to do;
- enhance mathematics learning;
- promote equity;
- be an open process;
- promote valid inference;
- be a coherent process;
- reflect on his/her own teaching.

This module will enable the student to address how assessment should:
- reflect the mathematics that students should know and be able to do;
- enhance mathematics learning;
- promote equity;
- be an open process;
- promote valid inference;
- be a coherent process;
- reflect on his/her own teaching.

MODULES: NQF LEVEL 6

MAE201M Pre-algebra and algebra education in intermediate and senior phase (offered for the last time in 2012 for pipeline students only) (S1 and S2)

Purpose: to enable students to:
- understand the development of algebraic thinking processes in young children;
- develop algebraic reasoning as a way of understanding mathematics;
- understand and use patterns relations and functions;
- become proficient in algebraic language and symbolising;
- represent and analyse mathematical situations and structures using algebraic symbols;
- use mathematical models to represent and understand quantitative relationships;
- analyse change in various contexts.

MAE202N Statistics education in intermediate and senior mathematics (offered for the last time in 2012 for pipeline students only) (S1 and S2)

Purpose: to enable educators to:
- apply basic knowledge of statistics and probability to influence the use of data and procedures in order to investigate life-related problems;
- apply various techniques to data to establish statistical models for specific purposes, and to investigate life-related problems;
- use experiments, simulations and equally likely events to explore probability models, make predictions and study problems;
- investigate probability distributions and critique and explore probability models and predictions.

MAE203P Basic financial mathematics in intermediate and senior phase (offered for the last time in 2012 for pipeline students only)

Purpose: to enable students to teach Financial Mathematics with confidence and competence; to make informative decisions regarding financial planning and hence become responsible citizens; to use technology such as calculators and spreadsheets to do calculations regarding budgets, loans, simple and compound interest, hire purchase, exchange rates, commissions, rentals and banking and to enable students to solve problems in economic issues and contexts.

MAE204Q Technology and media in intermediate and senior phase (offered for the last time in 2012 for pipeline students only)

Purpose: To enable teachers to master the use of the following technology in the teaching of mathematics: a basic pocket calculator, and a computer with the following programs: Geometer Sketchpad, Fathom, spreadsheets, word processing (MS Word, Word perfect) and basic computer skills. To enable them to use technology as a proper tool to deepen the conceptual understanding of learners in mathematics. To master technology in the teaching profession and to progress further in their professional development.

ADDITIONAL MODULES (NQF LEVEL 5)

MAT1510 Precalculus mathematics A (year module)
Prerequisite: ONE of the following:
(a) Mathematics (NSC) (not Mathematical Literacy) passed with a rating of at least 4 (50%).
(b) Mathematics HIGHER GRADE at matriculation level passed with at least 40% (E symbol).
(c) Mathematics STANDARD GRADE at matriculation level passed with at least 50% (D symbol).
(d) Mathematics at matriculation level passed prior to differentiation.
(e) An equivalent examination in Mathematics.
(f) MAT0511 (Mathematics access module)
Students who obtained at least 75% in MAT0511 or at least 50% in mathematics HIGHER GRADE, 80% in Mathematics STANDARD GRADE at matriculation level prior to 2008, or at a rating of at least 5 in National Senior Certificate in Mathematics (not Mathematical Literacy) will not be required to take MAT1510 on NQF Level 5.
Purpose: to acquire the knowledge and skills that will enable students to draw and interpret graphs of linear, absolute value, quadratic, exponential, logarithmic and trigonometric functions, and to solve related equations and inequalities, as well as simple real-life problems.

STA1510 Basic statistics (S1 and S2)
STA1610 Introduction to statistics (NQF LEVEL 6)

NB
- Both modules do not meet the requirements for admission to second-level or third-level modules.
- Both modules have the same contents, but the assessment of the modules will differ – determined by the requirements for the first and second NQF levels.

Prerequisite: Rule G13, Part 1 of the Calendar
Purpose: to ensure that students are introduced to the most important basic statistical concepts. After completion students should have an informed understanding of different visual descriptions of data, including graphical and tabular techniques; measures of central location, dispersion and association. They should be able to use probability as a tool to create discrete and continuous probability distribution, used extensively in statistical inference, determine confidence intervals and perform hypothesis testing involving a sample mean and proportion; apply different forms of Chi-square testing; understand simple linear regression and correlation.

This will provide under-qualified Mathematics teachers with the basic statistical concepts and skills, as well as the necessary experiences which will enable them to teach Statistics to learners up to Grade 12.

BEd (Senior Phase and Further Education and Training)

NB
- Students in the BEd (Senior Phase and Further Education and Training) degree must enrol for the following modules.

MODULES: NQF LEVEL 5

MAT1510 Precalculus mathematics A (year module)
Prerequisite: ONE of the following:
(a) Mathematics (NSC) (not Mathematical Literacy) passed with a rating of at least 4 (50%).
(b) Mathematics HIGHER GRADE at matriculation level passed with at least 40% (E symbol).
(c) Mathematics STANDARD GRADE at matriculation level passed with at least 50% (D symbol).
(d) Mathematics at matriculation level passed prior to differentiation.
(e) An equivalent examination in Mathematics.
(f) MAT0511 (Mathematics access module)

Students who obtained at least 75% in MAT0511 or at least 50% in mathematics HIGHER GRADE, 80% in Mathematics STANDARD GRADE at matriculation level prior to 2008, or at rating of at least 5 in the National Senior Certificate in Mathematics (NOT Mathematical Literacy) will not be required to take MAT1510 on NQF Level 5.

Purpose: to acquire the knowledge and skills that will enable students to draw and interpret graphs of linear, absolute value, quadratic, exponential, logarithmic and trigonometric functions, and to solve related equations and inequalities, as well as simple real-life problems.

**MAT1511 Precalculus B (S1 and S2)**
Prerequisite: ONE of the following:
(a) Mathematics (NSC) (not Mathematical Literacy) passed with a rating of at least 4 (50%).
(b) Mathematics HIGHER GRADE at matriculation level passed with at least 40% (E symbol).
(c) Mathematics STANDARD GRADE at matriculation level passed with at least 50% (D symbol).
(d) Mathematics at matriculation level passed prior to differentiation.
(e) An equivalent examination in Mathematics.
(f) MAT0511 (Mathematics access module)

Purpose: to enable students credited with this module to understand basic ideas of algebra and to apply the basic techniques in handling problems related to the theory of polynomials, systems of linear equations, matrices, the complex number systems, sequences, mathematical inductions, and binomial theorem

**MAT1512 Calculus A (S1 and S2)**
Prerequisite:
ONE of the following:
(a) Mathematics HIGHER GRADE passed with at least 50% (D symbol) or 80% (A symbol) on STANDARD GRADE at Matriculation level
(b) Mathematics (NSC) (not Mathematical Literacy) passed with a rating of at least 5.
(c) Mathematics at Matriculation level passed prior to differentiation
(d) An equivalent examination in Mathematics
(e) MAT1510/FDEME1

(f) MAT0511 passed with at least 75%

Purpose: to equip students with those basic skills in differential and integral calculus which are essential for the physical, life and economic sciences. Some simple applications are covered. More advanced techniques and further applications are dealt with in module MAT1613.

**MAT1503 (MAT103N) Linear algebra (S1 and S2)**
Prerequisite:
ONE of the following:
(a) Mathematics HIGHER GRADE passed with at least 50% (D symbol) or 80% (A symbol) on STANDARD GRADE at Matriculation level
(b) Mathematics (NSC) (not Mathematical Literacy) passed with a rating of at least 5.
(c) Mathematics at Matriculation level passed prior to differentiation
(d) An equivalent examination in Mathematics
(e) MAT1510/FDEME1

(f) MAT0511 passed with at least 75%

Purpose: to enable students to understand and apply the following basic concepts in linear algebra: non-homogeneous and homogeneous systems of linear equations, Gaussian and Jordan-Gauss elimination, matrices and matrix operations, elementary determinants by cofactor expansion, inverse of matrix using the adjoint, Cramer's rule, evaluating determinants using row/column reduction, properties of the determinant function, vectors in 2-, 3- and n-space, dot product, projections, cross product, areas of parallelograms and volumes of parallelepipeds determined by vectors, lines and planes in 3-space and complex numbers.

### Media and User Studies

**1. Transitional Arrangements**

The Diploma in Information Services for Children and Youth (Course code: 02453) has been discontinued in 2008.

**2. Syllabus**

**NB**
- Modules MST101P and MST102Q will be discontinued in 2012.
- No new students will be registered for 2013.
- Registered students will be given until 2013 to complete the qualification. The final examination opportunity will be the supplementary examinations in January/February 2014.

**MODULES: NQF LEVEL 5**

**MST101P Media and user studies: media and information for children and youth (offered for the last time in 2012)**

Purpose: to equip students with particular knowledge and skills needed to identify and evaluate various kinds of media for children and youth and to determine their potential uses in various types of library and information services.
MST102G  Media and user studies: children and youth as readers and users (offered for the last time in 2012)
Purpose: to equip students with particular knowledge and skills needed to develop effective user guidance and information services based on the needs of diverse groups of children and youth.

## Mercantile Law

### 1 General Information
- A pass in Mercantile Law I does not grant admission to Commercial Law II and a pass in Commercial Law I does not grant admission to Mercantile Law II.
- Credit for a degree is granted for either Mercantile Law or Commercial Law.
- Credit for a degree may be granted for:
  - (i) either MLW100 or MCL100
  - (ii) either MRL101 or MCL101 or MRL2601 (MRL203L)
  - (iii) either MRL102 or MCL102 or MRL3701 (MRL301M)
  - (iv) either MRL201 or MLW201 or MRL4801 (MRL302N)
  - (v) either MRL202 or MLW202 or MRL3702 (MRL303P)

### FOR THE COLLEGE OF ECONOMIC AND MANAGEMENT SCIENCES
Mercantile Law may only be included in the BCom degrees with specialisation in:
- (i) Entrepreneurship MRL2601 (MRL203L) compulsory, may not include any further modules in Mercantile law
- (ii) Law (MRL2601 (MRL203L), MRL3701 (MRL301M), MRL4801 (MRL302N) and MRL3702 (MRL303P) compulsory)

### 2 Syllabus

#### MODULES: NQF LEVEL 6

**MRL2601 (MRL203L)  Entrepreneurial Law (S1 and S2)**
Co-requisites: ILW1501 (ILW1036) and SCL1501 (SCL1014)
Purpose: to equip students with knowledge of and insight into entrepreneurial law (partnerships, companies and other business enterprises), and the law of agency and representation and basic research skills in the practice of law.

**MRL3701 (MRL301M)  Insolvency Law (S1 and S2)**
Co-requisites: ILW1501 (ILW1036) and SCL1501 (SCL1014)
Purpose: to equip students with knowledge of and insight into insolvency law and basic research skills in the practice of law.

**MRL4801 (MRL302N)  Law of negotiable instruments, intellectual property and competition (S1 and S2)**
Co-requisites: ILW1501 (ILW1036) and SCL1501 (SCL1014)
Purpose: to equip students with knowledge of and insight into law of negotiable instruments, intellectual property and competition and basic research skills in the practice of law.

**MRL3702 (MRL303P)  Labour Law (S1 and S2)**
Co-requisite: ILW1501 (ILW1036) and SCL1501 (SCL1014)
Purpose: to equip students with knowledge of and insight into labour law and basic research skills in the practice of law.

### Microbiology

#### 1 General Information
- **MODULES FOR WHICH PRACTICAL WORK IS PRESCRIBED**
  - Practical work for the subjects listed below is normally prescribed only for specified modules, and students who register for such modules are required to do practical work during the year as indicated in the relevant sections below. See also the prerequisites and co-requisites under the relevant subject.
  - Note that in many cases, depending on the subject, the practical work and the practical examinations must be done in PRETORIA or POTCHEFSTROOM at specified times. Prospective students must, therefore, be in a position to make the necessary travel arrangements. Information about accommodation in Potchefstroom and the cost thereof will be supplied to the students concerned on registration (or soon thereafter).

  - The cancellation of a student’s registration for modules with a practical component CANNOT be considered on grounds of his/her being unable to comply with the requirements in respect of the practical work and/or the practical examinations.
  - Students must qualify for admission to the theoretical and practical examinations by submitting satisfactory answers to a minimum number of assignments for each module concerned before the specified dates.
  - If Microbiology is taken as a major subject, it is recommended that one of Biochemistry, Botany, Chemistry, Physiology and Zoology be taken as the second major.
  - Students who cannot attend the practical module in Potchefstroom on the dates indicated under 5.3 may not register for the relevant modules. Dates CANNOT be changed.

#### 2 Microbiology as a Major Subject

**Compulsory modules for a major subject combination:**

**NQF Level 5:** CHE1501, 1502, 1503, EUP1501

**NQF Level 6:** MIB2601, 2602, 2603, 2604

**NQF Level 7:** MIB3701, 3702, 3703

#### 3 Syllabus

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**NB**

All second and third year modules are offered as SEMESTER MODULES. Practical modules are presented as year modules.

**MODULES: NQF LEVEL 6**

**MIB2601 (MIB221Q)  Introductory microbiology (S1 and S2)**
Purpose: to gain insight into and understand Microbiology as a scientific discipline: to critically evaluate and understand the methodologies used by microbiologists for explaining the organisation and structure of prokaryotic and eukaryotic cells; to understand the fundamental principles and consequences of bacterial growth and reproduction; and to gain insight into the control of microorganisms by means of physical methods and chemicals.

**MIB2602 (MIB222R)  Microbial ecology (S1 and S2)**
Purpose: to understand basic concepts relevant to microbial ecology: the extent of microbial diversity, the interactions of microbial communities in various ecosystems and the role thereof in the biogeochemical circulation of nutrients and disease transmission; the application of microbial metabolism in biological wastewater treatment.

**MIB2603 (MIB223S)  Introductory microbial genetics, immunology and epidemiology (S1 and S2)**
Purpose: to understand concepts and events related to the genetic code, structure, organisation and regulation of nucleic acid replication and gene expression; recombination and transfer of genetic material by means of conjugation, transformation, and transduction; the functioning of the human immune system and the role of immunisation and other precautionary measures to control infectious diseases and limit epidemiological outbreaks thereof.

**MIB2604 (MIB224T)  Microbiology II (Practical) (year module)**
Prerequisite: CHE1501 or CHE1502
Co-requisite: Any TWO of MIB2601, 2602, 2603
Purpose: to gain technical skills in performing experiments related to microbiology; to make observations and draw conclusions based on the
results obtained during experimental work; and to write a relevant report on the experiments performed.

MODULES: NQF LEVEL 7

MIB3701 (MIB321T)  Microbial physiology (S1 and S2)
Purpose: to understand the general principles of microbial metabolism; to obtain an overview of the principles governing energy generation during cellular metabolism and the integration and control of metabolic processes; the metabolic pathways involved in the assimilation (anabolism) and dissimilation (catabolism) of organic carbon-based compounds by microbial enzymes.

MIB3702 (MIB322U)  Advanced microbial genetics, recombinant DNA technology and industrial microbiology (S1 and S2)
Purpose: to understand the concepts and events related to natural and artificial recombination processes, microbial genome analysis, characteristics and applications of extra-chromosomal genetic elements, transposons and phages in microbial recombinant DNA technology as well as the ethics thereof; the use of different microbial groups in industrial processes for the production of different fermented and metabolic products, in the treatment of hazardous waste, bioremediation of polluted environments, in biological control of pests and their role in the spoilage and preservation of food.

MIB3703 (MIB323V)  Microbial diversity (S1 and S2)
Purpose: to gain insight into the underlying principles of microbial diversity; to gain an overview of the unique diversity of the most important prokaryotic groups and fungi; and to gain insight into the general characteristics, chemical composition, structure and replication of bacterial, animal and plant viruses.

MIB3704 (MIB324W)  Microbiology III (Practical) (year module)
Prerequisite: MIB2604
Co-requisite: Any TWO of MIB3701, MIB3702, MIB3703
Purpose: to gain insight into the metabolism of substrates by means of microorganisms; metabolic activity associated with substrates and the production of microbial enzymes; growth of microorganisms and activity of enzymes; industrial applications of microorganisms; biological treatment of waste and xenobiotic compounds; characterising of bacterial DNA and proteins; recombinant DNA technology; bacterial conjugation and recombination; isolation and identification of bacteria and fungi with the aid of conventional and commercial identification systems.

5 Practical Work

5.1 EXEMPTION FROM PRACTICAL OR THEORETICAL EXAMINATIONS IN MODULES COMPLETED AT UNISA
Credit for only one component/module (theoretical or practical) can be retained for a maximum of two successive calendar years after the year in which it was passed, on condition that the student passes the other component/module within that period.

5.2 WEIGHT OF PRACTICAL WORK
In the following modules the percentage of the total marks awarded for the practical work shall be as follows:

MIB2604......................................................100%
MIB3704......................................................100%

5.3 DATES OF PRACTICAL WORK AND EXAMINATIONS
Dates for practicals are announced in Tutorial Letter 101 of the study material.

Missiology

1 General Information

A revised BTh curriculum came into effect on 1 January 2009. In this new BTh curriculum, modules offered by different disciplines are still organised according to four tracks, namely, Scripture Studies (SCR), Theologies in Context (TIC), Congregational Ministry (CGM) and Community Ministry (CMM). However, some modules have been moved to another track and others are no longer offered.

- Missiology is not offered as a major in the BTh degree, but five missiology modules are offered as part of the Community Ministry (CMM) track. These modules are:
  - CMM1502  The dynamics of mission
  - CMM2602  Youth ministry in communities (to be offered as from 2010)
  - CMM2603  Intercultural Christian communication
  - CMM3701  Christian action for anti-racism and reconciliation
  - CMM3704  The dynamics of interreligious encounter
- For details of these modules, consult the entry on Community Ministry (CMM) in this brochure.
- If you intend to do a BTh Hons degree in Missiology after the BTh, we strongly recommend that you enrol for all five the undergraduate Missiology modules (listed above) in your BTh degree.

2 Transitional Arrangements

- Students will retain credits for all modules passed under the old BTh curriculum.
- In the new BTh curriculum (as from 2009), one Missiology module (the former CGM310T) has been moved to the CMM track and now carries the code CMM2603. If you completed the CGM310T module under the old curriculum, you have the option of retaining credit for it in the CMM Track or of transferring it to the CMM Track (CMM 2603).
- Please study the diagram below, together with the entry on Community Ministry (CMM) in this brochure.

Missiology modules in the BTh degree

<table>
<thead>
<tr>
<th>Module passed in the old BTh curriculum</th>
<th>Module which may not be taken in the new BTh curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMM1112Q  Patterns of mission praxis</td>
<td>CMM1502  The dynamics of mission</td>
</tr>
<tr>
<td>TIC301B Women, society and church</td>
<td>CMM2601  Women, society and church</td>
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<tr>
<td></td>
<td>(This module was offered jointly by Missiology and</td>
</tr>
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<td></td>
<td>Theological Ethics, but is now the sole</td>
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<tr>
<td></td>
<td>responsibility of Theological Ethics)</td>
</tr>
<tr>
<td>No equivalent</td>
<td>CMM2602  Youth ministry in communities</td>
</tr>
<tr>
<td>CGM310T Intercultural Christian</td>
<td>CMM2603  Intercultural Christian communication</td>
</tr>
<tr>
<td>communication</td>
<td></td>
</tr>
<tr>
<td>CMM301T Christian action for</td>
<td>CMM3701  Christian action for anti-</td>
</tr>
<tr>
<td>reconciliation</td>
<td>racism and reconciliation</td>
</tr>
<tr>
<td>CMM3073 The dynamics of inter-</td>
<td>CMM3704  The dynamics of inter-</td>
</tr>
<tr>
<td>religious encounter</td>
<td>religious encounter</td>
</tr>
<tr>
<td>TIC308J World Christianity and</td>
<td>TIC2604  World Christianity and ecumenism</td>
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<tr>
<td>ecumenism</td>
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</tr>
<tr>
<td>(This module was formerly offered by</td>
<td></td>
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<tr>
<td>Missiology but is now the responsibility of Church History)</td>
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</tbody>
</table>

3 Syllabus

MODULES: NQF LEVEL 8

The curriculum comprises five modules (120 credits), as indicated below.

<table>
<thead>
<tr>
<th>Module</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPMGS80</td>
<td>12</td>
</tr>
<tr>
<td>MSG4802</td>
<td>24</td>
</tr>
<tr>
<td>MSG4803</td>
<td>24</td>
</tr>
<tr>
<td>MSG4804</td>
<td>24</td>
</tr>
<tr>
<td>HRMGS85</td>
<td>36</td>
</tr>
</tbody>
</table>
Modern Romance Literatures in English

1 General Information

- No previous knowledge of French, Italian, Portuguese or Spanish is required.
- A pass in these modules does not exempt the student from the admission requirements for first- and second-level modules in French, Italian, Portuguese or Spanish.

2 Syllabus

MODULES: NQF LEVEL 5

RLE1501 (RLE8018) Modern Romance Literatures in English – plays, poems and short stories (S1)

Syllabus: Prescribed 20th-century texts from the Romance literatures in English translation; sociocultural background to a selection of 20th-century plays, poems and short stories of the Romance-speaking world (where French, Italian, Portuguese and Spanish are spoken); an introduction to the thematic study of literary texts, and the study of a wide range of issues in selected works of poetry, prose and drama.

RLE1502 (RLE8029) Modern Romance Literatures in English – novels (S2)

Syllabus: Prescribed 20th-century novels from the Romance literatures in English translation; sociocultural background to four 20th-century novels from the Romance-speaking world (where French, Italian, Portuguese and Spanish are spoken); an introduction to the thematic study of novels and the study of a wide range of issues in the selected works.

Music Bibliography

1 General Information

- This module is compulsory for the BMus degree. A further module from the Department of Information Science (INS102) must be taken by BMus students.
- The module may also be taken by BA students majoring in Music in History and Society.
- Credit for a degree will be granted for one of MUB100, MBY101 or BYB121.

2 Syllabus

Students who have passed a year module may not register for the equivalent semester module.

MODULES: NQF LEVEL 5

MBY1501 (MBY121L) Music Bibliography (S1 and S2)

Purpose: to enable students to build basic, independent research skills through learning to locate, evaluate and cite source material relevant to the academic study of music. Students will also be guided in the use of such sources in their own written work.

Music in History and Society

1 General Information

- A student may do all five modules of the programme in the same year only with the permission of the Chair of Department, on the basis of the student’s academic record. In that case the student should also consult the Chair of Department on the best sequence in which to do the assignments of the different modules.
- With the permission of the Chair of Department, a student may enrol for one Honours level module from another discipline as part of the Hons BTh degree in Missiology, in the place of either MSG4802, MSG4803 or MSG4804.
- In cases where students take the Honours BTh qualification over two or three years, the first four modules (HPMSG81 to MSG4804) should preferably be completed before enrolling for HRMSG85. Students are advised to consult the Missiology lecturers in the Department of Christian Spirituality, Church History and Missiology before making their registration choices.
- Students who wish to give an Urban Ministry focus to their Hons BTh degree should consult the Missiology lecturers in the Department. This specialised focus is offered in collaboration with the Institute for Urban Ministry (IUM). These students will receive the Honours BTh in Missiology (with specialisation in Urban Ministry).

HPMSG80 Research in Missiology

Purpose: to enrich the student’s life by understanding missiological research as engaging with a context, analysing it, and reflecting on its possible transformation through the potentially liberating presence of the Christian community in the world.

MSG4802 Redeeming memories: constructing new mission histories

Purpose: to understand the dynamics of mission history. It helps them to deal critically with the relationship between memory and mission, enabling them to understand turning points in ecumenical mission history and develop new mission histories in their own contexts. Students can use contemporary approaches to historiography and various kinds of sources to write mission histories of persons, churches, mission agencies and movements in their own contexts.

MSG4803 Missiology today: discerning trends and challenges

Purpose: to interpret local and global challenges to mission, and to assess traditional missiological trends, as well as new contextualised responses. It gives them access to contemporary missiological developments in their own context and worldwide, by engaging important recent publications and events, and by developing creative responses in their own context.

MSG4804 Called and sent: missional ecclesiologies

Purpose: to discern explicit and implicit missional ecclesiologies at work in faith communities, to critically assess these in relation to Scripture, and to interact creatively with emerging expressions of the church in different contexts. It introduces a praxis approach to analyse narratives of mission in the Bible and uses of the Bible in mission.

HRMSG82 Research report

Purpose: to assist and guide students in formulating a viable research proposal for a small research report related to the subject area of missiology; to carry out the research report; and to write a well-structured research report. This module is the culmination of the Hons BTh degree in Missiology.

Modern Hebrew

1 Syllabus

MODULES: NQF LEVEL 5

MOH1501 (MOH101D) Lemad Ivrit (Learn Hebrew!) (S1 and S2)

Syllabus: An introduction to the writing, reading and speaking of Hebrew

MOH1502 (MOH102E) Qadimah (Advance!) (S1 and S2)

Syllabus: A more advanced use of basic Hebrew

MBY1501 (MBY121L) Music Bibliography (S1 and S2)

Purpose: to enable students to build basic, independent research skills through learning to locate, evaluate and cite source material relevant to the academic study of music. Students will also be guided in the use of such sources in their own written work.
This subject is a conflation of the two existing subjects History of Music and Music in World Cultures Today, which it replaces, and does not include any new modules. It is being phased in over a period of three years (2010-2012). Students will retain credit for modules passed in History of Music and Music in World Cultures Today.

No prior formal training in music is required for admission to Music in History and Society.

As from 2010 only the published prerequisites will be acceptable for modules in Music in History and Society.

2 Transitional Arrangements

<table>
<thead>
<tr>
<th>Module already completed (old curriculum)</th>
<th>Module which may not be taken (new curriculum)</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIM1215 (Introduction to history of music)</td>
<td>MHS1501 (Introducing music studies)</td>
</tr>
<tr>
<td>HIM1226 (A survey of Western music)</td>
<td>MHS1501 (Introducing music studies)</td>
</tr>
<tr>
<td>HIM2219 (Music and patronage)</td>
<td>MHS2603 (Music and patronage)</td>
</tr>
<tr>
<td>HIM222A (Music in Vienna)</td>
<td>MHS2604 (Music in Vienna)</td>
</tr>
<tr>
<td>HIM223B (All that jazz)</td>
<td>MHS2605 (All that jazz)</td>
</tr>
<tr>
<td>HIM326H (Opera)</td>
<td>MHS3702 (Opera)</td>
</tr>
<tr>
<td>HIM329L (Music and gender)</td>
<td>MHS3703 (Music and gender)</td>
</tr>
<tr>
<td>HIM330D (Music in South Africa)</td>
<td>MHS3704 (Music in South Africa)</td>
</tr>
<tr>
<td>MCT1214 (Exploring new worlds)</td>
<td>MHS1502 (Exploring world music)</td>
</tr>
<tr>
<td>MCT1225 (Music in society)</td>
<td>MHS2602 (Music and society)</td>
</tr>
<tr>
<td>MCT2218 (Musical entrepreneurship)</td>
<td>MHS2601 (Music entrepreneurship)</td>
</tr>
<tr>
<td>MCT2229 (Music in religion)</td>
<td>MHS3701 (Music in religion)</td>
</tr>
<tr>
<td>MCT321B (Democratic rites)</td>
<td>MHS3705 (Sociology of music)</td>
</tr>
<tr>
<td>MCT325F (The sociology of music)</td>
<td>CST3706 (Music technology: digital audio)</td>
</tr>
<tr>
<td>MCT329K (Music technology 1 – MIDI)</td>
<td>CST2601 (Music technology 1: MIDI)</td>
</tr>
</tbody>
</table>

3 Music in History and Society as a Major Subject

Compulsory modules for a major subject combination

NQF Level 5: MHS1501, 1502
NQF Level 6: MHS2602, 2604 and 2605
NQF Level 7: MHS3701, 3702, 3703, 3704, 3705

4 Syllabus

MODULES: NQF LEVEL 5

**NB**

Students who have passed a year module may not register for the equivalent semester module.

MHS1501 (HIM1215) Introducing music studies (S1 and S2) and HIM1226

Purpose: to enable students by way of selected case studies to explore the diverse world of music making in history and society, past and present, through an understanding of current issues in music studies, including ways of thinking about music and its meanings.

MHS1502 (MCT1214) Exploring world musics (S1 and S2)

Purpose: to enable students to respond intelligently to notions of identity, representation, gender and cultural differences through engagement with a variety of world musics, and to ‘read’ music not specifically in notational terms but for its significance as an intrinsic part of culture and society.

MODULES: NQF LEVEL 6

MHS2601 (MCT2218) Musical entrepreneurship (S1 and S2)

Purpose: to enable students to gain insight into entrepreneurial possibilities in music, and to understand the basic administrative, organizational, economic and ethical requirements for a professional career in music.

MHS2602 (MCT1225) Music and society (S1 and S2)

Purpose: to introduce students to contemporary thinking on the roles that music plays in society today in a variety of musical cultures and enable them to understand and explore the effects music has had upon society and the effects that society has had upon music.

MHS2603 (HIM2219) Music and patronage (S1 and S2)

Purpose: to enable students to understand and analyse the role of patronage as an agent that informs music in a range of cultural contexts.

MHS2604 (HIM222A) Music in Vienna (S1 and S2)

Purpose: to enable students to explore the multi-faceted musical history of a significant urban environment through engaging with various aspects of music-making including performance, composition, publication, aesthetic theorizing, instrument manufacturing and the rise of concert societies and educational institutions for music.

MHS2605 (HIM223B) All that jazz (S1 and S2)

Purpose: to enable students to understand the various jazz styles, to gain insight into the relationship between jazz and the social, cultural and political environments, to explore the ways in which jazz became an embodiment of the expression and ideals of different cultural identities.

MODULES: NQF LEVEL 7

MHS3701 (MCT2229) Music in religion (S1 and S2)

Purpose: to introduce students to some of the ways in which music is (and has been) used in a variety of religious traditions and enable them to explore and assess those musics with insight.

MHS3702 (HIM3326H) Opera (available from 2012) (S1 and S2)

Purpose: to enable student to explore the world of opera since the early 17th century and gain a critical understanding of musical, literary, gender, social, political and other issues presented in selected operas.

MHS3703 (HIM3326L) Music and gender (S1 and S2)

Purpose: to enable students to explore aspects of music and gender throughout history, within various cultures, musical professions and musical life as a whole.

MHS3704 (HIM330D) Music in South Africa (S1 and S2)

Purpose: to enable student to gain insight into the multi-faceted nature of South African music, especially how this music relates to cultural, political and social attitudes.

MHS3705 (MCT325F) Sociology of music (S1 and S2)

Advice: Students are advised to register for this module only after having completed at least two other second and third-level modules in Music in History and Society in a previous year.

Purpose: to engage students in a study of selected recent texts on music sociology and enable them to understand the theoretical background to contemporary thinking in the field.

1 Music in World Cultures Today as a major subject

Compulsory modules for a major subject combination:
New Testament

1  Transitional Arrangements

<table>
<thead>
<tr>
<th>Previous module codes</th>
<th>Modules offered from 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>BBS104G</td>
<td>ECH1501</td>
</tr>
<tr>
<td>SCR112Y</td>
<td>ECH2601</td>
</tr>
<tr>
<td>BBA3036</td>
<td>ECH2602</td>
</tr>
<tr>
<td>BBA307B</td>
<td>ECH2603</td>
</tr>
<tr>
<td>BBA306A</td>
<td>ECH3701</td>
</tr>
<tr>
<td>BBA3025</td>
<td>ECH3702</td>
</tr>
<tr>
<td>CBM330U</td>
<td>ECH3703</td>
</tr>
<tr>
<td>BBS308S</td>
<td>ECH3704</td>
</tr>
<tr>
<td>BBS301K</td>
<td>ECH3705</td>
</tr>
<tr>
<td>BBS302L   discontinued</td>
<td></td>
</tr>
<tr>
<td>BBS304N migrated OTS3703</td>
<td></td>
</tr>
<tr>
<td>SCR111X</td>
<td>discontinued</td>
</tr>
<tr>
<td>SCR3015</td>
<td>discontinued</td>
</tr>
<tr>
<td>SCR3026</td>
<td>discontinued</td>
</tr>
<tr>
<td>SCR309E absorbed into ECH3704</td>
<td></td>
</tr>
<tr>
<td>BBA101U migrated OTS1502</td>
<td></td>
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<tr>
<td>BBA102V discontinued</td>
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</tr>
</tbody>
</table>

Students who have not passed the requisite number of modules required to complete a major in New Testament and Early Christian Studies, are required to take the requisite modules according to the diagramme set out below.

<table>
<thead>
<tr>
<th>Module already passed in old New Testament Studies curriculum</th>
<th>Module that may not be taken in new curriculum</th>
<th>Modules required in order to complete each level of the major for New Testament and Early Christian Studies</th>
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<tbody>
<tr>
<td>SCR111X</td>
<td></td>
<td>Level 5</td>
</tr>
<tr>
<td>SCR112Y ECH2601</td>
<td></td>
<td>Any modules passed carry the necessary credits towards New Testament and Early Christian Studies level 5.</td>
</tr>
<tr>
<td>BBS104G ECH1501</td>
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<tr>
<td>BBA102V</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCR3015</td>
<td></td>
<td>Level 6</td>
</tr>
<tr>
<td>SCR309E</td>
<td></td>
<td>The first three SCR300, BBA300 or BBS300 modules offered by the Department of New Testament and Early Christian Studies passed, will carry credits towards level 6: remaining courses/ modules passed will carry credits towards level 7; otherwise, any or all three of the following ECH2601/ ECH2602/ ECH2603</td>
</tr>
<tr>
<td>BBA302-5 ECH3702</td>
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<td>BBA3036 ECH2602</td>
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<td>BBA306A ECH3701</td>
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<td>BBS302L</td>
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<tr>
<td>BBS308S ECH3704</td>
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<td>BBS104G ECH1501</td>
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<td>BBA102V</td>
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<tr>
<td>SCR3015</td>
<td></td>
<td>Level 6</td>
</tr>
<tr>
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<td></td>
<td>The first three SCR300, BBA300 or BBS300 modules offered by the Department of New Testament and Early Christian Studies passed, will carry credits towards level 6: remaining courses/ modules passed will carry credits towards level 7; otherwise, any or all three of the following ECH2601/ ECH2602/ ECH2603</td>
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<tr>
<td>-------------------------------------------------------------</td>
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<tr>
<td>SCR3015</td>
<td>Any 5 modules/courses passed of SCR300, BBS300</td>
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<td>SCR309E</td>
<td>or BBA300 carry credits towards completing the</td>
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<td>7 can be made up from any of the following: ECH3701/ECH3702/ECH3703/ECH3704/ECH3705</td>
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<tr>
<td>BBS308S</td>
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</tbody>
</table>

2 New Testament and Early Christian Studies as a Major Subject

Compulsory modules for a major subject combination

**NQF Level 5**: OTS1501, ECH1501
**NQF Level 6**: ECH2601, ECH2602, ECH2603
**NQF Level 7**: ECH3701, ECH3702, ECH3703, ECH3704, ECH3705

3 Syllabus

**MODULES: NQF LEVEL 5**

**Prerequisite**: Any FOUR NQF Level 5 modules.

ECH1501 **Introduction to Early Christian literature, theology, history, and archaeology** (S1 and S2)

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

**MODULES: NQF LEVEL 6**

**Prerequisite**: Any FOUR NQF Level 5 modules.

ECH2601 **Text interpretation, theory and method** (S1 and S2)

*Purpose*: to facilitate knowledge of theories of interpretation of New Testament and early Christian literature, as well as knowledge of the context-relatedness of interpretation. Qualifying learners will be able to use methods of interpretation and thus become competent social agents and interpreters of Christian resources.

ECH2602 **Daily life in early Christianity** (S1 and S2)

*Purpose*: to enable students to describe and demonstrate understanding of daily life in New Testament times. Students who have completed this module will be able to better read, understand and interpret the documents produced in this era.

ECH2603 **Illness, health and healing in the early Christian world** (S1 and S2)

*Purpose*: to enable students to describe, compare and evaluate faith healing, exorcisms and other folk healings in early Christian communities. They will gain an understanding of illness, health and healing in the New Testament and early Christian documents as well as the role of health care systems in society. Students credited with this module will be able to analyse the role of a variety of health care practices in the formation and maintenance of religious communities in particular and society in general.

**MODULES: NQF LEVEL 7**

**Prerequisite**: Any four NQF Level 5 modules.

ECH3701 **Death, tombs and burials in the early Christian world** (S1 and S2)

*Purpose*: to facilitate knowledge about the archaeological and textual evidence regarding tombs, death and afterlife beliefs in the New Testament and early Christianity and to critically reflect on mourning and burial practices. Students will be able to compare, describe and evaluate these beliefs and practices in historical and cross-cultural instances as well as in contemporary communities where early Christian documents function as master narratives and identity creating symbol systems.

ECH3702 **Religion, worship and prayer in the early Christian world** (S1 and S2)

*Purpose*: to facilitate understanding the religious landscape of the early Christian world, and how religious practices contribute to community formation and identity construction. Students will be able to describe, compare and evaluate the role of magic, sacred places and holy persons in the documents and artifacts of early Christianity as well as in contemporary Christian communities.

ECH3703 **The Bible and human development in post-colonial Africa** (S1 and S2)

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

ECH3704 **Construction of bodies, gender and sexuality in early Christianity** (S1 and S2)

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

ECH3705 **Early Christian spirituality** (S1 and S2)

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

**MODULES: NQF LEVEL 8**

The curriculum comprises five modules (120 credits in total).

The following modules are compulsory: HPECH81, ECH4802, ECH4803, and HRECH86. Students must then select either ECH4804 or ECH4805 to complete the degree.

HPECH81 **Research in New Testament and Early Christian Studies** (12 credits)

ECH4802 **Christian origins: The formation of early Christian discourses** (24 credits)

ECH4803 **Making Christianities: Competing identities in a religiously diverse world** (24 credits)

ECH4804 **The Jesus movement in its context: Jesus Research and Christian origins in archaeological perspective** (24 credits)
ECH4805 Digging up the Church: Early Christianity in the Roman Empire (24 credits)

HRECH86 New Testament and Early Christian Studies research report (36 credits)

Students may only commence with the research report (HRECH86) after completing the module on Research in New Testament and Early Christian Studies (HPECH81) and at least one of the other available modules (ECH4802, ECH4803, ECH4804, ECH4805). Students must contact the Chair of the Department for advice in this regard and to request that a supervisor be appointed for the research report. The student needs to register a research topic, submit a research proposal and successfully complete the research report in consultation with the supervisor.

Students must obtain a minimum mark of 50% in each module of the curriculum to obtain the degree.

HPECH81 Research in New Testament and Early Christian Studies

Purpose: to equip students with conceptual skills to do research in New Testament and Early Christian Studies. Students will be familiarised with the major tools for research in New Testament and Early Christian Studies, which include significant theoretical frameworks and methodologies. Recent research done in New Testament and Early Christian Studies will be scrutinised, discussed and criticised. The module will facilitate meaningful interaction with existing research in New Testament and Early Christian Studies and enable students to understand the research being done by leading scholars in the field, and to adjudicate scholarly articles and assess whether the author used sound scholarly practices.

ECH4802 Christian origins: The formation of Early Christian discourses

Purpose: to introduce students to the variety and diversity of early Christian discourses; secondly, to equip students with the tools to read these discourses and construct meaning from them; and thirdly, to enable students to analyse the socio-cultural contextual parameters and forces in which Early Christian discourses were formed and encountered with a view to formulating their reasoned views on the formation and growth of early Christian discourses, via a study of selected early Christian writings.

ECH4803 Making Christianities: Competing identities in a religiously diverse world

Purpose: to assist and guide students to understand the reception history of early Christian traditions up to the fourth century C.E. in the process of canon formation; secondly, to assist and guide students to attain familiarity with the rich variety of Christian religious literature in their respective social-rhetorical and cultural contexts; thirdly, to assist and guide students to understand and explain the embeddedness of Late Antique Christian traditions in their Graeco-Roman religious contexts in the formation of Christian identities; and fourthly, to enable students to explain the origins of a variety of Christianities as a religio-cultural phenomenon and integrate this understanding into their own contextual understandings of Christian discourse.

ECH4804 The Jesus movement in its context: Jesus Research and Christian Origins in archaeological perspective

Purpose: to introduce students to the context (material, textual and artifactual culture) of Jesus of Nazareth and the setting from which the Jesus movement emerged; secondly, to equip students with the interdisciplinary tools to analyse the textual and archaeological data pertaining to Jesus of Nazareth as historical figure and Christian origins; and thirdly, to enable them to grasp the cultural meaning of the emergence of Christianity.

Students credited with this module will understand Christian origins as a complex cultural and religious process that is reflected in textual, archaeological and artifactual remains and Jesus of Nazareth as historical figure at the foundation of early Christianity.

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

Purpose: to equip students with conceptual skills to understand the Greco-Roman world of early Christianity; secondly, to familiarise students with the artifactual remains of early Christianity in North Africa, Asia Minor and Italy; thirdly, to introduce students to the interdisciplinary tools necessary to discuss the cultural meanings of relevant material and architectural remains of Christianity in the provinces of the Roman empire; and fourthly, to facilitate meaningful interaction with existing research in the historical aspects of early Christian groups.

HRECH86 New Testament and Early Christian Studies research report

Purpose: to assist and guide students in formulating a viable research proposal for a small research report related to the three honours modules which they have completed; secondly, to design a structure for a research essay or report; and thirdly, to document, under the guidance of a supervisor, the outcomes of the research using standard practices in the field of New Testament and Early Christian Studies research.

ECH4807 Orientation in Early Christian Archaeology

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

1 Syllabus

MODULES: NQF LEVEL 6

NUD2601 (NUD2119) Nursing dynamics (S1 and S2)

NB

This module may only be taken by professional nurses. It complies with the requirement of the South African Nursing Council to register a post-basic qualification.

Purpose: to enable students to conceptualise/gain insight into the professional, legal and ethical framework within which to practice; to function in a multidisciplinary health team, demonstrating general management and communication skills.

Old Testament

1 Transitional arrangements

<table>
<thead>
<tr>
<th>Previous modules codes</th>
<th>Modules offered from 2009</th>
</tr>
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<tbody>
<tr>
<td>SCR111X (discontinued)</td>
<td>SCR112Y (discontinued)</td>
</tr>
<tr>
<td>SCR3026 (discontinued)</td>
<td>SCR307C (discontinued)</td>
</tr>
<tr>
<td>SCR309E (discontinued)</td>
<td>BBS304N (discontinued)</td>
</tr>
<tr>
<td>BBA3059 OTS3703</td>
<td>BBS103F OTS1501</td>
</tr>
<tr>
<td>BBA101U OTS1502</td>
<td>BBA305P OTS2601</td>
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<tr>
<td>BBA3024 OTS2602</td>
<td>BBA309T OTS2603</td>
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<td>BBA3048 OTS3702</td>
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<td>BBA3059 OTS3730</td>
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</table>
Students who have not passed the requisite number of modules required to complete a major in Old Testament, are required to take the requisite modules according to the diagram set out below.

<table>
<thead>
<tr>
<th>Module already passed in the previous Old Testament curriculum</th>
<th>Module that may not be taken in new curriculum</th>
<th>Modules required in order to complete each level of the major for Old Testament</th>
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<tbody>
<tr>
<td>Level 5</td>
<td></td>
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<tr>
<td>SCR111X</td>
<td>Any two modules passed carry the necessary</td>
<td>OTS1501, OTS1502, CGM301S, CGM303U, BBS103F, BBA101U</td>
</tr>
<tr>
<td>SCR112Y</td>
<td>carry the necessary</td>
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<tr>
<td>BBS103F</td>
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<tr>
<td>BBA101U</td>
<td>carry the necessary</td>
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<tr>
<td></td>
<td>carry the necessary</td>
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<tr>
<td>Level 6</td>
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<td></td>
</tr>
<tr>
<td>SCR3026</td>
<td>The first three SCR300, BBA300 or BBS300</td>
<td>OTS1501, OTS1502, CGM301S, CGM303U, BBS103F, BBA101U</td>
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<td>SCR307C</td>
<td>modules offered by the Department of Old</td>
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<tr>
<td>SCR309E</td>
<td>Testament and Ancient Near Eastern Studies</td>
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<td>BBS304N</td>
<td>passed, will carry</td>
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<tr>
<td>BBA3059</td>
<td>credits towards level 6</td>
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<td>CGM301S</td>
<td>(with the exception of BBS303M); remaining</td>
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<tr>
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<tr>
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<td>carry credits towards</td>
<td></td>
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<tr>
<td></td>
<td>level 7; otherwise, any or</td>
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<tr>
<td></td>
<td>OTS2601/ OTS2602, OTS2603/ OTS2604</td>
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<tr>
<td>Level 7</td>
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<td></td>
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<tr>
<td>SCR3026</td>
<td>Any five modules/</td>
<td>OTS1501, OTS1502, CGM301S, CGM303U, BBS103F, BBA101U</td>
</tr>
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<td>SCR307C</td>
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<td>SCR309E</td>
<td>SCR300, BBS300 or BBA300 carry</td>
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<tr>
<td>BBS303M</td>
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<td>BBA3059</td>
<td>outstanding credits at level 7 can be made</td>
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</tr>
<tr>
<td>CGM301S</td>
<td>up from any of the following:</td>
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</tr>
<tr>
<td>CGM303U</td>
<td>OTS3703/ CGM3702</td>
<td></td>
</tr>
<tr>
<td>CGM306X</td>
<td>OTS3702/ OTS3703/</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CGM3702/ BBS303M.</td>
<td></td>
</tr>
</tbody>
</table>

2 Old Testament as major subject

Compulsory modules for a major subject combination

NQF Level 5: OTS1501, OTS1502
NQF Level 6: Any THREE of the following: OTS2601, OTS2602, OTS2603, OTS2604
NQF Level 7: Any FIVE of the following: OTS3701, OTS3702, OTS3703, CGM3702, OTS3704, OTS3705

3 Syllabus

MODULES: NQF LEVEL 5

OTS1501 Introduction to ancient Israelite literature (S1 and S2)
Purpose: to introduce students to the history and literature of ancient Israel; get a sense of the flow of ancient Israelite history; facilitate competence in the use of the literature in contemporary meaning making, and interpret the Old Testament competently.

OTS1502 Introduction to Biblical Archaeology (S1 and S2)
Purpose: to enable students to understand the history of the subject of Biblical Archaeology; understand and use the basic excavation techniques; know the geography of Palestine and a selection of major discoveries made in the biblical world.

MODULES: NQF LEVEL 6

OTS2601 The Bible, creation and ecology (S1 and S2)
Purpose: to introduce students to biblical creation narratives and creation theology and provide them with an elementary background to ecology. Certain implications of these fields of study are explored and these will enable students to critically participate in current debates on the relationship between science and faith and to contribute to discourses concerning ecological issues.

OTS2602 From Dan to Beersheba: An archaeological tour through ancient Israel (S1 and S2)
Purpose: to gain knowledge of the occupation history, excavation history, and Bible-related history of eight well-known biblical cities.

OTS2603 Life orientation: Biblical perspectives (S1 and S2)
Purpose: to assist students in gaining knowledge and honing skills that will enable them to use the Bible meaningfully in the process of life orientation. It is aimed at students’ personal lives, and at situations in schools in which they act as facilitators of the learning area called ‘Life Orientation’.

OTS2604 The Bible and the eradication of poverty (S1 and S2)
Purpose: to enable students to make a contribution to the eradication of poverty through a better understanding of people’s experiences of poverty in the present-day world and in ancient Israelite societies, as well as by studying various biblical perspectives on poverty.

MODULES: NQF LEVEL 7

OTS3701 Politics, power and prophecy in Ancient Israel (S1 and S2)
Purpose: to enable students to view the politics of ancient Israel holistically, and to gain an understanding of the role of the prophets in issues such as the use of power and social justice. This module will be useful to people who are interested in religion, politics, the Bible (in particular the Old Testament), spirituality and the church.

OTS3702 Excavating a biblical city (S1 and S2)
Purpose: to enable students to understand how archaeological excavations create knowledge of ancient societies. They will be able to read and interpret archaeological reports on the excavations of a specific city from the Old Testament world. Moreover, they will be able to interpret various archaeological finds in terms of the historical period (e.g. the Middle or Late Bronze Age, phases of the Iron Age, the Persian, Hellenistic and Roman Periods) in which it was manufactured or from which it originated.

OTS3703 The Bible and African cultures (S1 and S2)
Purpose: to enable learners to explore an intercultural interpretation of the Bible by discovering parallels between the cultural world of the Bible and African and Western manners and customs.

OTS3704 The Bible and sexuality (S1 and S2)
Purpose: to enable students to understand current discourses about sexuality and sexual relationships and to compare these with discourses, experiences and practices which existed in ancient Israel; to interpret various Old Testament texts in order to gain an understanding of how the ancient Israelites viewed sexuality and how this influenced their discourses, relationships and practices. Qualified students can interpret selected Old Testament passages dealing with sexual practices and experiences and relate
these to contemporary discussions about sexuality, sexual relationships and practices.

**OTS3705 Understanding the Old Testament through archaeology (S1 and S2)**

*Purpose:* to enable students to relate archaeological and historical geographical information to the Old Testament. This module will be useful to people who are interested in the historical background of the Bible.

**CGM3702 From text to sermon: Reading and creating religious texts (S1 and S2)**

*Purpose:* to enable students to create new religious texts that are appropriate to contemporary contexts, by learning to do thorough exegesis of biblical texts, in which they display the skills of analysing their own context as well as the historical contexts of biblical narratives.

**MODULES: NQF LEVEL 8**

The curriculum comprises five modules (120 credits in total).

**HPOTS81 Research in the Old Testament (12 credits)**

**OTS4802 Understanding the Old Testament (24 credits)**

**OTS4803 Reading the Old Testament (24 credits)**

**OTS4804 Contextualising the Old Testament (24 credits)**

**HROTS85 Research report (36 credits)**

Students may only commence with the research report (HROTS85) after completing the module on Research in the Old Testament (HPOTS81) and at least one of the other available modules (OTS4802, OTS4803, OTS4804). Students must contact the Chair of the Department for advice in this regard and to request that a supervisor be appointed for the research. The student needs to register a research topic, submit a research proposal and successfully complete the research report in consultation with the supervisor.

Students must obtain a minimum mark of 50% in each module of the curriculum to complete the degree.

**HPOTS81 Research in the Old Testament (new)**

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

**OTS4802 (HOT401B) Understanding the Old Testament**

*Purpose:* to deal with hermeneutics, that is, understanding the Bible and problems that pertain to understanding Scripture. It takes up the need to account for the author of the text, the audience for whom the text was intended and the reader of the text, focussing on the issue of historicity of the author, the text and the interpreter. The aim is to have the students realise that these three entities are all products of history, namely that once one realises that people and their products are historical data, the biblical text needs to be read in terms of its historical contexts and with historical awareness.

**OTS4803 (HOT404E) Reading the Old Testament (HOT404E)**

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

**OTS4804 (HOT405F) Contextualising the Old Testament**

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

**HROTS85 Old Testament research report**

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

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**Operations Research**

1. **General Information**

   - **MODULES FOR WHICH PRACTICAL WORK IS PRESCRIBED**
     
     Practical work for the subjects listed below is normally prescribed only for specified modules, and students who register for such modules are required to do practical work during the year as indicated in the relevant sections below. See also the prerequisites and co-requisites under the relevant subject.

     Note that in many cases, depending on the subject, the practical work and the practical examinations must be done in PRETORIA or POTCHEFSTROOM at specified times. Prospective students must, therefore, be in a position to make the necessary leave and travel arrangements. Information about accommodation in Potchefstroom and the cost thereof will be supplied to the students concerned on registration (or soon thereafter).

     The cancellation of a student’s registration for modules with a practical component CANNOT be considered on grounds of his/her being unable to comply with the requirements in respect of the practical work and/or the practical examinations.

     - Students are advised to include as many Mathematics and Statistics modules in their curriculum as possible
     - QMI1500 and DSC1520 may NOT be taken for the BSc degree.
     - The use of a programmable pocket calculator is permissible in the examinations of ALL modules and papers.

2. **Transitional Arrangements**

   - As from 2005, students will have to meet the current prescribed Prerequisite and Co-requisites for all modules offered by the Department of Decision Sciences.

   - As from 2005 students who prior to 2000 passed papers of the previous course structure in Quantitative Management or Operations Research (QMN and OPE) will forfeit such credits for degree purposes if they wish to register for modules on a higher level. Students will first have to pass the necessary Prerequisite before being allowed to register for the desired modules.

     - As from 2009 the OPS codes will be changed to DSC codes. Students who have passed OPS modules will retain their credits.
     - Students who passed DSC2601/OPS201K/QMG201S/QMS201G prior to 2010 may not enrol for DSC2605 and DSC2606.
     - Students who passed DSC2603/OPS204N/QMG204K prior to 2010 may not enrol for DSC3707.
     - Students who passed DSC3701/OPS301N/QMG301K/OPS203 prior to 2010 may not enrol for DSC2607.
     - The modules DSC2601 is being phased out and will only be offered until July 2012. It is currently only available for the streams MFI, MMM, MSD, MSM, ITM, IDM, IDC.
### 3 Operations Research as a Major Subject

**Compulsory modules for the BSc (General)**

**NQF Level 5:** DSC1510, 1630  
**NQF Level 6:** DSC2602, 2604, 2605, 2606  
**NQF Level 7:** At least FOUR of DSC3702, 3703, 3704, 3705, 3706, 3707  

**Compulsory modules for the BSc (Specialisation Degrees)**

Streams: MFI, MMM, MSD, MSM, ITM, IDM, IDC  

**NQF Level 5:** DSC1510, 1630  
**NQF Level 6:** DSC2601, 2602, 2604  
**NQF Level 7:** At least FOUR of DSC3702, 3703, 3704, 3705, 3706, 3707

### 4 Syllabus

**MODULES: NQF LEVEL 5**

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<td>OPS306T</td>
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**DSC1510**  
Introduction to the business world (S1 and S2)  
Prerequisite: Language prerequisite: Students with the NSC must have a NSC achievement rating of at least 4 (50-59%) for language of tuition if home language or at least 5 (60-69%) for language of tuition if first additional language.  
Mathematics prerequisite – ONE of the following:  
(a) Mathematics Higher Grade at matriculation level passed with at least 40% (E-symbol)  
(b) Mathematics Standard Grade at matriculation level passed with at least 50% (D-symbol)  
(c) Mathematics at matriculation level passed prior to differentiation  
(d) An equivalent examination in Mathematics  
(e) MAT1510  
(f) MAT0511 passed with at least 75%  
(g) NSC achievement rating of at least 4 (50-59%) for Mathematics or 7 (80-89%) for Mathematical Literacy.  
Purpose: to introduce the student to basic statistical concepts and to familiarise the student with the use of selected techniques from operations research, including decision analysis, project management and network modelling.

**DSC2601**  
Mathematical programming (S1 and S2)  
Prerequisite: DSC1510, DSC1630 and (DSC1620 or any TWO of MAT1512 (MAT1613 or MAT113Q) and (MAT1503 or MAT103N))  
Purpose: to enable the student to model and solve optimisation problems with techniques of differential calculus, linear and nonlinear programming.

**DSC2602**  
Rational decision making (S1 and S2)  
Prerequisite: DSC1510, DSC1630  
Advice: It is recommended that STA1501 and STA1502 be taken before or together with this module.  
Purpose: to introduce the student to basic statistical concepts and to familiarise the student with the use of selected techniques from operations research, including decision analysis, project management and network modelling.

**DSC3702**  
Optimisation of resources (S1 and S2)  
Prerequisite: DSC2601, DSC2602 or (DSC2605, DSC2606)  
Purpose: to equip the student with the skills to formulate, solve and analyse the results of linear, goal and integer programming models.

**DSC3703**  
Simulation (S1 and S2)  
Prerequisite: DSC2602, DSC2601 or (DSC2605, DSC2606)  
Co-requisite: STA202  
Purpose: to provide the student with a theoretical basis for structuring and solving simulation models in practice.

**DSC3704**  
Models for strategic decision-making (S1 and S2)  
Prerequisite: DSC2602, DSC2601 or (DSC2605, DSC2606)  
Purpose: to introduce the student to the theory and practice of multi-criteria decision-making.

**DSC3705**  
Financial risk modelling (S1 and S2)  
Prerequisite: DSC2602, DSC2601 or (DSC2605, DSC2606)  
Purpose: to introduce the student to principles and methodologies for the treatment of uncertainty and risk in financial modelling.

**DSC3706**  
Selected topics for Operations Research (S1 and S2)  
Prerequisite: DSC2602, DSC2601 or (DSC2605, DSC2606)
5 Practical Work

Operations Research is a practical subject which requires that students attain certain computer skills.

- Students who wish to register for DSC1620 must have access to a suitable microcomputer.
- Admission to second and third-level module are restricted to students who have access to a microcomputer. Access to a printer is also required.
- Students must be able to do basic spreadsheet calculations.
- Knowledge of a programming language like Turbo Pascal or Delphi is required for DSC3703.

Origin and Foundations of South African Law

1 Syllabus

MODULES: NQF LEVEL 5

FLS1501 (FLS101V) Origins of South African law (S1 and S2)
Co-requisites: ILW1501 (ILW1036) and SCL1501 (SCL1014)
Purpose: to provide students with an overview of the origins of the South African legal system, focusing on the African, Western/European and the human rights traditions, in order to solve well-defined problems relating to the origins of South African law.

FLS1502 (FLS102W) Foundations of the South African law (S1 and S2)
Co-requisite: c ILW1501 (ILW1036) and SCL1501 (SCL1014)
Purpose: to provide students with an overview of the Roman foundations of the law of property, obligations and delict, with reference to the interaction of the various legal traditions studied in FLS1501 (Origins of South African Law) and comparable institutions in modern South African law, in order to solve well-defined problems relating to law of property and obligations.

Painting

Purpose:

Prospective students must obtain prior permission from the Department Art History, Visual Arts and Musicology before registering for the degree.

1 General Information

- This subject was previously known as Two-dimensional Form.
- This study unit may be taken in any degree.
- Credits for a degree is granted for TON100L or TWF101V, TWF111X and TWF102W or the current module TWF1501.

2 Syllabus

Purpose:

 Students must attend a minimum of two days for both practical workshops. Students are expected to attend the two workshops presented and are strongly advised to attend the full week of these two workshops.

MODULES: NQF LEVEL 5

TWF1501 (TWF111X) Painting (year module)
Purpose: to introduce the student to the discipline of painting and to provide students with basic skills training in painting. The module aims at developing creative thinking through the guidance of projects and incorporates both methodologies inherent to art practice and the principles and techniques of painting.
Penology

1 Syllabus

MODULES: NQF LEVEL 5

PEN1501 (PEN1014)  Introduction to fundamental penology
(S1 and S2)
Purpose: to gain knowledge and skills to practically apply the theory and
principles of punishment.

PEN1502 (PEN1025)  Introduction to corrections science
(S1 and S2)
Purpose: to equip students with knowledge of and insight of corrections as
an integral part of the crime phenomenon and criminal justices.

PEN1036  Penitentiary penology (S1 and S2)
Purpose: to gain knowledge of and insight into the principles of Penitentiary
Penology.

PEN1503 (PEN1048) Correctional skills (S1 and S2)
Purpose: to gain knowledge and skills to practically apply the theory and
principles of professionalism and professional conduct in the corrections
environment.

MODULES: NQF LEVEL 6

PEN2601 (CSA211A) Fundamental penology (S1 and S2)
Purpose: to gain knowledge and skills to practically apply the theory and
principles of punishment in the corrections environment.

PEN2602 (CSA221B) Social dynamics in a correctional centre
(S1 and S2)
Purpose: to gain knowledge of and insight into the social dynamics of a
 correctional center.

PEN2603 (CSA331A) Community corrections (S1 and S2)
Purpose: to gain knowledge of and insight into the field of community
corrections.

PEN2604 (CSM2M2R/MNG241Y) Introduction to correctional
management (S1 and S2)
Purpose: to introduce students to the basics functions of corrections
management and to gain knowledge on the significance of management in
a correctional centre.

PEN2605 Correctional security (S1 and S2)
Purpose: to gain knowledge and to promote legally correct correctional
security practices.

PEN2606 Admission and release mechanisms (S1 and S2)
Purpose: to gain knowledge of and insight into admission and release
mechanisms in Corrections

PEN2607 CRS2M2C  Administration of the Correctional Services Act (S1 and S2)
Purpose: to apply selected parts and/or sections of the Correctional Services
legislation and to evaluate and gain insight into the legislation directly
applicable to the performance of duties in the correctional environment.

PEN2608 Correction and care (S1 and S2)
Purpose: to gain knowledge and insight into offender correction and care
within a corrections environment.

NB

Please note that as from 2011 new module codes have been awarded.
Students who have passed modules under the previous code may not register
for the corresponding module under the new code.

1 Syllabus

MODULES: NQF LEVEL 7

PEN3701  Restorative justice in corrections (S1 and S2)
Purpose: to evaluate and gain insight into the principles and application of
restorative justice in corrections.

PEN3702 Advanced fundamental penology (S1 and S2) (from
2012)
Purpose: to apply the principles of advanced fundamental penology.

PEN3703 Special needs offenders (S1 and S2) (from 2012)
Purpose: to evaluate and gain insight into the field of special needs offenders.

PEN3704 Unit and case management in corrections
(S1 and S2)
Purpose: to gain knowledge of and insight into Unit and Case Management
in Corrections.

PEN3705 Youth corrections (S1 and S2)
Purpose: to gain knowledge of and insight into the field of child and youth
corrections.

PEN3706 (CSA321B)  Offender development (S1 and S2)
Purpose: to gain knowledge and insight into offender development within a
corrections environment.

PEN3707 (CSM3M2Q)  Correctional management principles
(S1 and S2)
Purpose: to gain knowledge of and insight into the principles of criminal
services management and apply the principles in a correctional environment
on a tactical level.

PEN3708 (CSM3M1Q)  Correctional management control
 mechanisms (S1 and S2)
Purpose: to gain knowledge of and insight into control mechanisms of
correctional services management and apply the control mechanisms in a
correctional environment on a tactical level.

Philosophy

1 Transitional Arrangements

Study units passed  Modules which may not be taken
LGC1014  PLS3708
PLS102Y,  PLS2601
PLS2014  PLS3701
PLS2036  PLS3701
PLS209D  PLS3701
PLS2116  PLS3701
PLS206A  PLS309G
PLS3018  PLS305C

Students who have passed LGC1014 (Formal Logic I), will be granted
exemption from PLS3708 (Formal Logic).

Students who have passed LGC1014 may not register for PLS3708.

Students who have failed LGC1014 (Formal Logic I) will be required
to repeat this module by registering for PLS3708 (Formal Logic) to
meet the requirements for a major in Philosophy.

Students who have passed PLS102Y (Critical Reasoning) will be
granted exemption from PLS2601 (Critical Reasoning).

Students who have passed PLS102Y may not register for PLS2601.

Students who have failed PLS102Y (Critical Reasoning) will be
required to repeat this module by registering for PLS2601 (Critical
reasoning) to meet the requirements for a major in Philosophy.

Students who have passed PLS2116 (Theoretical and applied ethics) will
be granted exemption from PLS3701 (Theoretical and applied ethics).
Students who have passed PLS2104, PLS2036, PLS209D or PLS2116 may not register for PLS3701.

Students who have failed PLS2116 (Theoretical and applied ethics) will be required to repeat this module by registering for PLS3701 (Theoretical and applied ethics) to meet the requirements for a major in Philosophy.

Students who have completed PLS206A (Figures in Philosophy) will not be allowed to register for PLS309G (Advanced Western Philosophy)

Students who have completed PLS3018 (Contemporary political philosophy) will be allowed to retain credit for five (5) years.

Students who have completed PLS3018 will not be allowed to register for PLS3705 (PLS305C) (Contemporary African political philosophy)

Students who have completed PLS3029 (Contemporary social epistemology) will be allowed to retain credit for five (5) years.

Students who have completed PLS307E (African philosophy and modernity) will be allowed to retain credit for five (5) years.

### 3 Philosophy as a Major Subject

#### Compulsory modules for a major subject combination:

To major in Philosophy, students are required to take 10 modules.

**NQF Level 5:** PLS1501, PLS1502

**NQF Level 6:** PLS2601, PLS2610, PLS2607

**NQF Level 7:** PLS3708, PLS3705, PLS3703, PLS3709, PLS3701

Students who register for PLS3701 (Theoretical and applied ethics) must choose ONE of THREE available options, namely: Business ethics, Biomedical ethics, Environmental ethics.

### 4 Syllabus

**Modules:** NQF Level 5

**PLS1501 (PLS1033) Introduction to Western Philosophy (S1 and S2)**

*Purpose:* to introduce students to metaphysical, epistemological, ethical, and political problems and to acquaint them with how philosophers have traditionally dealt with such problems.

**PLS1502 (PLS1044) Introduction to African Philosophy (S1 and S2)**

*Purpose:* to introduce students to metaphysical, epistemological, ethical, and political problems in cross-cultural discourse about the nature and identity of African philosophy.

**Modules:** NQF Level 6

*Prerequisites:* Any FOUR NQF Level 5 modules.

**PLS2601 Critical Reasoning (S1 and S2)**

*Purpose:* to acquire critical thinking, problem-solving methods and skills in argumentation by identifying fallacies and obstacles to reasoning, and by constructing, analysing and critically evaluating arguments.

**PLS2607 (PLS207B) Philosophy of Science (S1 and S2)**

*Purpose:* to acquaint students with the nature of scientific reasoning, the status of scientific theories in terms of their relation(s) to reality, and connections between the theories and practice of science.

**PLS2610 (PLS2105) African Philosophy II (S1 and S2)**

*Purpose:* to enable students to gain a deeper and wider knowledge pertaining to the African experience. It will also equip students with research skills that will help them to make valuable contributions to the advancement of humankind.

**Modules:** NQF Level 7

*Prerequisites:* Any FOUR NQF Level 5 modules.

**PLS3701 Theoretical and Applied Ethics (S1 and S2)**

*Purpose:* to foster critical and creative thinking amongst students. Qualifying students are able to think contextually, and demonstrate skills in understanding the theoretical frameworks and normative dimensions of decision making in the applied fields of biomedical ethics, business ethics and environmental ethics. Students will have a choice to do either:

- **Option A** (Bio-medical ethics) or
- **Option B** (Business ethics) or
- **Option C** (Environmental ethics).

**PLS3705 (PLS305C) Contemporary African political philosophy (S1 and S2)**

*Purpose:* to enable students to gain a deeper and wider knowledge with regard to contemporary African political issues. It will also equip students to apply this knowledge in their independent research to a variety of themes pertaining to contemporary debates in African political philosophy.

**PLS3703 (PLS308F) Advanced Western philosophy (S1 and S2)**

*Purpose:* to enable students at an advanced level to gain deeper and wider knowledge pertaining to the Africa experience. It will also equip students with research skills that will help them to make valuable contributions to the advancement of humankind.

**PLS3709 (PLS309G) Advanced western philosophy (S1 and S2)**

*Purpose:* to explore critically the views of influential thinkers in Western cultural/social thought (including Marx and Nietzsche).

**PLS3708 Formal logic (S1 and S2)**

*Purpose:* to introduce students to propositional calculus to enable them to do deductive proofs, and to introduce them to first-order predicate calculus.

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**Physics**

### 1 General Information

**Modules for which practical work is prescribed**

Practical work for the subjects listed below is normally prescribed only for specified modules, and students who register for such modules are required to do practical work during the year as indicated in the relevant sections below. See also the prerequisites and co-requisites under the relevant subject.

Note that in many cases, depending on the subject, the practical work and the practical examinations must be done in PRETORIA or JOHANNESBURG at specified times. Prospective students must, therefore, be in a position to make the necessary leave and travel arrangements. Information about accommodation in Johannesburg and the cost thereof will be supplied to the students concerned on registration (or soon thereafter).

The cancellation of a student’s registration for modules with a practical component CANNOT be considered on grounds of his/her being unable to comply with the requirements in respect of the practical work and/or the practical examinations.

*Studies towards Physics as a major subject require one of the following:*

(i) At least 50% (or equivalent) in Physical Sciences and at least 60% (or equivalent) in Mathematics (not Mathematical Literacy) or

(ii) At least 50% (D symbol) in Physical Sciences Higher Grade and Mathematics Higher Grade or 80% (A symbol) on Standard Grade at Matriculation level prior to 2008 or passes in both subjects prior to differentiation between HG and SG.

(iii) The equivalent of one of the above.

*In the absence of the prerequisites above, a student can qualify for admission to the major by one of the following:*

1. Passing PHY1501 and PHY1502
2. Passing MAT1510
3. Passing MAT0511 with at least 75%

*Credit for a degree is granted for:*

(i) either PHY1501 and PHY1502 or PHY1505 and PHY1506
2 Requirements for the BSc Degree with Physics and Transitional Arrangements

The requirements for the BSc Degree with Physics are

1. Three modules from the table below on the NQF Level 5
2. Four modules from the table below on the NQF Level 6
3. Five modules from the table below on the NQF Level 7

<table>
<thead>
<tr>
<th>Level</th>
<th>Module name</th>
<th>Old Code</th>
<th>New code</th>
</tr>
</thead>
<tbody>
<tr>
<td>NQF Level 5</td>
<td>Mechanics</td>
<td>PHY105A</td>
<td>PHY1505</td>
</tr>
<tr>
<td></td>
<td>Electromagnetism and Heat</td>
<td>PHY106B</td>
<td>PHY1506</td>
</tr>
<tr>
<td></td>
<td>Physics Practical Work 1</td>
<td>PHY1038</td>
<td>PHY1503</td>
</tr>
<tr>
<td>NQF Level 6</td>
<td>Classical Mechanics</td>
<td>PHY2019</td>
<td>PHY2601</td>
</tr>
<tr>
<td></td>
<td>Electricity and Magnetism</td>
<td>PHY202A</td>
<td>PHY2602</td>
</tr>
<tr>
<td></td>
<td>Waves</td>
<td>PHY206E</td>
<td>PHY2606</td>
</tr>
<tr>
<td></td>
<td>Modern Physics</td>
<td>PHY1049</td>
<td>PHY1604</td>
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<tr>
<td></td>
<td>Physics Practical Work 2</td>
<td>PHY204C</td>
<td>PHY2604</td>
</tr>
<tr>
<td>NQF Level 7</td>
<td>Quantum Physics</td>
<td>PHY302D</td>
<td>PHY302D</td>
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<tr>
<td></td>
<td>Statistical and Thermal Physics</td>
<td>PHY303E</td>
<td>PHY303E</td>
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<td></td>
<td>Solid State Physics</td>
<td>PHY307J</td>
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<td></td>
<td>Atomic and Nuclear Physics</td>
<td>PHY308K</td>
<td>PHY308K</td>
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<td></td>
<td>Computational Physics</td>
<td>none</td>
<td>PHY3709</td>
</tr>
<tr>
<td></td>
<td>Physics Practical Work 3</td>
<td>PHY306H</td>
<td>PHY306H</td>
</tr>
</tbody>
</table>

Students who register for PHY1503 (PHY1038) are referred to 6 in connection with compulsory laboratory work to be done in Pretoria.

Students interested in Experimental Physics are advised to do PHY2604 (PHY204C) and PHY306H in addition to the theoretical modules listed in the table. They are referred to 6 in connection with compulsory laboratory work to be done in Johannesburg.

Certain Mathematics modules are pre- or co-requisites for some Physics modules. Study the syllabi of the Physics modules to comply with these requirements.

3 Physics as a Major Subject

If you intend to obtain a BSc degree with Physics as a major subject, please take note of the following:

You must complete a minimum of 12 Physics modules (3 NQF Level 5, at least 4 on the NQF Level 6, at least 5 on the NQF Level 7). The modules are PHY1503, PHY1505, PHY1506 on NQF Level 5, PHY1604, PHY2601, PHY2602, PHY2606 and, optionally, PHY2604 on NQF Level 6 and PHY302D, PHY303E, PHY307J, PHY308K, PHY3709 and, optionally, PHY306H.

4 Physics as a Service Subject

Students who are not interested in Physics as a major subject can take any or both of the introductory modules PHY1501 (PHY1015) and PHY1502 (PHY1026). These modules can be combined with PHY1503 (PHY1038) and/or PHY1604 (PHY1049) from the table above.

Engineering students are referred to the first-level introductory modules below and the Engineering section of this Calendar for Physics module information.

5 Syllabus

Note that S1 and S2 refer to modules offered in Semester 1 (S1) and Semester 2 (S2). All other modules are offered as year modules (Y).

**MODULES: NQF LEVEL 5**

**PHY1501 (PHY1015) Elementary mechanics (S1 and S2)**

- **Prerequisite:** At least 50% (or equivalent) in Mathematics (not Mathematical Literacy) or passed the equivalent.
- **Comment:** This is a non-calculus based module. If Mechanical Engineering students enroll for this module they should also enroll for the practical work module MCA1PRA and those taking Applied Mechanics should enrol for the practical work module AMC1PRA.
- **Syllabus:** Basic units, Kinematics in one dimension, Kinematics in two dimensions, Newton’s laws of motion, Uniform circular motion, Work and energy, Impulse and momentum, Rotational kinematics, Rotational dynamics, Simple harmonic motion, Elasticity, Fluids

**PHY1502 (PHY1026) Elementary electromagnetism and heat (S1 and S2)**

- **Prerequisite:** At least 50% (or equivalent) in Mathematics (not Mathematical Literacy) or passed the equivalent.
- **Comment:** This is a non-calculus based module.
- **Syllabus:** The gas laws, thermal properties of matter, thermodynamics, electrical forces, fields and potentials, electric currents, magnetic fields and forces, induced fields and forces.

**PHY1503 (PHY1038) Physics practical work 1 (year module)**

- **Co-requisite:** (PHY105A or PHY1505) and (PHY1506 or PHY106B) or (PHY1015 or PHY1501) and (PHY1026 or PHY1502)
- **Syllabus:** Photoelectric effect, determination of charge to mass ratio, Ohm’s law, simple pendulum, current balance, diffraction, electron diffraction, potentiometer and meter bridge, air track, circular motion, handling of experimental data.

**PHY1505 (PHY105A) Mechanics (S1 and S2)**

- **Prerequisite:** As in 2 above.
- **Co-requisite:** MAT1512
- **Comment:** This is a calculus based module.
- **Syllabus:** Vectors, static equilibrium, uniformly accelerated motion Newton’s laws, work and energy, momentum, motion in a circle, rotational motion, mechanical properties of matter, vibrations.

**PHY1506 (PHY106B) Electromagnetism and Heat (S1 and S2)**

- **Prerequisite:** As in 2 above.
- **Co-requisite:** MAT1512
- **Comment:** This is a calculus based module.
- **Syllabus:** The gas laws, thermal properties of matter, thermodynamics, electrical forces, fields and potentials, electric currents, magnetic fields and forces, induced fields and forces.

**PHY1604 (PHY1049) Modern physics 2 (S1 and S2)**

- **Co-requisite:** PHY1501 or PHY1505
- **Syllabus:** Description and properties of waves, properties of sound waves, wave properties of light, mirrors and lenses, special relativity, particle properties of light, wave properties of matter, quantum mechanics and atomic structure, nuclear physics, interaction of radiation with matter.
PHY2602 (PHY202A) Electricity and magnetism (S1 and S2)
Pre-requisite: (PHY1056 or PHY106B) (or at least 65% in PHY1052 or PHY1026 prior to 2007), (MAT1503 or MAT103N) and MAT1512

Syllabus: The electric field, divergence and curl of E, electric potential, work and energy in conductors, electric fields in matter, magnetostatics, the Lorentz force law, the Biot-Savart law, divergence and curl of B, magnetic vector potential, magnetic fields in matter, electromotive force, electromagnetic induction, Maxwell’s equations

PHY2604 (PHY204C) Practical work (year module)
Pre-requisite: (PHY1505 or PHY1505) (or at least 65% in PHY1501 or PHY1015 prior to 2007) (or AM1111), (PHY1506 or PHY106B) (or at least 65% in PHY1501 or PHY1015 prior to 2007), (MAT1503 or MAT103N) and MAT1512

Co-requisite: (PHY2602 or PHY202A), (PHY2606 or PHY206E)

Syllabus: Laboratory experimental work and calculations on: a driven harmonic oscillator, alternating current circuits, the Hall effect and magnetic fields of a solenoid and Helmholtz coils, introduction to statistics, x-rays, black-body radiation, radioactive isotopes, gamma ray absorption, viscous fluid flow.

PHY2606 (PHY206E) Waves (S1 and S2)
Pre-requisite: PHY1505 (or at least 65% in PHY1501 prior to 2007) (or AM1111), PHY1506 (or at least 65% in PHY1502 prior to 2007), (MAT1503 or MAT103N) and MAT1512

Syllabus: Simple harmonic motion, damped simple harmonic motion, the forced oscillator, coupled oscillations, transverse wave motion, Fourier methods, interference and diffraction

PHY302D Quantum physics (S1 en S2)
Pre-requisite: PHY2601 or PHY2019, PHY2602 or PHY202A, PHY1049 or PHY1604 (PHY1049), AM1611, MAT2611


PHY303E Statistical and thermal physics (S1 and S2)
Pre-requisite: PHY2606 or PHY206E

Co-requisite: PHY302D

Syllabus: Introduction to statistical methods, Statistical description of systems of particles, Irreversibility and the attainment of equilibrium, Interaction between macroscopic systems, Macroscopic parameters and their measurement, Simple applications of macroscopic thermodynamics, Basic methods and results of statistical mechanics, Simple applications of statistical mechanics, Equilibrium between phases or chemical species.

PHY306H Practical work 3 (year module)
Pre-requisite: PHY2604 or PHY204C

Syllabus: Pendulum and error analysis, Gamma-ray spectrosopy, Rutherford backscattering, X-ray spectrosopy, Microwave experiment, Millikan oil drop experiment, Frank-Hertz experiment, Letcher wires, Atomic spectra.

PHY307J Solid state physics (S1 en S2)
Pre-requisite: PHY2606 or PHY206E

Co-requisite: PHY302D

Syllabus: Crystalline state, Atomic cohesion and crystal binding, Reciprocal lattice, Determination of crystal structure, Lattice vibrations, Thermal properties of solids, Free electron theory of metals, Electron energy bands, Mobile electrons and Fermi surfaces.

PHY308K Atomic and nuclear physics (S1 and S2)
Pre-requisite: PHY2606 or PHY206E

Co-requisite: PHY302D

Syllabus: Elements of quantum mechanics, Nuclear properties, The force between nucleons, Nuclear models, Radioactive decay, Alpha decay, Beta decay, Gamma decay, Nuclear reactions, Nuclear fission, Nuclear fusion, Nuclear spin and moments, Nuclear astrophysics.
and PHY1506 and PHY1604 (PHY1049). Exemption from PHY1503 (PHY1038) will not be considered if more than five years have elapsed since the student passed the practical work.

Students are requested NOT to make arrangements to do the practical work at another university while registered for the practical module at Unisa. In such instances exemption from the practical module will not be granted.

6.2 DATES OF PRACTICAL WORK AND PRACTICAL EXAMINATION

<table>
<thead>
<tr>
<th>Module</th>
<th>Dates</th>
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<tbody>
<tr>
<td>PHY1503 (PHY1038)</td>
<td>Refer to Tutorial letters 101 and 102</td>
</tr>
<tr>
<td>PHY2604 (PHY204C)</td>
<td>Refer to Tutorial letter 101</td>
</tr>
<tr>
<td>PHY306H</td>
<td></td>
</tr>
</tbody>
</table>

**Physiology**

1 General Information

- **MODULES FOR WHICH PRACTICAL WORK IS PRESCRIBED**
  Practical work for the subjects listed below is normally prescribed only for specified modules, and students who register for such modules are required to do practical work during the year as indicated in the relevant sections below. See also the prerequisites and co-requisites under the relevant subject.

  - Note that in many cases, depending on the subject, the practical work and the practical examinations must be done in PRETORIA or POTCHEFSTROOM at specified times. Prospective students must, therefore, be in a position to make the necessary leave and travel arrangements. Information about accommodation in Potchefstroom and the cost thereof will be supplied to the students concerned on registration (or soon thereafter).

  - The cancellation of a student’s registration for modules with a practical component CANNOT be considered on grounds of his/her being unable to comply with the requirements in respect of the practical work and/or the practical examinations.

  - Students must qualify for admission to the theoretical and practical examinations by submitting satisfactory answers to a minimum number of assignments for each of the modules concerned before specified dates.

  - Students who cannot attend the practical work in Potchefstroom on the dates indicated under 4.2 may not register for the relevant modules. Dates CANNOT be changed.

  - Credit for a degree is either granted for:
    (i) FIS201-204 or FIS211-214
    (ii) FIS301-304 or FIS311-314

2 Physiology as a Major Subject

Compulsory modules for a major subject combination:

**NQF Level 5:** CHE1501, CHE1502, CHE1503, BLG1501, EUP1501, STA1501

**NQF Level 6:** FIS2601, FIS2602, FIS2603, FIS2604

**NQF Level 7:** FIS3701, FIS3702, FIS3703, FIS3704

3 Syllabus

**MODULES: NQF LEVEL 6**

FIS1601 Human Anatomy and Physiology (S1 and S2)

Purpose: to acquire the requisite knowledge, skills, values and attitudes to prepare for careers in health-related fields. To address challenges and opportunities presented by the health-related fields on the African continent and elsewhere on the planet.

Syllabus: The module covers the following: Human anatomy; Levels of organization in the human body; Support and movement; Control and regulation; Fluids and transport; Environmental exchange; Continuity of life

FIS2601 (FIS211K) Digestion, endocrine control and metabolism (S1 and S2)

Co-requisite: CHE1501 or CHE1502

Purpose: to obtain thorough knowledge of the physiology of the gastrointestinal tract, endocrinology and intermediary metabolism in order to identify, solve and scientifically communicate in an integrated fashion basic problems concerning these topics.

FIS2602 (FIS212L)Respiration and excretion (S1 and S2)

Co-requisite: CHE1501 or CHE1502

Purpose: to understand the excretory and respiratory systems' functions and their contribution to the maintenance of a constant internal environment (homeostasis).

FIS2603 (FIS213M) Physiological defence mechanisms (S1 and S2)

Co-requisite: CHE1501 or CHE1502

Purpose: to gain insight into the functioning of the physiological defence mechanisms of the body, the mechanisms for heat regulation, and the important role of the skin.

FIS2604 (FIS214N) Physiology II (Practical) (year module)

Co-requisite: Any TWO of the following FIS modules: FIS2601, FIS2602, FIS2603 and CHE1501 or CHE1502

Co-requisite: Any TWO of the following FIS modules: FIS2601, 2602, 2603

Purpose: to enable students to apply physiological experimental techniques and methods, to process and present collected data in a scientific manner to come to meaningful conclusions.

**MODULES: NQF LEVEL 7**

FIS3701 (FIS311N) Physiology of the nervous system (S1 and S2)

Purpose: to obtain a thorough knowledge of and insight into the structure and functions of the nervous system.

FIS3702 (FIS312P) Cardiovascular system (S1 and S2)

Purpose: to gain insight into the cardiovascular system, and to communicate in a scientific way, about the mechanisms, functions and control of the system.

FIS3703 (FIS313Q) Membrane and effector physiology (S1 and S2)

Purpose: to gain insight into the mechanisms involved in the origin and conduction of electrical activity; information transduction through the body, and the molecular mechanisms of muscle contraction.

FIS3704 (FIS314R) Physiology III (Practical) (year module)

Co-requisite: Any TWO of the following: FIS3701, FIS3702 or FIS3703

Purpose: to enable students to use and supply physiological experimental techniques and methods, process and present collected data in a scientific way and make meaningful conclusions based on theory and practical knowledge.

4 Practical Work

4.1 WEIGHT OF PRACTICAL WORK

In the following modules the percentage of the total marks awarded for the practical work shall be as follows:

FIS2604, FIS3704 ........................................................100%

4.2 DATES OF PRACTICAL WORK AND EXAMINATIONS

Dates for practicals are announced in Tutorial Letter 101 of the study material.
Politics

1 Transitional Arrangements

**NB**

*In order to complete Politics III, the outstanding third-level module(s), plus any additional module(s), (where applicable) as specified in 3, must be passed.*

3 Politics as a Major subject

**Compulsory modules for a major subject combination:**

Any **SEVEN** of the following modules: PLC1501, 1502, 2601, 2602, 3701, 3702, 3703, PSC2601, 3701, 3702, 3703 plus any **TWO** modules selected from the remainder above, or any second- or third-level module in International Politics or African Politics. Students are advised to give preference to the PLC-modules, particularly PLC1501 and PLC1502. At least **five** modules must be taken at NQF-level 7.

4 Syllabus

**MODULES: NQF LEVEL 5**

- **PSC2601 (PLC801H)**  
  South African Politics (S1 and S2)  
  *(NQF level 6)*  
  **Purpose:** to enable students to demonstrate an understanding of South African politics, theories and ideas; to analyse and describe the background and the characteristics of the most important aspects thereof.

- **PLC1501 (PLC101R)**  
  Politics as social activity (S1 and S2)  
  **Purpose:** to enable students to demonstrate an understanding of the nature and scope of politics and the study of politics: and to be able to describe the nature and characteristics thereof.

- **PLC1502 (PLC102S)**  
  Understanding the State (S1 and S2)  
  **Purpose:** to enable students to demonstrate an understanding of the state and state institutions and to describe the nature and characteristics thereof.

**MODULES: NQF LEVEL 6**

- **PSC3701 (PLC802J)**  
  Contemporary issues in politics: capita selecta (S1 and S2)  
  *(NQF level 7)*  
  **Purpose:** to enable students to demonstrate an understanding of the background, characteristics and implications of selected issues (e.g. sport and politics) on national, regional and international level; and to analyse and describe these issues.

- **PSC3702 (PLC821M)**  
  Political conflict and conflict resolution (S1 and S2)  
  *(NQF level 7)*  
  **Purpose:** to enable students to analyse and describe the background and characteristics of politics and conflict and the resolution of political conflict; and to apply the theories pertaining thereto.

- **PSC3703 (PLC822N)**  
  Political knowledge (S1 and S2)  
  *(NQF level 7)*  
  **Purpose:** to enable students to analyse, describe and apply the criteria for the acquisition of political knowledge; and to apply the approaches and the theories pertaining thereto.

- **PLC2601 (PLC201U)**  
  Understanding political behaviour and participation (S1 and S2)  
  **Purpose:** to enable students to analyse and describe the nature and characteristics of political dynamics, political actors (e.g. political parties and interest groups) and processes (e.g. political communication and public opinion); and to apply the fundamental theories in this regard.

**PLC2602 (PLC202V)**  
Politics and public policy (S1 and S2)  
**Purpose:** to enable students to describe and analyse the nature, characteristics and impact of public policy; and to apply the theories on the formulation of public policy and the political impact thereof.

** MODULES: NQF LEVEL 7**

**Prerequisite:** PLC1501, 1502 or any **FOUR** first-level modules

- **PLC3701 (PLC301X)**  
  Political ideas (S1 and S2)  
  **Purpose:** to enable students to describe, analyse, evaluate and apply the contributions by various political thinkers on the great issues of politics such as the origin and purpose of the state, authority, accountability, justice, rights, freedom and equality. The contents will enable students to make a meaningful contribution to current political debates.

- **PLC3702 (PLC302Y)**  
  Democracy and other forms of regime (S1 and S2)  
  **Purpose:** to enable students to identify, analyse, describe and compare various forms of regime and in particular democracy.

- **PLC3703 (PLC3033)**  
  Political development and political economy (S1 and S2)  
  **Purpose:** to enable students to identify, analyse and describe the relationship between political and economic development, as well as to apply the theories and strategies pertaining thereto.

Portuguese

1 General Information

- Students are advised to purchase their prescribed books as early as possible. In order to address the problem caused by delays with prescribed books, for some of the Portuguese modules key books have been included in a study package which students receive at registration. Students are referred to Tutorial Letter 101 of each module for details about prescribed books and study packages, where applicable, and how to order books and contact Unisa Press.

- Access to audio appliances for recording is essential as students have to listen to and record audio tasks.

- BA students who select Portuguese as a major subject are advised to take at least two modules in one or more of the following before or together with their third-level module: Modern Romance Literatures in English, Linguistics, Classical Culture, Theory of Literature, Latin, Philosophy, Communication Science, another language, History.

- Students who are interested in language per se are advised to register for the Linguistics modules LIN1501 (Grammatical Concepts) and/or LIN2605 (Sounds and Sound Structure); those interested in literature are advised to register for one or two floating modules in Modern Romance Literatures in English (RLE1501, RLE1502); Theory of Literature TLL801 (Introduction to Theory of Literature) and/or TLL802 (Introduction to Literary Genre).

- A specific module will not be recognised as credit towards more than one major.

- Credit for a degree is granted for:
  1. either PTU1501 and 1502 or SPR100
  2. either PTU2601 and 2602 or PRG100

2 Admission Requirements

**MODULES: NQF LEVEL 5**

- PTU1501 – None

- PTU1502 – PTU1501 or a knowledge of Portuguese that does not meet the requirements for admission to second-level modules. Such students must contact the Department of Classics and World Languages (Portuguese Section) prior to registration in order to be submitted to a departmental test.

**MODULES: NQF LEVEL 6**

- **PTU1502**
  - PTU1501 or a knowledge of Portuguese that does not meet the requirements for admission to second-level modules. Such students must contact the Department of Classics and World Languages (Portuguese Section) prior to registration in order to be submitted to a departmental test.
At least 50% in Portuguese Higher Grade at Grade 12
or
At least 60% in Portuguese Standard Grade at Grade 12
or
At least 50% in Portuguese (Special course)
or
PTU1502
or
Passed a departmental test. (To arrange a departmental test, students must contact the administrative officer for Portuguese Mrs L Malisan (Tel. 012 429 6762 mornings only or e-mail: malisl@unisa.ac.za.)

3 Transitional Arrangements

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<tr>
<th>Study unit passed</th>
<th>Study unit which may not be taken</th>
<th>Outstanding modules</th>
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<td>PTU101</td>
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<td>PTU3705</td>
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For advice students are asked to contact the Department.

4 Portuguese as a Major Subject

4.1 Compulsory modules for a major subject combination:

The following NINE modules constitute a standard major in Portuguese:

**NQF Level 5:** PTU1501, 1502
**NQF Level 6:** PTU2601, 2602
**NQF Level 7:** PTU3701, 3702, 3703, 3704, 3705

Students who are exempted from PTU1501 or both PTU1501 and PTU1502 must replace these modules with one or two of the floating modules from Modern Romance Literatures in English (RLE1501, RLE1502) and/or one or two first-level modules from French, Italian or Spanish or take an RPL examination.

4.2 Portuguese as a major subject for the BBA or BTh degree

Portuguese as major comprises the NINE PTU modules:

**NQF Level 5:** PTU1501, 1502
**NQF Level 6:** PTU2601, 2602
**NQF Level 7:** PTU3701, 3702, 3703, 3704, 3705

Students who commence their studies in Portuguese in PTU1502 or PTU2602 are referred to 5.1 above for other modules which must be taken.

5 Syllabus

**MODULES: NQF LEVEL 5**

**PTU1501 (PTU101M) Portuguese language and culture for beginners (S1 and S2) (2 hours)**

Advice: No previous knowledge of Portuguese is required.

**PTU1502 (PTU102N) Portuguese language and culture: Lower Intermediate (S1 and S2) (2 hours)**

Prerequisite: See 3 above

Purpose: to develop the aptitude in the four language skills (reading, writing, listening and speaking) of Portuguese, taking students from lower-intermediate to intermediate level (emphasis on the first three skills).

**MODULES: NQF LEVEL 6**

**PTU2601 (PTU201Q) Portuguese language and culture: Intermediate (S1 and S2) (2 hours)**

Prerequisite: See 3 above

Purpose: to develop students’ aptitude in the four language skills: reading, writing, listening and speaking Portuguese from intermediate to advanced level. Specific writing techniques and strategies; letter writing, summaries, compositions, etc. Introduction to translation practice.

**PTU2602 (PTU202R) Modern Portuguese literature and society (S1 and S2) (2 hours)**

Prerequisite: See 3 above

Co-requisite: PTU2601

Purpose: to gain insight into the world of 20th century Portuguese Literature and Society through the reading and interpretation of selected literary works as well as other background information. Basic guidelines in Portuguese for the interpretation and analysis of literary texts will be provided.

**MODULES: NQF LEVEL 7**

**PTU3701 (PTU301T) Portuguese language for specific purposes: Advanced (S1) (2 hours)**

Prerequisite: PTU2601

Purpose: to develop students’ communication skills with focus on the practical uses of Portuguese in the fields of business, advertising and journalism.

**PTU3702 (PTU302U) Portuguese translation practice: Advanced (S2) (A partial open-book examination) (2 hours)**

Prerequisite: PTU3701

Advice:

- Students are strongly advised to pass PTU3701 (PTU301T) and/or PTU3703 before registering for this module.
- Students may consider registering for Linguistics (Translation and editing techniques)

Purpose: to develop students’ language skills by means of translation practice from and into Portuguese/English based on a selection of texts.

**PTU3703 (PTU303V) Advanced language skills in Portuguese (S2) (summative assessment port-folio) (oral and written)**

Prerequisite: PTU3701

Purpose: to enable students to develop an aptitude in the four language skills (reading, writing, listening and speaking) of Portuguese from beginners’ level to lower intermediate level (emphasis on the first three skills) and to gain insight into some aspects of culture through the learning of the language.

**PTU3704 (PTU304W) Modern Brazilian literature and society (S1)**

Prerequisite: PTU2601, 2602

Purpose: to introduce students to the literature and culture of twentieth-century Brazil, through the reading and interpretation of modern literary and non-literary texts.

**PTU3705 (PTU305X) Lusophone African literature (S2)**

Prerequisite: PTU2601, 2602

Purpose: students will be introduced and gain insight into post-colonial African Literature in Portuguese through the reading and interpretation of various texts.
1 General Information

A revised BTh curriculum came into effect in 2009.

In this new BTh curriculum, modules offered by different disciplines are still organised according to four Tracks, namely, Scripture Studies (SCR), Theologies in Context (TIC), Congregational Ministry (CGM) and Community Ministry (CMM). However, some modules are now offered in another track and others are no longer offered.

Practical Theology is not offered as a major subject in the BTh degree, but six modules dealing with practical theological themes are offered in one of the tracks namely Congregational Ministry (CGM). They are:

- CGM1502 First steps in Practical Theology
- CGM2602 Preaching in a context of poverty
- CGM2603 Exploring celebration and worship
- CGM3703 Caring for all: exploring the field of pastoral work
- CGM3704 The research challenge: doing empirical research in theology
- CGM3705 Christian leadership and church management

For details of these modules, please consult the entry in this brochure on Congregational Ministry (CGM).

If you later wish to pursue a BTh Hons degree in Practical Theology, we strongly recommend that you complete all the Practical Theology modules listed above as part of your BTh.

2 Transitional Arrangements

In the old curriculum, Practical Theology modules were spread across two tracks, namely Congregational Ministry (CGM) and Community Ministry (CMM). In the new BTh curriculum, they are all in the same Track, namely Congregational Ministry (CGM) while one module is no longer offered. Please study the diagram provided below, together with the relevant chapter in this brochure, entitled Congregational Ministry (CGM).

Students will retain credits for all Practical Theology modules passed in the old curriculum.

One (1) Practical Theology module that was previously part of the CMM Track has now been moved to the CGM Track: the former CMM305X (now CGM3704). If you completed CMM305X under the old curriculum, you may retain credit for it in the CGM Track or you may transfer it to the CGM Track (CGM3704).

CGM3095 (Faith development in context) is no longer offered but you will retain credits for this module in the CMM Track or CGM Track.

3 Syllabus

MODULES: NOF LEVEL 8

The curriculum comprises five modules (120 credits in total).

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<tr>
<th>Module passed in the former BTh curriculum</th>
<th>Module credit received in the new BTh curriculum</th>
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<tr>
<td>CMM3095 Faith development in context</td>
<td>No longer offered, but you will retain credits if you have passed this module.</td>
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Students may only commence with the research report (HRPTH85) after completing the module Research in Practical Theology (HPPTH81) and at least one of the other three available modules (PTH4802, PTH4803, PTH4804). Students must contact the Chair of the Department for advice in this regard and to request that a supervisor be appointed for the research report. The student needs to register a research topic, submit a research proposal and successfully complete the research report in consultation with the supervisor.

Only after consultation with the Chair of the Department will a student be allowed to enrol for all five modules offered by the department in one academic year. The student’s academic record and the time available for study will play important roles in this decision.

**HPPTH81 Research in practical theology (year module)**

**Purpose:** to introduce the Honours BTh programme in practical theology as a whole. It is intended for students with a Bachelors degree in theology who wish to become researchers in practical theology. In this module attention is given to the origins, the theoretical foundations and practical implications of a variety of practical theological approaches in national and international contexts. Students credited with this module are able to reflect critically on various approaches to practical theology, to compare and evaluate the main trends in practical theology, and to justify an own practical theological approach in a research context.

**PTH4802 Preaching and worship in an African context**

**Purpose:** to help students to develop student competences and gain insight into the theories and practices of preaching and worship in an African Context. Students must further display professional conduct while they understand the knowledge and theories of the field. This module will be useful to help learners to develop into effective preaching and worship theorists and practitioners in a variety of social and cultural settings.

**PTH4803 Religious education and Christian ministry**

**Purpose:** to help students who wish to study recent developments in religious education and Christian ministry. Students will be introduced to theories, models and different approaches to religious education and specialised work on topics such as faith formation, spirituality, religious education in a pluralistic society, and religious education and learning in childhood, adolescence and adulthood. This module will also help students to understand the responsibility of church leaders, the role of lay ministries, service to the needy, and the responsibility of Christians in society. Students who have completed the module can identify and use contemporary approaches to religious education and Christian ministry.

**PTH4804 Advanced pastoral care and counselling**

**Syllabus:** This module comprises two options of which students must choose one. Option One: an evaluation of the theories of a spectrum of writers in the field of pastoral care and counselling (such as Adams, Campbell, Capps, Clinebell, Firet, Gerkin, Hetink, Hiltnner, Patton, Rebel, Thurneysen). The student will furthermore be introduced to the new developments in the field of family and marriage counselling. Students who have completed this module will be able to compare and evaluate different theories in the fields of pastoral care and counselling as well as in family and marriage counselling.

Option Two: an evaluation of theories of a spectrum of writers in the field of pastoral psychology (for example Faber, Loewenthal, Watts) and psychology of religion (for example Wulff, Fontana, Oates en Scott Peck). Those who
complete this module will be enabled to compare and analyze theories in pastoral psychology and psychology of religion. The application of psychology in the ministry and in the counselling practice is highlighted. The implications of the scientific study of religion and psychology are explored.

HRPETH85 Practical Theology research report
Purpose: This module is for students in the final phase of their Hons BTh programme in practical theology. Students will be introduced to empirical research methods and will do advanced reading in a practical theological area of their choice under supervision of a specialist in that area. They have to put into practice the research skills they obtain by carrying out a small-scale research report. Qualifying students will have completed the research report and produced an acceptable research essay on it.

Principles of International Law

1 Syllabus

MODULES: NQF LEVEL 7

PRI3701 (PRI301T) Principles of International Law (S1 and S2)
Purpose: to gain knowledge and insight into the principles of international law and its application in international relations on diplomacy.

Private Law

1 General Information

FOR THE COLLEGE OF HUMAN SCIENCES

Where Private Law is included as a major in the BA (General) degree, three other modules from the School of Law must be included in the degree. SCL1501 (SCL1014) and ILW1501 (ILW1036) are co-requisites. It is recommended that students also take FLS1501 (FLS101V).

2 Syllabus

MODULES: NQF LEVEL 5

PVL1501 (PVL101Q) Law of Persons (S1 and S2)
Co-requisite: SCL1501 (SCL1014) and ILW1501 (ILW1036)
Purpose: to equip students with knowledge, skills, attitudes and competencies to analyse and solve well-defined problems relating to the law of persons in South Africa.

MODULES: NQF LEVEL 6

PVL2601 (PVL203V) Family Law (S1 and S2)
Co-requisites: PVL1501 (ILW1036), SCL1501 (SCL1014) and PVL1501 (PVL101Q)
Purpose: to equip students with knowledge, skills, attitudes and competencies to analyse and critically evaluate legal material (the Constitution, legislation, case law and academic opinion) relating to family law in order to formulate legal arguments and to apply their knowledge to practical problems.

PVL2602 (PVL202U) Law of Succession (S1 and S2)
Co-requisites: PVL1501 (ILW1036), SCL1501 (SCL1014) and PVL1501 (PVL101Q)
Purpose: to equip students with knowledge, skills, attitudes and competencies to analyse and critically evaluate legal material (the Constitution, legislation, case law and academic opinion) relating to law of succession in order to formulate legal arguments and to apply their knowledge to practical problems.

MODULES: NQF LEVEL 7

PVL3701 (PVL303Y) Law of Property (S1 and S2)
Co-requisites: PVL1501 (ILW1036), SCL1501 (SCL1014) and PVL1501 (PVL101Q)
Purpose: to equip students with knowledge, skills, attitudes and competencies to analyse and solve problems relating to the law of property, as well as basic research skills in the practice of law.

PVL3702 (PVL301W) Law of Contract (S1 and S2)
Co-requisites: PVL1501 (ILW1036), SCL1501 (SCL1014)
Purpose: to equip students with knowledge, insight and competencies to analyse and solve problems relating to the general principles of the law of contract and selected aspects of the law of obligations, as well as basic research skills in the practice of law.

PVL3703 (PVL302X) Law of Delict (S1 and S2)
Co-requisites: PVL1501 (ILW1036), SCL1501 (SCL1014) and PVL1501 (PVL101Q)
Purpose: to equip students with knowledge of and insight into the law of delict and specific forms of delict, as well as basic research skills in the practice of law.

PVL3704 (PVL3043) Enrichment liability and estoppel (S1 and S2)
Co-requisites: PVL1501 (ILW1036), SCL1501 (SCL1014) and PVL1501 (PVL101Q)
Purpose: to equip students with knowledge of and insight into the law of unjustified enrichment and estoppel and basic research skills in the practice of law.

NB

Students requesting credits from other institutions must contact the department and submit a portfolio. On success they will receive a permission document.

1 General Information

- The study unit PAT 3701 may only be taken for the BVA, the BA (Culture and Arts), degree with specialisation in Multimedia Studies. The study unit PAT4801 may only be taken by the BVA degree students.
- Credit for a degree is granted for (CCT3014 and EXH303G) or PAT3701 or PMP3701.
- Students registered for the BVA : Professional Art Practice must be registered for in conjunction with VAR3701 and VAR3702.
- Students registered for the BA (Culture and Arts) degree with specialisation in Multimedia Studies: Professional Multimedia Practice must be registered for in conjunction with VAR3701.

2 Syllabus

NB

- Registrations for PAT3701 closes on the same day as the semester registration closing date and not the closing date for year modules.
- Students must attend a minimum of one day of both practical workshops. Students are expected to attend the two workshops presented and are strongly advised to attend the full workshops.

MODULES: NQF LEVEL 7

PAT3701 (PAT301F) Professional Art Practice 1 (year module)
Prerequisite: Past modules (VAR211 and VAR212) or current modules (VAR2601 and VAR2602). In the case of Multimedia students registered for the Computer-generated stream VAR2601 or (VAR211D).
Advice: This module must be taken simultaneously with VAR3701 and VAR3702.
Purpose: to provide students with theoretical information on professional art practice. Comprehensive guidance is given on professional exhibition practice as well as on the positioning of the professional artist with regard
to the art market, commissions and residencies. Students are guided in the writing, preparation and production of professional art catalogues. Students specialising in Multimedia, the module entails the writing of a research article, which is extended into interactive and printed catalogue formats.

**MODELS: NQF LEVEL 8**

**PMP3701  Professional Multimedia Practice**

**Prerequisite:** Prerequisite: (PMT301F, VAR311G and VAR312H) or (VAR3701, VAR3702 and PAT3701).

**Advice:** This module may only be taken for the BVA degree. This module must be taken simultaneously with VAR4801 and VAR4802.

**Purpose:** to provide students with theoretical information on professional art practice. Comprehensive guidance is given on professional exhibition practice as well as on the positioning of the professional artist with regard to the art market, commissions and residencies.

**FOR THE COLLEGE OF SCIENCE, ENGINEERING AND TECHNOLOGY**

Students who select Psychology as a major subject are advised to take first-level modules in Statistics (or Mathematics) and/or Philosophy before or together with third-level module.

**LANGUAGE MEDIUM**

Formal tuition in all undergraduate and postgraduate courses in Psychology will be conducted in English only. Students may submit assignments in Afrikaans and write examinations in Afrikaans. Where capacity exists, and upon request, individual discussions with students will be conducted in any preferred South African language.

### 2  Psychology as a Major Subject

**Compulsory modules for a major subject combination:**

- NQF Level 5: PYC1501, PYC1502
- NQF Level 6: PYC2601, PYC2602 or PYC2603 and RSC2601
- NQF Level 7: PYC3701, PYC3702, PYC3703, PYC3704, PYC3705

**3  Syllabus**

**MODELS: NQF LEVEL 5**

**PYC1501 (PYC101Y)  Basic psychology (S1 and S2)**

**Purpose:** to gain insight into basic terms, concepts and fields of study in psychology, through studying topics such as the Western and non-Western roots of psychology, contextualisation of knowledge, biological basis of behaviour, perception, thinking, problem solving, intelligence, and creativity.

**PYC1502 (PYC1023)  Psychology in society (S1 and S2)**

**Purpose:** to gain insight into the way in which human behaviour and experience are shaped in societal and environmental contexts, stress processes, motivation in the context of sociopolitical dynamics of society, interpersonal relationships, group functioning, the social nature of work and various social issues (violence, poverty, racism, multiculturalism, gender bias, community development, and the ecological crisis).

**MODELS: NQF LEVEL 6**

**PYC2601 (PYC2015)  Personality theories (S1 and S2)**

**Prerequisite:** PYC1501 or PYC101Y or IOP1501 or IOP101M or any FOUR first-level modules

**Purpose:** to gain insight into the most important personality theories explaining human functioning and behaviour, and to apply these theories (e.g. of Freud, Jung, Rogers, Allport, Maslow, Frankl, the social cognitive learning approach, and the African perspective) in real-life situations.

**PYC2602 (PYC2026)  Child and adolescent development (S1 and S2)**

**Prerequisite:** PYC1501 or PYC101Y or IOP1501 or IOP101M or any FOUR first-level modules

**Purpose:** to demonstrate an understanding of the physical, cognitive, emotional, social, personal and moral development of the child and the adolescent, and to promote the optimal development in the child and the adolescent.

**PYC2603 (PYC2038)  Adulthood and maturity (S1 and S2)**

**Prerequisite:** PYC1501 or PYC101Y or IOP1501 or IOP101M or any FOUR first-level modules

**Purpose:** to demonstrate an understanding of the physical, cognitive, emotional, social, personal and moral development of the adult, and to enhance the adult’s psychological maturity and satisfaction with life.

**SPECIAL PROGRAMME MODULES**

**PYC2604 (PYC205A)  Community psychology: re-imagining community (S1 and S2)**

**Prerequisite:** PYC1501 or PYC101Y or IOP1501 or IOP101M or any FOUR first-level modules
Purpose: to describe key structures and processes in communities, and to explain how the principles of community psychology may be used to effect change in communities.

PYC2605 (PYC206B) HIV/AIDS care and counselling (S1 and S2)
Advice: As this module is offered on the NQF Level 6, students are encouraged to pass some first-level modules before attempting PYC2605.
Purpose: to equip students with the necessary knowledge and skills to deal with HIV/AIDS within health, welfare, counselling and educational contexts.

PYC2606 (PYC207C) Basic measurement and questionnaire design in Psychology (S1 and S2)
Prerequisite: PYC1501 or PYC101Y and PYC1502 or PYC1023
Purpose: to offer students the opportunity to develop basic practical competencies in questionnaire design and development and to compile a mini manual for users of the questionnaire and to prepare students for more advanced studies in psychometric measurement and psychological test design.

MODULES: NQF LEVEL 7

PYC3701 (PYC3019) Social psychology (S1 and S2)
Prerequisite: PYC1501 or PYC101Y and PYC1502 or PYC1023 or any FOUR first-level modules
Purpose: to gain insight into the theoretical aspects of social perception and cognition, attitudes, identity, and prejudice, pro- and antisocial behaviour and group behaviour, in order to facilitate the application of social psychology in areas such as clinical psychology, health, organisations, and society in general.

PYC3702 (PYC302A) Abnormal behaviour and mental health (S1 and S2)
Prerequisite: PYC1501 or PYC101Y or IOP1501 or IOP101M or any FOUR first-level modules
Advice: Students are strongly advised to complete the module PYC201 before they register for this module. If not, certain bridging arrangements announced in this module (PYC3702) must be followed.
Purpose: to identify abnormal behaviour (e.g. mood disorders, anxiety disorders, schizophrenia, and attention deficit/hyperactivity disorders), to understand abnormal behaviour according to various theoretical models, and to promote mental health.

PYC3703 (PYC303B) Cognition: thinking, memory and problem solving (S1 and S2)
Prerequisite: PYC1501 or PYC101Y or IOP1501 or IOP101M or any FOUR first-level modules
Purpose: to introduce students to cognitive psychology as a field involving the scientific study of mental processes such as perception, memory, reasoning, problem solving, and intelligence. The module provides an overview of cognitive psychology and tries to help students to develop the ability to (a) interpret, and critically evaluate research and theories about human cognition, and (b) practice and improve their own critical thinking, problem-solving and memory skills. The following topics are covered in the module: a brief history of cognitive psychology, cognitive neuroscience, perception, memory, knowledge representation, problem solving, decision making and reasoning, and human and artificial intelligence.

PYC3704 (PYC304C) Psychological research (S1 and S2)
Prerequisite: RSC2601 or RSC201H
Purpose: to enable students to describe the research process, critically evaluate different types of published psychological research, and to execute basic procedures required for data analysis.

PYC3705 (PYC305D) Transformative counselling encounters (S1 and S2)
Prerequisite: PYC1501 or PYC101Y or IOP1501 or IOP101M or any FOUR first-level modules
Advice: Students are strongly advised to complete the module PYC2604 (or PYC205A) and PYC2605 (PYC206B) before they register for this module.
Purpose: To orient students towards purposeful encounters between people through meaningful engagement in a counselling framework; sensitising them with regards to the ethos of context appropriate counselling; and broadening their understanding of its potential to enhance humanness and well-being in society.

SPECIAL PROGRAMME MODULE

PYC3706 (PYC306E) Community psychology: intervention strategies (S1 and S2)
Prerequisite: PYC2604
Purpose: to gain practical know-how and theoretical understanding of how individuals function in community organisations, and how such organisations function in communities.

MODULES: NQF LEVEL 8

The following papers are compulsory for the honours qualification:
- Research Report (HRPYC81) (course available from 2012 only)
- Research Methodology (HMYPYC80)(PSY471S)
- Psychopathology (PYC4802)(PSY481U)

Plus a further 5 papers depending on the area of specialisation of your choice. (Please consult the postgraduate brochure towards the compilation of your degree for further particulars.)

HMYPYC80 (PSY471S) Research methodology (year module)
Purpose: the aim of the research methodology paper is to offer practical skills that you would find relevant and applicable in your work, life and study environments. The paper is structured around two main outcomes, namely a research proposal and a research report. To achieve these outcomes, you have to choose a research topic, plan a research project and write a proposal about your project. In the second part of the paper you are required to execute your study and write a report on your findings. In the course of these events you will learn about project management, research design, data collection and data analysis.

PYC4802 (PSY481U) Psychopathology (year module)
Purpose: Psychopathology embraces the description, study and interpretation of abnormal behaviour according to various theoretical approaches such as the medical model, the psychodynamic model, the learning theories, the humanistic existential perspective, the family systems and ecosystemic approaches. Selected themes in child and adult psychopathology with emphasis on various contexts and South African society are studied.

PYC4803 (PSY482V) Social psychology (year module)
Purpose: Social psychology is the scientific study of the nature and causes of behaviour in social contexts or situations. In our course we examine the fundamental connection between individuals and situations. Social psychological concepts such as identity, social cognition, attribution, attitudes, group processes, prejudice, aggression, pro-social behaviour, social influence and interpersonal relationships are addressed. In an applied section, students complete a research project on a topic of their choice under the guidance of a lecturer.

Social psychology serves as a useful background for clinical and counselling psychology and also for the psychology of work. Applied social psychology addresses social and other problems in education, the health terrain and in business.

PYC4804 (PSY473U) Personology (year module)
Purpose: This paper comprises: (i) A multi-dimensional analysis and comparison of a wide spectrum of personality theories as well as a study of African perspectives on human functioning; (ii) a basic applied research project on relevant personality issues and (iii) practice in the application of personality theories.

The goal of this course is to convey to students a clear conception of the implications of various personality theories for human functioning. The applications are relevant in therapeutic and counselling contexts, as well as for our understanding of human functioning in everyday life. Themes which are relevant in our current society form the focus of the practical application.

PYC4805 (PSY484X) Developmental psychology (year module)
Purpose: Developmental Psychology is the study of human development over the entire life span, from conception to death. Developmental Psychology supplies important background information for students who would like to become clinical or counselling psychologists. Knowledge gained by studying developmental psychology is also most valuable for parents, teachers, social workers as well as people in the health professions and in the business world or industry.
Because developmental psychology is such a vast field of study, students can choose to study child development or adult development and aging, depending on their own interests and the contexts in which they function.

**Child development**

Child development is the study of human growth and change from conception to adolescence. A thematic approach is followed in this course. Themes that are addressed are: theory and research in child development; foundations of development; cognitive and language development; personality and social-motional development; and contexts for development. The course includes a practical and a theoretical assignment.

**PYC4807 (PSY4988) Psychological assessment (year module)**

**Purpose:** The paper in psychological assessment provides the student with a grounding in psychometric test theory and illustrates the practical application of knowledge of psychological testing in situations such as the classroom, industry and clinical settings. The emphasis is not on how to use particular tests, but on responsible test use and meaningful interpretation of psychological test data.

Knowledge of psychological testing and the correct use of test results are a professional responsibility, as well as being of considerable personal interest. This paper is particularly relevant for students interested in professional training but will also be useful to anyone with an interest in the assessment of human functioning.

**PYC4808 (PSY474V): Ecosystemic psychology (year module)**

**Purpose:** In this paper students are introduced to the cybernetic paradigm and ecological thinking about human behaviour. First and second order approaches to observation, description and research are explored, and the student’s personal involvement in the observed processes are emphasised.

**PYC4809 (PSY4999) Therapeutic psychology (year module)**

**Purpose:** This paper introduces students to the study of the following:

- Existential Therapy
- Gestalt Therapy
- Behaviour Therapy
- Postmodern Approaches
- Person-centred Therapy
- Reality Therapy
- The counsellor as person and professional
- Cognitive Behaviour Therapy
- Ethical issues

In addition to the introduction to the above approaches, we expect that students should acquire an in-depth knowledge of a specific therapeutic approach of their choice and be willing to disclose how studying this approach affected their self-understanding.

**PYC4810 (PSY475W) The psychology of work (year module)**

**Purpose:** The Psychology of Work paper comprises the application of psychological theory, principles and research to issues that are important to workers and management in organisations. The implicit point of departure is that the psychology of work is, in a sense, applied social psychology. In the practical component of the course a student must describe aspects of their work situation.

Important issues given attention to are amongst others organisational behaviour; basic human processes; individu als in organisations; group processes; influencing others; organisational processes such as the work environment, organisational structure and design, and organisational change and development.

**PYC4811 (PSY461Q) Community and health psychology (year module)**

**Purpose:** This course deals with ways in which psychologists can intervene at the level of the community as a whole rather than at the level of the individual or the family. The course combines a critical theoretical introduction to key concepts such as participation and powerment with a strong emphasis on the acquisition of analytic skills. Drawing on the expertise of academics and community workers from the Psychology Department’s community projects, the course covers both traditional community psychology strategies and techniques (such as needs assessment and action research) and newer techniques (such as risk factor identification) drawn from the public health domain. Thus students who have successfully completed the course will be equipped to provide skilled professional input to organisations dealing with community issues in, amongst others, education, health and public safety.

**PYC4812 (PSY4794) Sport psychology (year module)**

**Purpose:** Sport psychology is an interdisciplinary field, involving both sport scientists and psychologists, which is not only aimed at helping sport participants to achieve maximal performance, but also to enhance the quality of their involvement in sport.

The goal of this course is to convey to students a clear conception of the foundation, depth, scope and practical application of sport psychology. Students with an interest in sport and exercise will find this course useful and interesting. Sport psychology has experienced increased growth and popularity and we believe it will continue along these lines for years to come.

**Public Administration**

1 **Transitional Arrangements**

To complete the third year of a major subject in Public Administration you must obtain credit for five modules on third-year level.
2 Public Administration as a Major Subject

Compulsory modules for a major subject combination:

NQF Level 5: PUB101, 102
NQF Level 6: (for the College of Human Sciences): PUB201 and TWO of PUB202–206
(for other Colleges): PUB201 and ONE of PUB202–206
NQF Level 7: Any FIVE of PUB301, 304, 305, 3702, 3703, 3704, 3705

3 Syllabus

MODULES: NQF LEVEL 5

PUB1501 (PUB1018)  The nature, content and scope of public administration (S1 and S2)
Purpose: to gain insight into and knowledge of the nature, content and scope of public administration to enable students to understand why public administration is necessary, what public services entail, to whom these services are provided, why government should be responsible for the provision of public services, and whether other role players could also provide public services.

PUB103A  Public supply chain management (year module)
Syllabus: Introduction to public supply chain management, legislation and policy, role players, ethical standards, need for training, demand and acquisition management, bids, contract management and appointment of consultants.

MODULES: NQF LEVEL 6

Prerequisite: Public Administration I or any FOUR first-level modules

PUB1601 (PUB1029)  The structuring and functioning of public services (S1 and S2)
Co-requisite: PUB101
Purpose: to introduce students to the structure and function of public services in terms of their management (e.g. the role of officials in public service, requirements for public service provision, the use and abuse of authority in the execution of public functions, etc).

PUB201B  Foundations of public administration (S1 and S2)
Advice: Compulsory for Public Administration as a major subject.
Purpose: to introduce students to the nature of the relations and interaction between various role players in the state, their rights and obligations, and the functions required for the provision of public services (e.g. policy making, planning, personnel provision and utilisation, funding and logistics).

PUB202C  Protection services (S1 and S2)
Purpose: to enable students to examine the delivery and management of protection services in the local, provincial, national, regional and international spheres.

PUB203D  Creation of wealth (S1 and S2)
Purpose: to enable students to determine the role played by government and the public sector in the economic activities of society in order to create and distribute wealth (e.g. regulatory and promotional measures).

PUB204E  Welfare and social services (S1 and S2)
Purpose: to enable students to analyse health, social welfare and housing services in South Africa.

PUB205F  Culture and education (S1 and S2)
Purpose: to enable students to analyse the features of and common patterns in the governance and management of divergent public services for education, science and technology, culture, and sport and recreation.

PUB206G  Environmental affairs (S1 and S2)
Purpose: to enable students to investigate environmental management in the public sector at local, provincial and national level, and to establish the role played in this respect by the private sector, individuals and the international community.

MODULES: NQF LEVEL 7

Students who have passed modules PUB302F, PUB303G, PUB306K, and/or PUB307L will retain credit for it.

FIVE of the following modules must be selected:

PUB301E  Public management skills (S1 and S2)
Purpose: to enable students to understand the management skills required in the public sector (e.g. leadership skills, determination of priorities, planning and programming; decision-making, delegation and coordination; sensitivity with respect to community values; managing change, conflict and diversity, and management aids).

PUB3702 (PUB302F)  Public human resource management (S1 and S2)
Purpose: to enable students to understand the field of human resource management (e.g. personnel provision and utilisation, training and development, remuneration and maintenance).

PUB3703 (PUB303G)  Public policy (S1 and S2)
Purpose: to enable students to analyse the nature of public policy (e.g. the administration of policy, forces that impact on the policy process, approaches to policy making, and components of the policy making process).

PUB3704 (PUB302F)  Organisational studies in the public sector (S1 and S2)
Purpose: to enable students to understand the hierarchical placement of personnel in the public sector (e.g. organisational structure and design, organisational dynamics, development and change, and the relationship between the public sector organisation and its environment).

PUB3705 (PUB303G)  Public financial administration and management (S1 and S2)
Purpose: to enable students to understand the relationship between public finances and the realisation of management goals (e.g. prioritisation of goals, allocation, management and control of funds, and the responsibilities of financial managers).

PUB304H  Reflective Public Administration (S1 and S2)
Purpose: to enable students to reflect on Public Administration as a scientific subject and its research methods.

PUB305J  Ethics in public administration and administrative justice (S1 and S2)
Purpose: to acquire knowledge of and insight into the norms and values underlying democratic public administration (e.g. the ethical conduct and professionalism of public officials) and to understand and apply the principles underlying administrative justice (e.g. fairness, reasonableness, transparency, accountability, and participation in public administration).

Quantitative Management

1  Transitional Arrangements

As from 2005, students will have to meet the current prescribed Prerequisite and Co-requisites for all modules offered by the Department of Decision Sciences.
As from 2005 students who prior to 2000 passed papers of the previous course structure in Quantitative Management or Operations Research (QMN and OPR) will forfeit such credits for degree purposes if they wish to register for modules on a higher level. Students will first have to pass the necessary prerequisite before being allowed to register for the desired modules.

Note that DSC2601 may NOT be taken for the BCom degree.

Students who passed DSC2601/OPS2011/QMG2015/QMS201G prior to 2010 may not enrol for DSC2605, 2606.

Students who passed DSC2603/OPS204N/QMS204K prior to 2010 may not enrol for DSC3707.

Students who passed DSC3701/OPS301N/QMG301V/QMS301K/OPS203 prior to 2010 may not enrol for DSC2607.

from 2009 the QMG and QMS codes changed to DSC codes. Students who have passed QMG and QMS modules will retain their credits.

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### 2 Quantitative Management as a Major Subject

**For the BCom (General)**

**NQF Level 5:** DSC1520, 1630

**NQF Level 6:** DSC2602, 2604, 2605, 2606

**NQF Level 7:** Any FIVE of DSC3702, 3703, 3704, 3705, 3706, 3707.

**For the BCom (with specialisation in Quantitative Management)**

**NQF Level 5:** DSC1620, 1630

**NQF Level 6:** DSC2602, 2604, 2605, 2606

**NQF Level 7:** Any FIVE of DSC3702, 3703, 3704, 3705, 3706, 3707

### 3 Syllabus

**MODULES: NQF LEVEL 5**

**FOR THE BCOM DEGREE IN GENERAL**

**DSC1520 (QMG101P)** Quantitative modelling I (S1 and S2)
  **Purpose:** to introduce the student to basic mathematical modelling and computational skills for application in the business world.

**FOR OTHER BCOM DEGREES WHERE RECOMMENDED**

**QMI1500** Elementary quantitative methods (S1 and S2)
  **Purpose:** to introduce the student to elementary mathematical modelling, financial mathematics, elementary descriptive statistics and index numbers.

**MODULES: NQF LEVEL 6**

**DSC1630 (QMG102Q)** Introductory financial mathematics (S1 and S2)
  **Purpose:** to enable the student to derive and apply the fundamental formulae of financial mathematics.

**FOR THE BCOM DEGREE WITH SPECIALISATION IN QUANTITATIVE MANAGEMENT**

**DSC1620** Mathematical modelling I (S1 and S2)
  **Prerequisite:** Language prerequisite — Students with the NSC must have a NSC achievement rating of at least 4 (50-59%) for language of tuition if home language or at least 5 (60-69%) for language of tuition if first additional language.

  Mathematics prerequisite:
  (a) At least 50% in Mathematics HIGHER GRADE or
  (b) DSC1520 or an equivalent examination in Mathematics
  (c) NSC achievement rating of at least 4 (50-59%) for Mathematics or 7 (80-89%) for Mathematical Literacy.

  **Purpose:** to equip the student with the mathematical skills necessary for other modules. The focus is on key aspects of pre-calculus, calculus and linear algebra.

**DSC1630** Introductory financial mathematics (S1 and S2)
  **Purpose:** to enable the student to derive and apply the fundamental formulae of financial mathematics.

**DSC2602** Rational decision-making (S1 and S2)
  **Prerequisite:** DSC1620 or DSC1520

  **Purpose:** to introduce the student to basic statistical concepts and to familiarise the student with the use of selected techniques from operations research, including decision analysis, project management, network modelling.

**DSC2604** Financial modelling (S1 and S2)
  **Prerequisite:** DSC1630

  **Purpose:** to introduce the student to the essential approaches and concepts of financial management, analysis and decision-making.

**DSC2605** Linear mathematical programming (S1 and S2)
  **Prerequisite:** DSC1520 or DSC1620

  **Purpose:** to enable the learner to model and solve optimisation problems with linear programming techniques and to introduce the learner to basic linear algebra.

**DSC2606** Nonlinear mathematical programming (S1 and S2)
  **Prerequisite:** DSC1520 or DSC1620

  **Purpose:** to enable the learner to model and solve optimisation problems with techniques of differential calculus and nonlinear programming.

**DSC2607** Production modelling (S1 and S2)
  **Prerequisite:** DSC1520 or DSC1620

  **Purpose:** to introduce the learner to a mathematical approach to operations management in a production environment.

**MODULES: NQF LEVEL 7**

**DSC3702** Optimisation of resources (S1 and S2)
  **Prerequisite:** DSC2602 and (DSC2601 or DSC2605, 2606)

  **Purpose:** to equip the student with the skills to formulate, solve and analyse the results of linear, goal and integer programming models.

**DSC3703** Simulation (S1 and S2)
  **Prerequisite:** DSC2602 and (DSC2601 or DSC2605, 2606)

  **Purpose:** to provide the student with a theoretical basis for structuring and solving simulation models in practice.

**DSC3704** Models for strategic decision-making (S1 and S2)
  **Prerequisite:** DSC2602 and (DSC2601 or DSC2605, 2606)

  **Purpose:** to introduce the student to the theory and practice of multi-criteria decision-making.

**DSC3705** Financial risk modelling (S1 and S2)
  **Prerequisite:** DSC2602, 2604 and (DSC2601 or DSC2605, 2606)
Purpose: to introduce the student to principles and methodologies for the treatment of uncertainty and risk in financial modelling.

**DSC3706** Selected topics for Operations Research (S1 and S2)
Prerequisite: DSC2602 and (DSC2601 or DSC2605, 2606)
Purpose: to familiarise the student with the philosophy of Operations Research and some aspects of heuristics, game theory and forecasting.

**DSC3707** Mathematical Modelling II (S1 and S2)
Prerequisite: DSC2602 and (DSC2601 or DSC2605, 2606)
Purpose: to introduce the learner to a wide-ranging overview of elementary mathematical modelling in the economic and financial environment.

**MODULES: NQF LEVEL 8**

**HONASMB** Applied stochastic modelling
Co-requisite: HONSM1A
Purpose: to familiarise students with the applications of stochastic theory in practical situations.

**HONDANE** Decision analysis
Purpose: to familiarise students with modelling techniques for solving decision problems in practice.

**HONFIN6** Financial mathematics
Purpose: to enable students to do advanced interest rate calculations; specifically annuity and yield calculations (including the effects of capital gains tax).

**HONFORP** Forecasting
Purpose: to familiarise students with forecasting techniques that enable them to fit the most appropriate forecasting model to a given data set.

**HONLINR** Linear programming
Purpose: to familiarise students with the simplex method and related topics and enable them to solve concrete linear programming problems.

**HONMD1Y** Introduction to the mathematical modelling of derivatives I
Co-requisite: HONMD23
Purpose: to introduce students to the derivative investment environment; including the mathematical models used in pricing the instruments and the use of the instruments to increase profits and reduce risk.

**HONMD23** Introduction to the mathematical modelling of derivatives II
Co-requisite: HONSM1A, HONMD1Y
Purpose: to develop students the ability to derive and determine the movement of asset prices (and the prices of derived instruments based on them) by using certain stochastic processes, including the Wiener and Poisson processes.

**HONNNSH** Neural networks
Purpose: to familiarise students with the theoretical background and various models of artificial neural networks.

**HONOPTR** Optimisation
Purpose: to introduce students to combinatorial optimisation and the study of efficient algorithms as applied to networks and other discrete problems.

**HONPR1B** Project I
Purpose: to introduce students to research and to hone technical writing skills.

**HONPR2C** Project II
Prerequisite: HONPR1B
Purpose: to introduce students to the application of Operations Research techniques to real-life problems.

**HONSIMG** Simulation
Co-requisite: HONASMB
Purpose: to familiarise students with the modelling and operational analysis of industrial processes through simulation.

**HONSM1A** Stochastic modelling I
Co-requisite: HONASMB
Purpose: to familiarise students with stochastic processes and their applications in discrete Markov chains and queuing theory.

**HONCS1Y** Discrete financial modelling
Purpose: to introduce the student to the financial theory of security markets through discrete time models.

### 4 Practical Work

Quantitative Management is a practical subject which requires that students attain certain computer skills.
- A calculator is required for the modules QMI1500, DSC1520 and DSC1630. The specifications of the prescribed calculator will appear in Tutorial Letter 301.
- For all other modules access to a personal computer with spreadsheet software is a prerequisite. Access to a printer is also required. Students must be able to do basic spreadsheet calculations.
- Admission to second and third-level module is restricted to students who have access to a micro-computer.
- Students who register for BCom with specialisation in Quantitative Management must do INF205 and must therefore have access to microcomputer with a CD-ROM.
- Knowledge of a programming language like Turbo Pascal or Delphi is required for DSC3703.

### Religious Studies

#### 1 Religious Studies as a Major Subject

Compulsory modules for a major subject combination:

**NQF Level 5:** RST1501
**NQF Level 6:** RST1602, 2603 and 2604
**NQF Level 7:** RST2705, 3706, 3707, 3708 and 3709

#### 2 Transitional Arrangements

Students who passed a half-course at first-year level in the old curriculum, retain credit for the half-course they passed and should consult the transitional arrangements of the relevant subject chapter in connection with conversion to the new modularised curriculum.

- Students who have passed RST221X, RST3214, or RST327B may not register for RST3706 (RST3701).
- Students who have passed RST3236 or RST326A may not register for RST3709 (RST3259).
- Students who have passed RST2233 and RST327B may not register for RST3706 (RST3701).
- Students who have passed HRS413S and HRS414T may not register for RST3706 (RST3701).

#### 3 Syllabus

**MODULES: NQF LEVEL 5**

**RST1501 (RST121U)** Comparative religious studies: introduction to the religions of the world (S1 and S2)
Purpose: to gain insight into the religions of the world, with the possibility of concentrating on at least four of the following: African religion, Judaism, Christianity, Islam, Hinduism, Buddhism, contemporary and alternative religious movements; and to apply these insights in public and professional life.

**MODULES: NQF LEVEL 6**

**RST1602** (RST121U)
Purpose: Any FOUR NQF Level 5 modules.
RST1602 (RST122V) Comparative religious studies: introduction to the theory of religion (S1 and S2)  
**Purpose:** to enable students to demonstrate understanding of religion as an important factor in individual and public life, with reference to the following dimensions: religion and society, religion and experience, myth and ritual, religious thought, and interreligious dynamics.

RST2603 (RST2255) New religious movements: cults, New Age and related phenomena (S1 and S2)  
**Purpose:** to enable students to demonstrate their understanding of the emergence and significance of cults and new religious movements (NRMs) in modern society (including definitions, incidence and significance, typology, factors that determine the success or failure of NRMs, and NRMs with respect to violence and the media).

RST2604 (RST3248) Meditation and mysticism (S1 and S2)  
**Purpose:** to enable students to demonstrate an understanding of meditation as the experiential dimension of ‘mysticism’/‘spirituality’ with reference to some individual mystics, classical writings and schools – both traditionally religious and secular, past and present.

**MODULES: NQF LEVEL 7**

**Prerequisites:** Any FOUR NQF Level 5 modules.

RST3707 (RST222Y) Africa’s religious heritage (S1 and S2)  
**Purpose:** to enable students to demonstrate insight into African religion, giving attention to Christianity and Islam on the African continent, including the contemporary dynamics of African religion, African Christianity, African Islam and the coexistence of these religions in Africa.

RST2705 (RST2244) Divinity and nature of religious history (S1 and S2)  
**Purpose:** to enable students to demonstrate an understanding of the ‘history of God’ with reference to integral philosophy, pantheism, panentheism and process thought, and cosmic ecology.

RST3708 (RST3259) Postmodern philosophy of religion (S1 and S2)  
**Purpose:** to gain insight into the implications of postmodernism with respect to religious thought, including postmodern critiques of past religio-metaphysical systems, the postmodern and deconstructive renewal of the search for transcendence, and the religious dimensions of deconstructive thought.

RST3709 (RST3259) Religion and social issues (S1 and S2)  
**Purpose:** The module comprises Religion and public life and Religion and gender in this module. In Religion and public life the purpose is to gain insight into the role of religion in society and politics, religion-state relationships, religious freedom, religious conflict, religious nationalism, and religious pluralism in South Africa. In the Gender option the purpose is to demonstrate an understanding of the shaping of the lives of women and men and the promotion of androcentrism and male dominance through religious beliefs, practices and symbols, with reference to a variety of religions.

RST3706 (RST3701) World religions (S1 and S2)  
**Purpose:** Students are given a choice between two clusters: Semitic or Asian. In the Semitic cluster (Judaism, Christianity and Islam; a comparative study) the purpose is to gain insight into three Abrahamic faiths, with emphasis on both their unique and related elements, and with reference to Scripture and tradition, monothemitism, authority, worship and ritual, ethics, the material culture, political order, and dialogue. In the Asian option (Asian faiths: culture, religion and philosophy) the purpose is to gain understanding of the classical teachings and philosophies in various historical schools and contemporary societies of Hinduism and Buddhism.

**MODULES: NQF LEVEL 8**

The Honour’s degree comprises five modules, the four below as well as an honour’s module from another discipline (to be approved by the Chair of the Department). For instance, THE429V (Comparative Religious Ethics or Sexual Ethics or Medical Ethics) and CSP4804 (Christian Mysticism).

HRS411Q Interhistory of religions (year module)  
**Syllabus:** Various religions of the world are studied comparatively in large-scale format, i.e. in their mutual historical connections, implications and interpenetrations and their structural similarities. Within this framework it will be possible to concentrate on one cluster of religions, such as: African religions; African religion, Christianity and Islam; Judaism, Christianity, Islam and Baha’i; Hinduism and Buddhism; Buddhism and Christianity; Confucianism and Taoism; and esoteric and new religions.

HRS412R Theories of religion (year module)  
**Syllabus:** A variety of theoretical/philosophical approaches to the plurality of religions of the world and religion as a generic phenomenon, representing the historical range of such reflections from antiquity to contemporary thought in various cultural and religious traditions, is studied critically and constructively.

HRS415U Research methodologies in religion (year module)  
**Purpose:** This paper consists of three parts, any of which might be taken: qualitative methodology, hermeneutics and methodology in Arabic and Islamic Studies. Students will choose qualitative methodology with a view to empirical research on religion. Hermeneutics will draw on reading strategies existing in various religions and on a variety of contemporary theorists and philosophers of language (reading, writing) with a view to the reading and interpretation of religious documents. Students in Arabic and Islamic Studies must do the third option on Arab and Islamic cultures, linguistic studies, and historiography.

HRS416V Religion in private and public life (year module)  
**Purpose:** Students choose between two options: Religions in societies or Religious experience, mysticism and spirituality. In Religions in societies the interface between various religions from a variety of religio-cultural continents and the societies in which they occurred is studied comparatively. Within that framework a number of aspects, such as the issue of gender, education, church-state relationship, religious freedom and religions and world peace are concentrated on. In the second option the historical, phenomenological and theoretical dimensions are combined in a critical and constructive study of religious experience in a variety of religions, including the phenomena of mysticism and spirituality. The range of authors and scriptures includes, for example, the types of nature mysticism and metaphysical mysticism.

**Research in the Social Sciences**

**1 General Information**

Students who passed one of the undermentioned papers are exempted from the requirement to include RSC201 in their curriculum but must take another module to complete the curriculum:

- CMN211
- NUR201
- NUR301
- NRD201
- PSY314
- SOS201

**2 Syllabus**

**MODULES: NQF LEVEL 6**

RSC2601 (RSC201H) Research in the Social Sciences (S1 and S2)  
**Prerequisite:** Any TWO modules  
**Advice:** This module is a prerequisite for some third-level module in the social sciences. Students are advised to check the Prerequisite of their major subject(s). In cases where this module is a prerequisite for a third-level module students are advised to enrol for RSC2601 simultaneously with the second-level modules of the major.

**Purpose:** to introduce students to research in the social sciences to enable them to understand and apply the basic principles of scientific research.
1 Introduction
As from 2009 Russian is no longer offered as a major at UNISA, although students registered for a Russian major before 2009 have until 2011 to complete their studies (see below). Since Russian is not offered at any other university in South Africa, please read carefully the arrangement for pipeline students if you wish to complete your degree with a major in Russian.

2 General Information
- In all language modules access to a reliable audio cassette recorder or CD player is essential.
- Credit for a degree is only granted for either:
  (i) MEL823 or RSN202 or RSN821
  (ii) MEL821 or RSN204 or RSN822
  (iii) MEL823 or RSN302 or RSN823
  (iv) MEL822 or RSN304 or RSN824
  (v) RSN305 or RSN825
  (vi) RSN306 or RSN826

3 Admission Requirements
MODULES: NQF LEVEL 5
None
Advice: Students with a knowledge of Russian should contact the administrative officer for Russian, Mrs L van Zyl, tel. 012 429 6541, or e-mail: vzylme@unisa.ac.za to make the necessary arrangements for assessment in order to be placed at the appropriate level of study.

4 Transitional Arrangements

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<td>RSN301, 302, 823</td>
</tr>
<tr>
<td>MEL821 (option 5)</td>
<td>RSN822</td>
<td>RSN201, 203, 821</td>
</tr>
<tr>
<td>MEL822 (option 5)</td>
<td>RSN824</td>
<td>RSN301, 302, 823</td>
</tr>
<tr>
<td>MEL823 (option 5)</td>
<td>RSN821, 823</td>
<td>RSN301, 302, 824</td>
</tr>
<tr>
<td>MEL824 (option 5)</td>
<td>RSN303</td>
<td>RSN823, 824</td>
</tr>
</tbody>
</table>

Students who registered for Russian as a major, with either RSN or MEL codes, must complete their studies by the end of 2011, with a final supplementary opportunity in January of 2012. After this date, no further registrations will be considered. To complete the major in Russian after level one, students must pass the following:

Second-level modules
- RSN201 Russian language and culture (preintermediate)
- RSN203 Russian language and culture (intermediate)
- RSN821 Russian pre-revolutionary civilisation
- RSN822 Nineteenth century Russian literature

Third-level modules
- RSN301 Russian language and culture (preadvanced)
- RSN303 Russian language and culture (advanced)
- RSN823 Russian post-revolutionary civilisation
- RSN824 Twentieth century Russian literature

For advice students are asked to contact the Department.

5 Syllabus
MODULES: NQF LEVEL 5
- RSN1501 (RSN101V) Russian language and culture for beginners (S1 and S2)
  Syllabus: Russian at beginners level. Development of elementary skills in reading, speaking, listening, writing and translating
- RSN1502 (RSN102W) Russian language and culture: Basic (S1 and S2)
  Co-requisite: RSN1501. Although students may register for both modules at the same time, they should have passed RSN1501 before attempting to write the examination in RSN1502.
  Syllabus: Development of basic language skills in Russian and the elements of Russian culture and lifestyle. Grammatical translation is used as a means of teaching and evaluation

School and Public Library Studies

1 General Information
Credit for a degree is granted for either MSK201 or SLB201.

2 Transitional Arrangements
The Diploma in Information Services for Children and Youth (Course code: 02453) has been discontinued in 2008.

3 Syllabus

NB
- Modules MST101P and MST102Q will be discontinued in 2012.
- No new students will be registered from 2010. Continuing students will be given until 2013 to complete the qualification.
- Modules SLS101, 102, 201 will be discontinued in 2012.

MODULES: NQF LEVEL 5
- SLS101L Management of information services for children and youth: introductory orientation (offered for the last time in 2012)
  Purpose: to equip students with the knowledge and skills required to manage children’s and youth services in different types of library and information services.
SLS102M  Collection management in information services for children and youth: introductory orientation (offered for the last time in 2012)

Purpose: to equip students with the knowledge and skills required to manage and develop collections in children’s and youth services in different types of library and information services.

MODULES: NQF LEVEL 6

SLS201P  Information literacy education
Advice: Students are advised to first pass SLS101 and SLS102 before registering for this module.
Purpose: to equip students with the knowledge and skills required to develop and implement media user education and information skills instruction programmes for children and youth in different types of library and information services.

Science Education for BEd (Intermediate and Senior Phase)

1 Syllabus

MODULES: NQF LEVEL 5

Science Education I

MAT1510 (MPE1106)  Precalculus mathematics A (year module)
Telephone number 012 429 6202
Prerequisite: ONE of the following:
(a) Mathematics (NSC) (not Mathematical Literacy) passed with a rating of at least 4.
(b) Mathematics HIGHER GRADE at Matriculation level passed with at least 40% (E symbol).
(c) Mathematics STANDARD GRADE at Matriculation level passed with at least 50% (D symbol).
(d) Mathematics at Matriculation level passed prior to differentiation.
(e) An equivalent examination in Mathematics.
(f) MAT0511 (Mathematics access module)
Purpose: to acquire the knowledge and skills that will enable students to draw and interpret graphs of linear, absolute value, quadratic, exponential, logarithmic and trigonometric functions, and to solve related equations and inequalities, as well as simple real-life problems.

CHE111Q  Introductory chemistry A (S1 and S2) (offered for the last time in 2011)

Co-requisite: CHE112R
Purpose: to teach basic chemical vocabulary, skills and concepts to students with little or no background in chemistry. To enable the student to gain insight in the particulate nature of matter, be able to solve stoichiometric problems, demonstrate an understanding of the periodicity of elements, the atomic theory and thermochemistry.

CHE112R  Introductory chemistry B (S2) (offered for the last time in 2011)

Co-requisite: CHE111Q
Purpose: to help students with little or no background in chemistry to gain insight into the principles and theories in reaction kinetics, chemical equilibrium of reactions and basic organic chemistry with emphasis on the development of a systematic approach to the problem solving in these areas.

CHE1500  Introductory chemistry (S1 & S2)
Telephone number 012 429 8004
Co-requisite: CHE112, CSS101
Advice: MAT1511 should be taken together with this module.
Syllabus: Chemical symbols, formulas and equations; properties of matter: structure of the atom and arrangements of electrons; chemical bonding and molecular structure; chemistry of certain main group elements, thermochemistry

PHY1501  Elementary mechanics (S1 and S2)
Telephone number 012 429 8027.

For information: See Physics section in this calendar.

CSS101H  Comprehension skills for Science (year module)
Telephone number 012 429 6774
Syllabus: Sentence, paragraph and discourse-level comprehension and their application in reading skills

Science Education II

MAT1511  Precalculus mathematics B (S1 and S2)
Prerequisite: ONE of the following:
(a) Mathematics (NSC) (not Mathematical Literacy) passed with a rating of at least 4 (50%).
(b) Mathematics HIGHER GRADE at matriculation level passed with at least 40% (E symbol).
(c) Mathematics STANDARD GRADE at matriculation level passed with at least 50% (D symbol).
(d) Mathematics at matriculation level passed prior to differentiation.
(e) An equivalent examination in Mathematics.
(f) MAT0511 (Mathematics access module)
Purpose: Students credited with this module will have understanding of basic ideas of algebra and to apply the basic techniques in handling problems related to: the theory of polynomials, systems of linear equations, matrices, the complex number system, sequences, mathematical induction, and binomial theorem

CHE112R  Introductory chemistry B (year module) (offered for the last time in 2011)
Telephone number 012 429 8004
Co-requisite: CHE111, CSS101
Purpose: students credited with this module will have understanding of basic ideas of algebra and to apply the basic techniques in handling problems related to: the theory of polynomials, systems of linear equations, matrices, the complex number system, sequences, mathematical induction, and binomial theorem

PHY1502  Elementary electromagnetism and heat (S1 and S2)
Telephone number 012 429 8027
For information: See Physics section in this calendar.

PSP101R  Science Education practical (year module)
Prerequisite: CHE111, PHY1501 or PHY1015
Co-requisite: CHE112, PHY1502
Advice: Details about practical work will be made available upon registration or soon thereafter
Syllabus: Descriptive and semi-quantitative experiments in Chemistry and Physics

Scripture Studies

1 Transitional Arrangements

<table>
<thead>
<tr>
<th>Old module</th>
<th>New module</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCR111X</td>
<td>discontinued</td>
</tr>
<tr>
<td>SCR112Y</td>
<td>ECH2601</td>
</tr>
<tr>
<td>SCR3015</td>
<td>discontinued</td>
</tr>
<tr>
<td>SCR3026</td>
<td>discontinued</td>
</tr>
<tr>
<td>SCR3038</td>
<td>discontinued</td>
</tr>
<tr>
<td>SCR3049</td>
<td>discontinued</td>
</tr>
<tr>
<td>SCR305A</td>
<td>discontinued</td>
</tr>
<tr>
<td>SCR306B</td>
<td>TIC3705</td>
</tr>
<tr>
<td>SCR307C</td>
<td>discontinued</td>
</tr>
<tr>
<td>SCR308D</td>
<td>discontinued</td>
</tr>
<tr>
<td>SCR309E</td>
<td>absorbed into ECH3704</td>
</tr>
<tr>
<td>BTH320A</td>
<td>BTH3720 (Compulsory)</td>
</tr>
</tbody>
</table>
Students who have not passed the number of modules required to complete a major in Scripture Studies, are required to take the modules according to the table below.

<table>
<thead>
<tr>
<th>Module already passed in old Scripture Studies curriculum</th>
<th>Module that may not be taken in new curriculum</th>
<th>Modules required in order to complete each level of the major for Scripture Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 5 (2 modules required for major)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCR111X</td>
<td>—</td>
<td>Any two modules passed carry the necessary credits towards Scripture Studies level 5 in the new BTh degree. If the requisite number of modules has not been passed at this level, then either OTS1501 or ECH1501 must be taken.</td>
</tr>
<tr>
<td>SCR112Y</td>
<td>ECH2601</td>
<td></td>
</tr>
<tr>
<td>BBS103F</td>
<td>OTS1501</td>
<td></td>
</tr>
<tr>
<td>BBS104G</td>
<td>ECH1501</td>
<td></td>
</tr>
<tr>
<td>BBA101U</td>
<td>OTS1502</td>
<td></td>
</tr>
<tr>
<td>BBA102V</td>
<td>—</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 6 (3 modules required for major)</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>SCR3015</td>
<td></td>
<td>Three modules required: Any three already passed from SCR300, BBA300 or BBS300 will carry credits towards level 6 (whether from Old or New Testament); the remaining modules passed will carry credits towards level 7; otherwise, three modules need to be done from the following groups, but at least one module from each group:</td>
</tr>
<tr>
<td>SCR3026</td>
<td></td>
<td></td>
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<tr>
<td>SCR3038</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCR306B</td>
<td>TIC3705</td>
<td></td>
</tr>
<tr>
<td>SCR307C</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCR309E</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BBA3014</td>
<td>OTS2602</td>
<td></td>
</tr>
<tr>
<td>BBA3025</td>
<td>ECH3702</td>
<td></td>
</tr>
<tr>
<td>BBA3036</td>
<td>ECH2602</td>
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<td>BBA3048</td>
<td>OTS3702</td>
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</tr>
<tr>
<td>BBA3059</td>
<td>OTS3703</td>
<td></td>
</tr>
<tr>
<td>BBA307B</td>
<td>ECH2603</td>
<td></td>
</tr>
<tr>
<td>BBA308C</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BBS301K</td>
<td>ECH3705</td>
<td></td>
</tr>
<tr>
<td>BBS302L</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BBS303M</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BBS304N</td>
<td>OTS3703</td>
<td></td>
</tr>
<tr>
<td>BBS305P</td>
<td>OTS2601</td>
<td></td>
</tr>
<tr>
<td>BBS306Q</td>
<td>OTS3701</td>
<td></td>
</tr>
<tr>
<td>BBS307R</td>
<td>OTS3701</td>
<td></td>
</tr>
<tr>
<td>BBS308S</td>
<td>ECH3704</td>
<td></td>
</tr>
<tr>
<td>BBS309T</td>
<td>OTS2603</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module already passed in old Scripture Studies curriculum</th>
<th>Module that may not be taken in new curriculum</th>
<th>Modules required in order to complete each level of the major for Scripture Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 7 (4 modules required for major)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCR3015</td>
<td></td>
<td>Four modules are required: The compulsory capstone module (BTH3720) and any three modules already passed from SCR300, BBS300 or BBA300. Outstanding modules may be selected from the following groups, but at least one module from each group:</td>
</tr>
<tr>
<td>SCR3026</td>
<td></td>
<td></td>
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<tr>
<td>SCR3038</td>
<td></td>
<td></td>
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<tr>
<td>SCR306B</td>
<td>TIC3705</td>
<td></td>
</tr>
<tr>
<td>SCR307C</td>
<td></td>
<td></td>
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<tr>
<td>SCR309E</td>
<td></td>
<td></td>
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<tr>
<td>BBA3014</td>
<td>OTS2602</td>
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<td>BBA3025</td>
<td>ECH3702</td>
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<tr>
<td>BBA3036</td>
<td>ECH2602</td>
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</tr>
<tr>
<td>BBA306A</td>
<td>ECH3701</td>
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<tr>
<td>BBA307B</td>
<td>ECH2603</td>
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<tr>
<td>BBA308C</td>
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<tr>
<td>BBS301K</td>
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<tr>
<td>BBS302L</td>
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<tr>
<td>BBS303M</td>
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<tr>
<td>BBS304N</td>
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<td>BBS308S</td>
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<td>BBS309T</td>
<td>OTS2603</td>
<td></td>
</tr>
<tr>
<td>BTH320A</td>
<td>BTH3720 (compulsory)</td>
<td></td>
</tr>
</tbody>
</table>

2 Scripture Studies as a Major Subject

Compulsory modules for a major subject combination:

**NQF Level 5**: OTS1501, ECH1501

**NQF Level 6**: Three modules: ONE module from OTS2601, OTS2602, OTS2603, OTS2604; ONE module from ECH2601, ECH2602, ECH2603; ONE more module, chosen from either group above.

**NQF Level 7**: The compulsory capstone module (BTH3720); ONE module from OTS3701, OTS3702, OTS3703, OTS3704, OTS3705; ONE module from ECH3701, ECH3702, ECH3703, ECH3704, ECH3705; ONE more module, chosen from either group above.

3 Syllabus

**MODULES: NQF LEVEL 5**

**OTS1501** Introduction to ancient Israelite literature (S1 and S2)

*Purpose*: to introduce students to the history and literature of ancient Israel; facilitate competence in the use of the literature of ancient Israel in contemporary meaning making; facilitate knowledge of the context for the origins ancient Israel, its religion and literature.

**ECH1501** Introduction to early Christian literature, theology, history and archaeology (S1 and S2)

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

MODULES: NQF LEVEL 6

OTS2601 The Bible, creation and ecology (S1 and S2)
Purpose: to introduce students to biblical creation narratives and theology, and elementary ecological theory. Students credited with module are therefore able to critically participate in the current debate on the relationship science-faith as well as in discourses on issues concerning ecology.

OTS2602 From Dan to Beersheba: An archaeological tour through ancient Israel (S1 and S2)
Purpose: to gain knowledge of the occupation history, excavation history, and Bible related history of eight well-known biblical cities.

OTS2603 Life orientation: Biblical perspectives (S1 and S2)
Purpose: to gain knowledge and skills that will enable students to use the Bible meaningfully in the process of life orientation in their personal lives, or when they act as facilitators of the learning area “Life Orientation” in schools.

OTS2604 The Bible and the eradication of poverty
Purpose: to enable students to make a contribution to the eradication of poverty through a better understanding of people’s experiences of poverty in the present-day world and in ancient Israelite societies, as well as by studying various biblical perspectives on poverty.

ECH2601 Text interpretation, theory and method (S1 and S2)
Purpose: to facilitate knowledge of theories of interpretation of New Testament and early Christian literature, as well as knowledge of the context-relatedness of interpretation. Qualifying learners are able to use methods of interpretation and thus become competent social agents and interpreters of Christian resources.

ECH2602 Daily life in early Christianity (S1 and S2)
Purpose: to enable students to describe and demonstrate understanding of daily life in New Testament times. Students who have completed this module will be able to better read, understand and interpret the documents produced in this era.

ECH2603 Illness, health and healing in the early Christian world (S1 and S2)
Purpose: to enable students to describe, compare and evaluate faith healing, exorcisms and other folk healing in early Christian communities. They will gain an understanding of illness, health and healing in the New Testament and early Christian documents as well as the role of health care systems in society. Students credited with this module will be able to analyse the role of a variety of health care practices in the formation and maintenance of religious communities in particular and society in general.

MODULES: NQF LEVEL 7

OTS3701 Politics, power and prophecy in ancient Israel (S1 and S2)
Purpose: to enable students to view the politics of ancient Israel holistically, and to gain an understanding of the role of the prophets in issues such as the use of power and social justice. This module will be useful to people who are interested in religion, politics, the Bible (in particular the Old Testament), spirituality and the church.

OTS3702 Excavating a biblical city (S1 and S2)
Purpose: to enable students to understand how archaeological excavations create knowledge of ancient societies. They will be able to read and interpret archaeological reports on the excavations of a specific city from the Old Testament world. Moreover, they will be able to interpret various archaeological finds in terms of the historical period (e.g. the Middle or Late Bronze Age, phases of the Iron Age, the Persian, Hellenistic and Roman Periods) in which it was manufactured or from which it originated.

OTS3703 The Bible and African cultures (S1 and S2)
Purpose: to enable learners to explore an intercultural interpretation of the Bible by discovering parallels between the cultural world of the Bible and African and Western manners and customs.

OTS3704 The Bible and sexuality (S1 and S2)
Purpose: to enable students to understand current discourses about sexuality and sexual relationships and to compare these with discourses, experiences and practices which existed in ancient Israel; to interpret various Old Testament texts in order to gain an understanding of how the ancient Israelites viewed sexuality and how this influenced their discourses, relationships and practices. Qualified students can interpret selected Old Testament passages dealing with sexual practices and experiences and relate these to contemporary discussions about sexuality, sexual relationships and practices.

OTS3705 Understanding the Old Testament through archaeology (S1 and S2)
Purpose: to enable students to relate archaeological and historical geographical information to the Old Testament. This module will be useful to people who are interested in the historical background of the Bible.

ECH3701 Death, tombs and burials in the early Christian world (S1 and S2)
Purpose: to facilitate knowledge about the archaeological and textual evidence regarding tombs, death and afterlife beliefs in the New Testament and early Christianity and to critically reflect on mourning and burial practices. Students will be able to compare, describe and evaluate these beliefs and practices in historical and cross-cultural instances as well as in contemporary communities where early Christian documents function as master narratives and identity creating symbol systems.

ECH3702 Religion, worship and prayer in the early Christian world (S1 and S2)
Purpose: to facilitate understanding the religious landscape of the early Christian world, and how religious practices contribute to community formation and identity construction. Students will be able to describe, compare and evaluate the role of magic, sacred places and holy persons in the documents and artefacts of early Christianity as well as in contemporary Christian communities.

ECH3703 The Bible and human development in post-colonial Africa (S1 and S2)
Purpose: to facilitate knowledge of how different ways of interpreting the Bible can be used to facilitate human development in post-colonial Africa. Students credited with this module are able to integrate methods of Biblical interpretation and theories of people centred development. They are able to design practical models for development in Africa in which religious aspects are integrated. This learning is of interest to students engaged in development studies and activities involving social change.

ECH3704 Construction of bodies, gender and sexuality in early Christianity (S1 and S2)
Purpose: firstly to acquire knowledge on how the Graeco-Roman culture produced early Christian bodies and how early Christian experience, knowledge and bodies were interrelated. Secondly, students who complete this module can critically assess contemporary attitudes towards constructions of bodies. Furthermore, students will be able to understand and evaluate how bodies and religion interact in the formation of culture, and integrate this knowledge in historical studies concerned with the body, such as History, Classical Studies, Anthropology or Cultural Studies. This module complements approaches concerned with the health of the body, such as the Health Sciences and Psychology. Lastly, it provides a critical dimension to transformational approaches, such as Gender Studies, Philosophy and Ethics.

ECH3705 Early Christian spirituality (S1 and S2)
Purpose: this module is useful to people who have a desire to develop insight into the diversity of spiritualities in early Christianity. The purpose of the learning experience is to develop a historical consciousness, which is facilitated through an exposition of various modes of being spiritual. Qualifying learners are able to recognize and compare six modes of spirituality and critically evaluate contemporary spiritualities, and are able to engage in contemporary dialogue on spiritual diversity.

BTH3720 Integrated theological praxis (year module)
Purpose: this compulsory ‘capstone’ module may only be done by students in the final year of their studies for the BTh degree. Qualifying students can
integrate the insights and competences they gained from doing the other 29 BTh modules, and use those insights to design and carry out a small scale ministry project in their community to address a specific societal problem.

**MODULES: NQF LEVEL 8**

Students who wish to proceed to postgraduate study of either Old Testament and Ancient Near Eastern Studies, or New Testament and Early Christian Studies, may enrol for the honours degree in Biblical Studies (Old Testament; New Testament; or Combined/General), or Biblical Archaeology.

### Sculpture

**1 General Information**
- This subject was previously known as Three-dimensional Form.
- This study unit may be taken for any degree.

**2 Syllabus**

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**NB**

Students must attend a minimum two days for both workshops. Students are however, strongly advised to attend the full week of these two workshops.

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**MODULES: NQF LEVEL 5**

**THF1501 (THF111E) Sculpture (year module)**

Advice: You are strongly advised to do GAR1501 and TWF1501 before THF1501.

Purpose: to introduce the student to the discipline of sculpture and to provide students with basic skills training in sculpture. The module aims at developing creative thinking through the guidance of projects and the principles and techniques of sculpture through the exploration of traditional and non-traditional media.

### Semitic Languages

**1 Syllabus**

**MODULES: NQF LEVEL 8**

The curriculum comprises FIVE modules:

**HPSEM81  Research in Semitic Languages**

Purpose: to study all the major components of research such as the formation of hypotheses, different methodologies, approaches and sources in the field of Semitic Languages.

**SEM4802  The World of the Ancient Israel**

Purpose: to study a selection of ancient Canaanite texts and inscriptions (Hebrew, Phoenician, Ammonite, Ugaritic and Moabite) which shed light on the Hebrew and Canaanite cultures in the time of Ancient Israel.

**SEM4803  Ancient Israelite and Semitic Societies**

Purpose: to study another Semitic language like Aramaic, Ugaritic, Sumerian, Akkadian or Egyptian.

**SEM4804  Cultural background of Canaanite languages**

Purpose: to study the art, archaeology, trade, economics, religion and politics of one of the ancient Canaanite peoples.

**HRSEM85  Research report: Semitic Languages**

Purpose: A student is required to submit a research article or a written essay before 30 November of not more than 20 pages including the bibliography. A student may choose any relevant theme or topic in the field of Semitic studies. Students are strongly advised to consult the lecturer well in advance in order to discuss the scope and the sources available for the article.

### Social Welfare Law

**1 General Information**

Credit for a degree may be granted for either SCW1501 and SCW1502 or SLW100.

**2 Syllabus**

**MODULES: NQF LEVEL 5**

**SCW1501 (SCW101L) Social welfare law (S1 and S2)**

Purpose: to gain insight into the administration of justice, the legal profession and litigation.

**SCW1502 (SCW102M) Social welfare law (S1 and S2)**

Purpose: to gain insight into aspects of substantive law in the fields of law of persons, family law and child law.

### Social Work

**1 General Information**

Students registered for the following degrees must include the practical work modules in their curriculum:

- BSW
- BA (Health Sciences and Social Services) with specialisation in Welfare Science

**2 Social Work as a Major Subject**

**Compulsory modules for a major subject combination:**

- **NQF Level 5:** SCK1501, 1502, 1503
- **NQF Level 6:** SCK201, 202, 203, 204
- **NQF Level 7:** SCK301, 302, 303, 304, 305
- Fourth level: SCK401, 402, 403, 404, 405, 406, 407, 408, 410, 411

**3 Transitional Arrangements**

- Students who did not pass all the papers in Social Work II before 2005, forfeit all credits for the papers passed in Social Work II, and will have to register for all modules as stipulated for Social Work on NQF Level 6.
### 4 Syllabus

**NB**

All the modules on all levels must be passed before continuation with modules of the consecutive level.

#### MODULES: NQF LEVEL 5

**SCK1501 (SCK101W) Welfare science and policy (year module)**

*Purpose:* to develop the required knowledge, skills and competencies to understand social welfare policy and social problems, and to apply them in different contexts.

**SCK1502 (SCK102X) Introduction to social work and the helping process (year module)**

*Co-requisite for the qualifications mentioned under 2 excluding the BA (Human and Social Studies): SCK103*

*Purpose:* to develop the required knowledge, skills and competencies to understand the nature, scope and complexity of the social work profession, the people-centred approach, and the helping process.

**SCK1503 (SCK103Y) Practical work (year module)**

*Co-requisite for the qualifications mentioned under 2 excluding the BA (Human and Social Studies): SCK102*

*Purpose:* to enable students to apply the knowledge and skills they acquired in module SCK102 in practical situations, workshops, and simulated practical situations.

#### MODULES: NQF LEVEL 6

*Prerequisite: TWO first-level modules in this subject or any FOUR first-level modules*  
(for BSW and BA (Health Sciences and Social Services) (with specialisation in Welfare Sciences)) SCK101, 102, 103  
**SCK2013 Facilitative communication in groups and communities (year module)**

*Co-requisite for the qualifications mentioned under 2 above: SCK202, PYC204 (for other registrations): PYC204*

*Purpose:* to enable students in the helping professions to gain knowledge and understanding of the people-centred theories, values and skills upon which the facilitation of communication with people in groups and communities are based.

**SCK2024 Practical work: facilitating communication in groups and communities (year module)**

*Co-requisite for the qualifications mentioned under 2 above: SCK201, PYC204*

*Purpose:* to enable students in social work to demonstrate the ability to apply the people-centred theories and values through basic and advanced skills when communicating with people in groups and communities through practice sessions, workshops, and individual supervision and simulated practical situations.

**SCK2035 Welfare policy (year module)**

*Purpose:* to enable students to develop knowledge regarding the complexity of social welfare policy, to critically analyse policy, to develop skills and to demonstrate knowledge in applying it in different contexts.

**SCK2046 Basic counseling skills (year module)**

*Purpose:* to enable students to develop an appreciation for the complexity and diversity of life tasks across the life span and to understand the nature of programmes focussed on helping people to effectively deal with life tasks.

#### MODULES: NQF LEVEL 7

**SCK3016 Social case work (year module)**

*Prerequisite:* TWO first-level modules in this subject or any FOUR first-level modules (for the qualifications mentioned under 2 above excluding the BA (Human and Social Studies): SCK1501-1503, SCK201-204, PYC204)

*Co-requisite for the qualifications mentioned under 2 above excluding the BA (Human and Social Studies): SCK302, 304*

*Purpose:* to enable students to demonstrate an understanding of the person-centred approach, values and skills of social casework, assessment and evaluation of social casework, their own development as social workers.

**SCK3028 Social group work**

*Prerequisite: SCK201, PYC204*

*Co-requisite for the qualifications mentioned under 2 above excluding the BA (Human and Social Studies): SCK301, 304*

*Purpose:* to enable students to demonstrate an understanding of group work in the helping professions, theoretical approaches to group work, developmental phases in group work, administration of group work, the integration of research in the evaluation and observation of groups.

**SCK3039 Community work**

*Prerequisite: SCK201, 202, PYC204*

*Co-requisite for the qualifications mentioned under 2 above: SCK305*

*Purpose:* to enable students to apply the understanding gained in modules SCK301 and SCK302 by means of workshops, practice sessions, individual and group supervision and simulated practical situations.

**SCK304A Practical work in social case and group work**

*Prerequisite: SCK201, PYC204*

*Co-requisite for the qualifications mentioned under 2 above: SCK301, 302*

*Purpose:* to enable students to apply the understanding gained in modules SCK301 and SCK302 by means of workshops, practice sessions, individual and group supervision and simulated practical situations.

**SCK305B Practical work: community work**

*Prerequisite: SCK201, 202, PYC204*

*Co-requisite for the qualifications mentioned under 2 above: SCK303*

*Purpose:* to enable students in social work to demonstrate the understanding gained in module SCK303 of participatory project facilitations and management with communities by means of workshops, practice sessions, individual and group supervision, and simulated practical situations.

#### MODULES: NQF LEVEL 8

**NB**

- Students who obtain 60% and more in each of the third-level module in social work may complete the fourth year over a period of one year.
- Students who obtain less than 60% in each of the third-level module in social work may complete the fourth year over a period of two years.
- All students who failed or need to supplement module in courses other than social work must complete the fourth year over a period of two years.
- No student who failed third-level module in social work will be allowed to register for the fourth-level modules.

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<table>
<thead>
<tr>
<th>Study unit passed</th>
<th>Modules which may not be taken</th>
<th>Outstanding modules</th>
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<td>SCK401–408, 411</td>
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</table>
Students who spread the fourth level over two years must register for modules per year.
Modules should be selected and grouped as follows:
- Any one or three of the following modules: SCK407G, SCK408H, SCK410B, SCK411C (The number of modules will depend on the selection you made from group A)

It is strongly recommended that students register for SCK410B (Research) during the first year of study.
Applications for practical work placements must be received by and confirmed with the Department by 30 November. Students have the responsibility of ensuring that their application forms are completed and received by the Department not later than 30 November. No applications or placements will be considered after 30 November.

SCK401A Social casework: working with individuals – integrated theory and practice
Prerequisite: SCK1501-1503, SCK201-204, 301-305 (or WFS301-305) as well as ALL the other first-, second- and third-level modules
Purpose: to enable students to demonstrate an advanced understanding of the person-centred approach, skills and ethical issues of social casework in working with individuals, their own development as social workers and to apply this understanding through undertaking casework with individuals during their placement at an organisation.

SCK402B Social casework: working with couples and families – integrated theory and practice
Prerequisite: SCK1501-1503, SCK201-204, 301-305 (or WFS301-305) as well as ALL the other first-, second- and third-level module
Purpose: to enable students to demonstrate an advanced understanding of the process and ethical issues of social casework in working with couples and families, and to apply this understanding through undertaking casework with couples and families during their placement at an organisation.

SCK403C Social group work with children and youth – integrated theory and practice
Prerequisite: SCK1501-1503, SCK201-204, 301-305 (or WFS301-305) as well as ALL the other first-, second- and third-level module
Purpose: to enable students to demonstrate an advanced understanding of the theory on social group work with children and youth, the group process, types of youth groups, ethical and professional issues in conducting children and youth groups, and to apply this understanding through conducting groups with children and youth during their placement at an organisation.

SCK404D Social group work with adults – integrated theory and practice
Prerequisite: SCK1501-1503, SCK201-204, 301-305 (or WFS301-305) as well as ALL the other first-, second- and third-level module
Purpose: to enable students to demonstrate an advanced understanding of the theory on social group work with adults, group techniques, types of adult groups, ethical and professional issues in conducting adult groups, and to apply this understanding through conducting groups with adults during their placement at an organisation.

SCK405E Community work: planning and integrated practice
Prerequisite: SCK1501-1503, SCK201-204, 301-305 (or WFS301-305) as well as ALL the other first-, second- and third-level module
Purpose: to enable students in social work to demonstrate advanced knowledge, understanding and the ability to facilitate the planning of a participatory project with a community.

SCK406F Community work: execution of a project
Prerequisite: SCK1501-1503, SCK201-204, 301-305 (or WFS301-305), as well as ALL the other first-, second- and third-level module
Purpose: to enable students in social work to demonstrate advanced knowledge, understanding and the ability to facilitate the execution of a sustainable micro-project with a community.

SCK407G Social work management: the social work organisation – integrated theory and practice
Prerequisite: SCK1501-1503, SCK201-204, 301-305 (or WFS301-305) as well as ALL the other first-, second- and third-level module
Purpose: to enable students to gain an understanding of the functioning of organisations and welfare organisations, the effect of the organisation in shaping the work of the professional, and to gain insight into organisations through a placement at an organisation.

SCK408H Social work management: the social worker as employee and manager
Prerequisite: SCK1501-1503, SCK201-204, 301-305 (or WFS301-305), as well as ALL the other first-, second- and third-level module
Purpose: to gain understanding of social work management, the functions, tasks and operations of managers, the social worker as employee, entrepreneur and private practitioner, and to apply this understanding through working as a social work employee.

SCK410B Research project: planning and execution
Prerequisite: SCK1501-1503, SCK201-204, 301-305 (or WFS301-305), as well as ALL the other first-, second- and third-level module
Purpose: to enable students to plan and execute a research project and to apply the research phases.

SCK411C Statutory work, ethics and supervision
Prerequisite: SCK1501-1503, SCK201-204, 301-305 (or WFS301-305), as well as ALL other first-, second-, and third-level module.
Purpose: to enable students to demonstrate advanced knowledge and the ability to practically apply statutory work, ethics, and supervision to practice.

## Sociology

### 1 Transitional Arrangements

<table>
<thead>
<tr>
<th>Study unit passed</th>
<th>Modules which may not be taken</th>
<th>Outstanding modules</th>
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<tr>
<td>SOC303</td>
<td>SOC308</td>
<td>SOC301 and any TWO of SOC304, 305, 306</td>
</tr>
</tbody>
</table>

my Modules @ Unisa 2011 129
2 Sociology as a Major Subject

Compulsory modules for a major subject combination:

**NQF Level 5:** SOC1501, 1502, SOC201, SOC202, 204, 206

**NQF Level 7:** SOC301, 308, and any TWO of 304, 305, 306

Students may substitute one or two second-level modules (excluding RSC201) with one or two third-level modules.

For admission to Honours, SOC301 and 308 are compulsory.

3 Syllabus

**MODULES: NQF LEVEL 5**

**SOC1501 (SOC101V) Introduction to Sociology: Societal structures and processes (S1 and S2)**

*Purpose:* to gain insight into the basic concepts of sociology and the sociological perspective by studying topics such as gender, race, class, ethnicity, the family, education and religion.

**SOC1502 (SOC102W) Societal structures and processes in the South African context (S1 and S2)**

*Purpose:* to gain a critical understanding of societal structures and processes in the South African context, with specific reference to social stratification, education, family, society and identity, and to apply this understanding to analysing personal and community development.

**MODULES: NQF LEVEL 6**

*Prerequisite:* Any TWO of SOC101, 102 or any FOUR first-level modules

**SOC201Y Theories of social change (S1 and S2)**

*Purpose:* to understand the emergence and nature of industrial capitalism in terms of classical and contemporary sociological theories of social change, and to enable students to apply this understanding in the analysis of contemporary society.

**SOC2023 Globalisation and social change in South Africa (S1 and S2)**

*Purpose:* to gain insight into the changing nature of social institutions such as the state, the economy and civil society, and to apply this insight to understanding social change in contemporary South Africa in the context of global capitalism.

**SOC2045 Sociology of population (S1 and S2)**

*Purpose:* to gain critical insight into theories about population, the structure and dynamics of population growth and change, and to apply this understanding to analysing contemporary issues concerning population and development.

**SOC2068 Sociology of families and social problems (S1 and S2)**

*Advice:* This module is strongly recommended for students intending to follow the BA (Human and Social Studies) with specialisation in Population Studies.

*Purpose:* to enable students to develop an understanding of the nature of families, gender relations as well as social problems affecting families and society as a whole. Studying the causes and consequences of social problems such as unemployment, poverty and inequality (with special reference to South Africa), will contribute to solutions of these problems.

This knowledge will also assist students in analysing families and gender dynamics in different societies.

**MODULES: NQF LEVEL 7**

**SOC3015 Thinking sociologically: research methodology (S1 and S2)**

*Prerequisite:* SOC1501, 1502 or any FOUR first-level modules

*Syllabus:* Approaches to social science research, the research process, specific sociological research techniques, working with data, and reflecting on social research.

**SOC3049 Industrial sociology (S1 and S2)**

*Prerequisite:* SOC1501, 1502 or any FOUR first-level modules

*Syllabus:* A critical sociological perspective on the nature of work and industrial relations, and its application to work and industrial relations in South Africa.

**SOC305A Sociology of education (S1 and S2)**

*Prerequisite:* SOC1501, 1502 or any FOUR first-level modules

*Syllabus:* Sociological analysis of relationships between education and social inequality.

**SOC306B Group dynamics (S1 and S2)**

*Prerequisite:* SOC1501, 1502 or any FOUR first-level modules

*Syllabus:* Sociological analysis of group processes, social interaction, social structure, social movements, and identity.

**SOC308D Theorising modernity: classical and contemporary social theory (S1 and S2)**

*Prerequisite:* Any TWO of SOC1501, 1502 or any FOUR first-level modules

*Syllabus:* Classical and contemporary sociological theories

**MODULES: NQF LEVEL 8**

The Sociology Honours consists of FIVE modules:

**SOSTH1X Problematising modernity (24 credits)**

*Purpose:* to engage with modernity as a social phenomenon in both Western and non-Western societies and studying its challenges and opportunities.

**SOSTH2Y Social change and reconstruction challenges in developing societies (24 credits)**

*Purpose:* to enable students to explore critically social change and reconstruction challenges in the fields of poverty, stratification, and development.

**SB7003V Designing social programmes in the Social Sciences (24 credits)**

*Purpose:* to equip students with theoretical and applied knowledge and skills in Social Policy and Programme Design to:

(a) have a comprehensive and systematic knowledge base on the purpose and use of social policy and programme in addressing social issues.

(b) identify appropriate and applied social and/or social behaviour change theories to design social policies and programmes; and

(c) design a programme framework on a selected social issue by following the steps in social programme design and development.

**HMSOC80 Research Methodology**

*Purpose:* to equip students with theoretical and methodological knowledge and skills to understand and apply the fundamentals of social research in the fields of sociology and/or HIV/AIDS, and to identify appropriate research methods in these fields.

**HR SOC81 Research report in the fields of work and social identity (36 credits)**

*Purpose:* to produce a portfolio of evidence containing the results of a guided research process in the fields of work and social identity. This research deals with theories, fundamental issues in the field and an empirical application.

**Spanish**

1 General Information

- Students are advised to purchase their prescribed books as early as possible. Students are referred to the first tutorial letter in each module (Tutorial Letter 101) for specific information about prescribed books, and where applicable, the content of its study package.

- Access to an audio cassette recorder or CD player is essential as students have to listen to and record on audio cassettes.
2 Admission Requirements

MODULES: NQF LEVEL 5

- SPS1501 – None
- SPS1502 – SPS1501

3 Transitional Arrangements

Students who passed papers in the course system prior to 1995 are advised to contact the administrative officer (tel. 012 429 6578 mornings only or e-mail: lawrea@unisa.ac.za).

Purpose:
(S1 and S2) (2 hours)

SPS1502 (SPS102C)  Spanish: Lower intermediate level

Includes extensive use of audio cassette recordings.

Purpose:
(S1 and S2) (2 hours)

SPS1501 (SPS101B)  Practical Spanish: Beginners (S1 and S2)

No previous knowledge of Spanish is required.

Advice:
For advice students are asked to contact the Department.

5 Syllabus

MODULES: NQF LEVEL 5

SPS1501 (SPS101B)  Practical Spanish: Beginners (S1 and S2) (2 hours)

Advice: No previous knowledge of Spanish is required.

Purpose: to develop an aptitude in the four language skills: reading, writing, speaking and listening to Spanish from beginners’ level to lower intermediate level. The lively communicative and context-based approach includes extensive use of audio cassette recordings.

SPS1502 (SPS102C)  Spanish: Lower intermediate level (S1 and S2) (2 hours)

Prerequisite: See 3 above

Purpose: this module continues the development of aptitude in the four languages skills – reading, writing, listening to and speaking Spanish – from lower intermediate to intermediate level. The lively communicative and context-based approach continues in this module and includes further use of audio cassette recordings.

Statistics for the College of Economic and Management Sciences

1 General information

- There is an increasing demand from employers that students in statistics be trained in the use of statistical software. Our curriculum is under revision since 2006. First-year modules include computer printouts, but computer access is not essential. In STA2610 students will be introduced to a statistical software package and access to a computer for STA2601 and STA3702 is compulsory. For all other undergraduate modules access to a computer is advised but (at this stage) not compulsory at first-year level.
- Access to a computer is compulsory from the NQF Level 6 onwards as CDs form part of the study material in certain modules.
- A prescribed book forms part of the study material for most of the modules. All details per module are given in tutorial letter 101. The list of Unisa bookstores appears in Your service guide@unisa, 2011.
- Credit for a degree is granted for:
  (i) (STS1113 and STS1124) or (STA1501 and STA1502)
  (ii) STA313 or STA2610
  (iii) STA312 or STA3704
  (iv) either STA1610 or STA1510
  (v) either STA2610 or STA1503

3 Transitional Arrangements

- A student who has passed:
  (a) the modules STS101, STS102 (prior to 2006) retains credit for Statistics I and may now register for Statistics II as indicated below:
  (b) only STA102 must forfeit credit for the module concerned and has to complete the modules STA1501, STA1502 and STA1503 to obtain Statistics I.
  (c) both (STS101 and STS102) or (STS1113 and STS1124) will receive credit for STA1501 and STA1502
  (d) only STA101 or STA105) or (STS1113 and STS1124) will receive credit for STA1501 and STA1502
  (e) only STA101 and STA105 or (STS1113 and STS1124) will receive credit for STA1501 and STA1502
  (f) only STA105 or STS1113, will receive credit for STA1501 (continue with STA1502)

Students who did NOT pass any second-level Statistics modules prior to 2008, must pass five second-level Statistics modules to complete Statistics II.

Students who passed Statistics II prior to 2008 but did not pass ANY third-level Statistics modules prior to 2008, must pass five third-level Statistics modules in order to complete Statistics III.

4 Transitional arrangements

All the Statistics modules have new codes from 2010 as follows:

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<tr>
<td>STA202M</td>
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5 Statistics as a Major Subject for the BCom (General)

Compulsory modules for a major subject combination:

NQF Level 5: STA1501, STA1502
NQF Level 6: STA2601, STA2602, STA2603, STA2604 and STA2610
NQF Level 7: STA3701, STA3702, STA3703, STA3710 and STA3704 or STA3705

6 Syllabus

Purpose: to have a solid fundamental introductory knowledge of and understanding of different visual descriptions of data, including graphical and tabular techniques; measures of central location, dispersion and association. They should be able to use probability as a tool to create discrete and continuous probability distributions, used extensively in statistical inference: determine confidence intervals and perform hypothesis testing involving a sample mean and proportion; apply different forms of Chi-square testing: understand simple linear regression and correlation.

MODULES: NQF LEVEL 6

Statistics II consists of FIVE modules:

STA2601 Applied statistics II (S1 and S2)

- Access to a computer is compulsory for the module STA2601 as a CD forms part of the study material.

Prerequisite: (STA1511 and STA1512) or (STA1501 and STA1502). Access to a computer is compulsory.

Prerequisite for BCom STA1501

Purpose: to enable students to identify the correct technique, manage the statistical software JMP to do the computations and interpret the results for decisions regarding tests for normality, independence and hypotheses concerning means, variances and regression.

ASA2602 Statistical inference II (S1 and S2)

Prerequisite: STA1212 or STA1502

Co-requisite: STA2610

Purpose: to gain insight into the role that formal theory plays in data analytic methods, discussing a wide variety of discrete and continuous distributions simultaneously. After completion students should understand the joint probability structure of two random variables (discrete and continuous case); be able to calculate expectation, variance, covariance, conditional expectation and moment-generating functions; have insight into distributions of functions of independent random variables; prove the law of large numbers and the central limit theorem under fairly strong assumptions; comprehend how the Chi-square, t, and F distributions are derived from the normal distribution.

ASA2603 Forecasting II (S1 and S2)

Prerequisite: (STA1502 and DSC1620) or (STA1503 and MAT1512)

Co-requisite: STA2610 (only BCom students)

Purpose: to see forecasting as a structured process of classified techniques. After completion students can explore time series data, looking at seasonality, stationarity and trend: classify techniques for forecasting and assess accuracy of forecasts; deal with different characteristics of time series, such as smoothing methods and seasonal models; establish credibility in forecasting and implement the forecasting process.

NB

In the case of the BCom with specialisation in Quantitative Management STA2603 may be chosen as an option.

ASA2610 Statistical distribution (S1 and S2) (2 hours)

Prerequisite: STA1502 and DSC1620

Purpose: to have a solid fundamental introductory knowledge of and skills in statistical theory and have a clear understanding of the nature of mathematical statistics in terms of its objective, namely statistical inference. These competencies include knowledge of different theoretical distributions for populations, using probability theory, to progress to statistical inference in an accurate mathematical manner. In this process, distribution theory models will be applied in specific discrete and continuous random variables. This module will support further studies and applications in the sector of statistical theory in the field Statistics, as part of the Bachelor of Science and Bachelor of Commerce qualifications. This module will be an illustration of Mathematical Statistics as a theory of information to contribute to the

Note: STA1510 and STA1610 do not meet the requirement for admission to second-level or third-level modules.

Note that both modules have the same contents, but the assessment of the modules will differ – determined by the requirements for the first and second NQF levels.
development of communities and of research in Southern Africa, Africa or globally, utilizing mathematics extensively, but only as a tool.

**MODULES: NQF LEVEL 7**

**Statistics III consists of the following SIX modules:**

**STA3701** Applied statistics III (year module) (2 hours)
Prerequisite: STA2601. Access to a computer is compulsory.

Purpose: to enable students to demonstrate an understanding of one- and two-way analysis of variance, fixed effects and mixed models, and simple and multiple linear regression.

**STA3702** Statistical inference III (year module)
Prerequisite: STA2603 or (STA2602 and STA2610)
Advice: co-registration for STA3710 is recommended

Purpose: to gain theoretical insight into likelihood, data reduction, point estimation and interval estimation.

**STA3703** Distribution theory III (year module)
Prerequisite: STA2603 and MAT2615 or (STA2603 and STA2610 plus co-registration for STA3710)

Purpose: to gain insight into distributions and their relationships. After completion students should comprehend non-centrality; understand compounding and generalization as methods for finding parameter-rich distributions; use bivariate and multivariate distributions to describe normal and non-normal variables.

**STA3705** Sampling techniques (year module)
Prerequisite: STA2601.
Advice: If you are interested in postgraduate studies rather choose STA3704 than STA3705.

Purpose: to gain more advanced insight into stratified random sampling; systematic and cluster sampling; estimation of the sample size; ratio and regression estimation; sampling with unequal probabilities; complex surveys; non-response.

**STA3710** Mathematical techniques for statistics (year module)
Prerequisite: STA2603 or STA2610
Advice: This module contains different mathematical techniques and basic knowledge of grade 12 mathematics or the contents of the module DSC1620 is strongly recommended.

Purpose: to gain a basic understanding of matrix presentations and be able to apply calculus in statistical calculations. After completion of this module students should have mastered the basics of matrix calculations; know about linear dependence and independence; determine the three matrix reductions; invert a matrix; find eigen values; apply all these techniques in statistics. Students should be able to solve problems where differentiation and integration techniques have to be applied. Other topics include generalized inverses, Kronecker products and matrix differentiation.

**STA3704** Time series III (year module)
Prerequisite: STA2604
Advice: co-registration for STA3710 is advised as knowledge of matrix algebra is essential. For postgraduate studies choosing STA3704 in stead of STA3705 is advisable.

Purpose: to gain insight into Box-Jenkins methodology, AR, MA and ARIMA models; also to use statistical software for practical modelling of time series.

(i) either STS111 and STS112 or STA121, 122, 123 and 124 or STA1501 and STA1502
(ii) either STS113 or (STA121 and 122) or STA1501 and STA1502
(iii) either STS1124 or STA1501
(iv) either STA106 or STA124
(v) either STA1510 or STA1610
(vi) either STA1503 or STA2610
(vii) either STA121 and STA123 or STA1501
(viii) either STA121 and STA124 or STA1501
(ix) credits for other previously passed Statistics courses is at the discretion of the Department.

**NOTE:** The modules STA1510 and STA1610 are both service modules and do not meet the requirements for admission to any second or NQF Level 7 modules. The same syllabus is covered in both these service modules, but assessment at the two PQM levels differs. STA1510 and STA1610 may not both be included in one degree composition.

The module STA2610 is offered for BCom students only.

STA1503 and STA2610 may not both be included in one degree.

2 **Transitional arrangements**

- Students who have passed only STA121 or STA122 or STA123 or STA124 at the end of 2009 will still have to complete the modules STA1501, STA1502 and STA1503 for the first year statistics.
- Students who have passed STA121 & STA122, or STA121 &STA123 or STA121 &STA124 or STA122 and STA123 or STA 122 and STA124 or STA123 & STA124 will have to complete the modules STA1502 and STA1503 for the first year statistics.
- Students who have passed any combination of three of the four modules STA121, STA122, STA123 or STA124 will have to complete the module STA1503 for the first year statistics.
- Students who have passed all four the modules STA 121,122, 123 and 124 have completed the first year statistics and may continue with NQF Level 6 modules in statistics.
- All the modules have new codes from 2010 as follows:

<table>
<thead>
<tr>
<th>OLD CODE</th>
<th>NEW CODE</th>
</tr>
</thead>
<tbody>
<tr>
<td>STS1113</td>
<td>STA1501</td>
</tr>
<tr>
<td>STS1124</td>
<td>STA1502</td>
</tr>
<tr>
<td>STS1055 or</td>
<td>STA191Q</td>
</tr>
<tr>
<td>STA191Q</td>
<td>STA1510</td>
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<td>STS1055 or</td>
<td>STA191Q</td>
</tr>
<tr>
<td>STA1610</td>
<td>STA203N</td>
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<tr>
<td>STA203N</td>
<td>STA2610</td>
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<tr>
<td>STA204P</td>
<td>STA2602</td>
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<tr>
<td>STA202M</td>
<td>STA2603</td>
</tr>
<tr>
<td>STA208T</td>
<td>STA2604</td>
</tr>
<tr>
<td>STA305T</td>
<td>STA3701</td>
</tr>
<tr>
<td>STA303R</td>
<td>STA3702</td>
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<tr>
<td>STA302Q</td>
<td>STA3703</td>
</tr>
<tr>
<td>STA312S</td>
<td>STA3704</td>
</tr>
<tr>
<td>STA306U</td>
<td>STA3705</td>
</tr>
<tr>
<td>STA311R</td>
<td>STA3710</td>
</tr>
</tbody>
</table>

3 **Statistics as a Major Subject**

**Compulsory modules for a major subject combination:**

Prerequisite to enrol for a major in statistics, ONE of the following:

(a) New NSC with a rating of 5 in Mathematics (not Mathematical Literacy) (60-69%)
(b) Mathematics HIGHER GRADE passed with at least 50% (D symbol) or 80% (A symbol) on STANDARD GRADE at Matriculation level.
(c) Mathematics at Matriculation level passed prior to level differentiation with a corresponding pass percentage.

(d) An equivalent examination in Mathematics with a corresponding pass percentage.

If you do not satisfy this higher mathematics requirement, you may enrol if you do not satisfy this higher mathematics requirement, you may enrol

(d) An equivalent examination in Mathematics with a corresponding pass percentage.

If you do not satisfy this higher mathematics requirement, you may enrol for the module MAT1510 [with prerequisite Sc1(1)(b)(i)-(vi) in Calendar 7] and present successful completion of it for admission into a BSc with a major in Statistics.

**NQF Level 5**: STA1501, 1502, 1503 plus MAT1512, MAT1503.

**NQF Level 6**: STA 2601, 2602, 2603 and STA2604 plus MAT1613, DSC1630, MAT2615, MAT2611.

**NQF Level 7**: STA 3701, 3702, 3703, 3704 and STA3705 or STA3710

### 4 Syllabus

**MODULES: NQF LEVEL 5**

**STA1501 Descriptive statistics and probability (S1 and S2)**

*Purpose:* to have an informed understanding of exploratory data analysis as used in graphical and tabular techniques; measures of central location, variability and linear relationships; simple sampling procedures. Students will be able to use probability as a tool to create discrete and continuous probability distributions, used extensively in statistical inference. The contents of this module have important applications in finance and are useful in several management sciences.

**STA1502 Statistical inference I (S1 and S2)**

*Prerequisites:* STA1501

*Purpose:* to have a basic perspective of the role of the sampling distribution of the mean, a proportion, and the difference between two means in statistical inference, interval estimation and hypothesis testing. Students will be able to estimate single and combinations of population parameters; understand one-way analysis of variance; apply parametric and nonparametric tests such as two Chi-squared tests and the Wilcoxon signed rank sum test. They will also be familiar with simple linear regression and correlation, as well as with the basics of time series analysis and forecasting. The contents of this module are relevant in a wide variety of applications in business and economics and represent a significant contribution to the development of the student as a statistics practitioner.

**STA1503 Distribution theory I (S1 and S2)**

*Prerequisite:* STA1501

*Co-requisite:* STA1502 and (MAT1503 or MAT103N or DSC1620)

*Purpose:* Qualifying Students will have a solid fundamental introductory knowledge of and skills in statistical theory and have a clear understanding of the nature of mathematical statistics in terms of its objective, namely statistical inference. These competencies include knowledge of different theoretical distributions for populations, using probability theory, to progress to statistical inference in an accurate mathematical manner. In this process, distribution theory models will be applied in specific discrete and continuous random variables. This module will support further studies and applications in the sector of statistical theory in the field Statistics, as part of the Bachelor of Science and Bachelor of Commerce qualifications. This module will be an illustration of Mathematical Statistics as a theory of information to contribute to the development of communities and of research in Southern Africa, Africa or globally, utilizing mathematics extensively, but only as a tool.

**STA1510 Basic Statistics (S1 and S2)**

**STA1610 Introduction to statistics (S1 and S2)**

**NB**

- STA1510 and STA1610 do not meet the requirements for admission to second-level or third-level modules.
- Note that both modules have the same contents, but the assessment of the modules will differ – determined by the requirements for the first and second NQF levels.

*Purpose:* to ensure that students are introduced to the most important basic statistical concepts. After completion students should have an informed understanding of different visual descriptions of data, including graphical and tabular techniques; measures of central location, dispersion and association.

They should be able to use probability as a tool to create discrete and continuous probability distribution, used extensively in statistical inference; determine confidence intervals and perform hypothesis testing involving a sample mean and proportion; apply different forms of Chi-square testing; understand simple linear regression and correlation.

**MODULES: NQF LEVEL 6**

**STA2601 Applied statistics II (S1 and S2) (2 hours)**

*Prerequisite:* (STS1113 and STS1124) or (STA1501 and STA1502). Access to a computer is compulsory.

*Purpose:* to enable students to identify the correct technique, manage the statistical software JMP to do the computations and interpret the results for decisions regarding tests for normality, independence and hypotheses concerning means, variances and regression.

**STA2602 Statistical inference II (S1 and S2) (2 hours)**

*Prerequisite:* STS1113, STS1124 or STA1502

*Co-requisite:* STA1503 or STA2610

*Purpose:* to enable students to gain insight in statistical inference using different properties of estimation and methods of estimation. Included are linear models and estimation by least squares as well as designing experiments and analysis of variance procedures.

**STA2603 Distribution theory II (S1 and S2) (2 hours)**

*Prerequisite:* (STA1502 and DSC1620) or (STS1113 and STS1124 and MAT1512) or (STA1503 and MAT1512)

*Co-requisite:* STA2610 (only BCom students)

*Purpose:* to gain insight into the role that formal theory plays in data analytic methods, discussing a wide variety of discrete and continuous distributions simultaneously. After completion students should understand the joint probability structure of two random variables (discrete and continuous case); be able to calculate expectation, variance, covariance, conditional expectation and moment-generating functions; have insight into distributions of functions of independent random variables; prove the law of large numbers and the central limit theorem under fairly strong assumptions; comprehend how the Chi-square, t, and F distributions are derived from the normal distribution.

**STA2604 Forecasting II (S1 and S2) (2 hours)**

*Prerequisite:* STS1113 and STS1124 or (STA1501 and STA1502).

*Purpose:* to see forecasting as a structured process of classified techniques. After completion students can explore time series data, looking at seasonality, stationarity and trend; classify techniques for forecasting and assess accuracy of forecasts; deal with different characteristics of time series, such as smoothing methods and seasonal models; establish credibility in forecasting and implement the forecasting process.

**MODULES: NQF LEVEL 7**

**STA3701 Applied statistics III (year module) (2 hours)**

*Prerequisite:* STA2601. Access to a computer is compulsory

*Co-requisite:* MAT2611 and STA3703

*Purpose:* to enable students to demonstrate an understanding of one- and two-way analysis of variance, fixed effects and mixed models, and simple and multiple linear regression.

**STA3702 Statistical inference III (year module) (2 hours)**

*Prerequisite:* STA2603 or (STA2602 and STA2610)

*Advice:* co-registration for STA3710 is recommended

*Purpose:* to gain insight into likelihood, data reduction, point estimation, and interval estimation.

**STA3703 Distribution theory III (year module) (2 hours)**

*Prerequisite:* (STA2603 and MAT2615) or (STA2603 and STA2610)

*Co-requisite:* for BCom students only: STA3710

*Purpose:* to gain insight into distributions and their relationships. After completion students should comprehend noncentrality; understand compounding and generalisation as methods for finding parameter-rich distributions; use bivariate and multivariate distributions to describe normal and non-normal variables.

**STA3704 Time series III (year module) (2 hours)**

*Prerequisite:* STA2604

*Advice:* co-registration for MAT2615 and MAT2611 or STA3710 is advised as knowledge of matrix algebra is essential
Purpose: to gain insight into Box-Jenkins methodology, AR, MA and ARIMA models; also to use statistical software for practical modelling of time series.

STA3705 Sampling techniques (year module) (2 hours)
Prerequisite: STA2601
Advice: If you are interested in postgraduate studies it is advisable that you select STA3710 rather than STA3705.
Purpose: to gain more advanced insight into stratified random sampling; systematic and cluster sampling; estimation of the sample size; ratio and regression estimation; sampling with unequal probabilities; complex surveys; non-response.

STA3710 Mathematical techniques for statistics (year module)
Prerequisite: STA2603 or STA2610
Purpose: to gain a basic understanding of matrix presentations and be able to apply calculus in statistical calculations. After completion of this module students should have mastered the basics of matrix calculations; know about linear dependence and independence; determine the three matrix reductions; invert a matrix; find eigen values; apply all these techniques in statistics. Students should be able to solve problems where differentiation integration techniques have to be applied. Other topics include generalized inverses, Kronecker products and matrix differentiation.

1 General Information

This one-year course may be taken only for the Postgraduate Diploma in Marketing Management.

2 Syllabus

MODULES: NQF LEVEL 8

STB400V Strategic marketing management (year module) (one paper of three hours)
Co-requisite: MNG201 and MNM202 (or BEC201 and 208)
Purpose: to enable students to gain insight into:
(a) the nature of strategic marketing
(b) strategic marketing environment analysis
(c) realising a sustainable competitive advantage
(d) market investment decisions
(e) international market strategies

Systematic Theology

1 General Information

- A revised BTh curriculum came into effect in January 2009. All modules offered by the different disciplines are still organised according to four tracks, namely Scripture Studies (SCR), Theologies in Context (TIC), Congregational Ministry (CGM) and Community Ministry (CMM). However, some modules have been moved to another track and others are no longer offered. Please consult the chapter entitled.
- Systematic Theology is not offered as a major in the BTh degree, but five modules are offered as part of the Theologies in Context (TIC) track and one module as part of the Community Ministry (CMM) Track. These modules are:
  - TIC1501: Reflections on faith
  - TIC2601: Faith, church and culture
  - TIC2603: Faith, Jesus and social change
  - TIC3701: Faith, the Spirit and the future
  - TIC3702: Faith, philosophy and science
  - CMM3702: God, creation and environment

For details on each of these modules, please consult the entries on Theologies in Context (TIC) and Community Ministry (CMM) in this brochure.
- As from 2009, all the undergraduate modules in Systematic Theology will be offered in a semester format. The volume of work stays the same as in the former year-long module (120 notional hours of learning), but the learning is now concentrated into a semester of 15 weeks.
- If you intend to do a BTh Hons in Systematic Theology after completing the BTh degree, we strongly recommended that you enrol for all six the undergraduate Systematic Theology modules listed above.

2 Transitional Arrangements

- Students will retain credits for all modules passed under the old BTh curriculum.
- In the new BTh curriculum (as from 2009) one Systematic Theology module (SCR3038) has been discontinued but students will retain credit for this module passed.
- Please study the diagram below to find the codes of the Systematic Theology modules in the new curriculum.

Systematic Theology modules in the BTh degree

<table>
<thead>
<tr>
<th>Module passed in the old BTh curriculum</th>
<th>Modules you will be credited with in the new BTh curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>TIC1116: Reflections on faith</td>
<td>TIC1501: Reflections on faith</td>
</tr>
<tr>
<td>TIC2601: Faith, church and culture</td>
<td>TIC2601: Faith, church and culture</td>
</tr>
<tr>
<td>TIC2603: Faith, Jesus and social change</td>
<td>TIC2603: Faith, Jesus and social change</td>
</tr>
<tr>
<td>TIC3701: Faith, the Spirit and the future</td>
<td>TIC3701: Faith, the Spirit and the future</td>
</tr>
<tr>
<td>TIC3702: Faith, philosophy and science</td>
<td>TIC3702: Faith, philosophy and science</td>
</tr>
<tr>
<td>CMM3702: God, creation and environment</td>
<td>CMM3702: God, creation and environment</td>
</tr>
</tbody>
</table>

3 Syllabus

MODULES: NQF LEVEL 8

The BTh Hons in Systematic Theology curriculum comprises five papers:

- Methodology (STH411T)
- The history of theology (STH413V)
- Study of a doctrine in depth (STH414W)
- Modern trends (STH415X)
- An article (STH416Y)

These Honours courses are designed in such a way as to give you a wide variety of choice of topics and to cover various notions, doctrines and contexts of theological reflection.

A student must obtain at least 50 percent in each of the five papers to complete the BTh Hons degree. To be admitted to a research MTh degree in Systematic Theology a student has to obtain an average of at least 60% in the BTh Hons degree, except with the approval of the Chair of the Department.
1 Transitional arrangements

<table>
<thead>
<tr>
<th>Modules which may not be taken</th>
<th>Study units passed</th>
</tr>
</thead>
<tbody>
<tr>
<td>TXN201B</td>
<td>TXN211D or TXT2M28 or TAX151R</td>
</tr>
<tr>
<td>TXN211D</td>
<td>TXN201B</td>
</tr>
<tr>
<td>TXN202C</td>
<td>ADE101R or LPR2M2W or TAL3M8</td>
</tr>
<tr>
<td>TXN203D</td>
<td>TXN213F or TXT2M16</td>
</tr>
<tr>
<td>TXN213F</td>
<td>TXN203D</td>
</tr>
<tr>
<td>ADVTAX6</td>
<td>TTX3M15</td>
</tr>
<tr>
<td>GEVBEP</td>
<td>TTX3M26</td>
</tr>
<tr>
<td>TAX338A</td>
<td>TTX3M38</td>
</tr>
</tbody>
</table>

FOR THE COLLEGE OF LAW

In the College of Law, Taxation on second-year level is offered for the BA(Pol) degree and the National Diploma: Deeds Registration Law.

2 Syllabus

MODULES: NQF LEVEL 6

TXN201B The taxation of individuals (S1 and S2) (examination: 1 x 2 hour paper)
Prerequisite: FAC1501 (ACN101M) and FAC1601 (ACN102N)
Advice: If you register for any of the second-level modules it would be better to do TXN201 first as it covers the principles of gross income and general deductions thoroughly.
Purpose: to gain knowledge of and insight into the following topics and the ability to apply this knowledge: basic principles of taxation; calculation of taxable income; prepaid taxes; fringe benefits; retirement benefits; the taxation of investment income; the taxation of non-residents; the taxation of farmers; capital gains tax.

TXN202C Deceased and insolvent estates (S1 and S2) (examination: 1 x 2 hour paper)
Purpose: to gain knowledge of and insight into the following topics and the ability to apply this knowledge: administration of deceased estates; executor’s accounts; wills; estate duty; the administration of insolvent estates; donations tax.

TXN203D Taxation of business income (S1 and S2) (examination: 1 x 2 hour paper)
Prerequisite: FAC1501 (ACN101M) and FAC1601 (ACN102N)
Purpose: to gain knowledge of and insight into the following topics and the ability to apply this knowledge: the taxation of business income, partnerships, companies and close corporations; taxation of trusts; tax administration; Value-Added Tax (VAT); capital gains tax.

BCOM HONOURS PAPER (NQF LEVEL 8) (year courses)

GEVBEP Advanced taxation practice (examination: 1 x 3 hour paper)
Prerequisite: TXN201B and TXN203D or TXT2M16 and TXT2M28 or TXI2M1R and TXI2M2R
Purpose: to gain knowledge of the fundamental theories and principles of taxation to serve as preparation for the studies of the master’s and doctoral degrees: taxation laws and interpretation; gross income and income (including non-residents); general deduction formula; tax avoidance; administrative procedures; estate and retirement planning; capital gains tax (CGT); miscellaneous provisions.

BCOMPT HONOURS PAPERS (NQF LEVEL 8) (year modules)

DIPAC38 Advanced taxation (examination: 1 x 4 hour paper)
Purpose: to gain knowledge of the following topics and the ability to apply and integrate this knowledge: interpretation and application of acts: gross income and income (excluding non-residents); general deduction formula; special deductions; capital allowances and recoupments; trading stock; miscellaneous provisions; dividends; companies and close corporations; STC; individuals; fringe benefits; employees tax and provisional tax; capital gains tax (CGT).

TOE409X Applied taxation (examination: 1 x 5 hour paper)
Purpose: to gain knowledge of and insight into the following topics and the ability to apply and integrate this knowledge and integrate tax issues, using professional judgement: interpretation and application of acts: gross income and income (including non-residents); general deduction formula; special deductions; capital allowances and recoupments; trading stock; assessed losses; miscellaneous provisions; dividends; companies and close corporations; STC and corporate rules; share dealers; tax avoidance; objection and appeal; tax planning; individuals; partnerships; fringe benefits; retirement benefits; employees tax and provisional tax; capital gains tax (CGT); estates and trusts.

Theological Ethics

1 General Information

- A revised BTh curriculum came into effect on 1 January 2009.
- In this new BTh curriculum, modules offered by different disciplines are still organised according to four Tracks, namely, Scripture Studies (SCR), Theologies in Context (TIC), Congregational Ministry (CGM) and Community Ministry (CMM). But, some modules are now offered in different tracks and others are no longer offered.
- Theological Ethics is not offered as a subject in the BTh degree, but six modules dealing with ethical themes are offered in two Tracks, namely, Congregational Ministry (CGM) and Community Ministry (CMM). Theies: are:
  - CMM1501 Ethics and life
  - CMM2601 Women, society and church
  - CGM2601 Ethics and spirituality
  - CGM3701 Sexual ethics
  - CMM3703 Christian social ethics
  - CMM3706 Christian moral decision making
- For these modules a prescribed book is used.
- For details of these modules, please consult the following entries in this brochure: Congregational Ministry (CGM) and Community Ministry (CMM).
- If you later wish to pursue a BTh Hons degree in Theological Ethics (TE), we strongly recommend that you enrol for all the TE modules listed above.

2 Translational Arrangements

- In the new BTh curriculum, some Theological Ethics modules have moved from one track to another, whereas others are no longer offered. Please study the diagram provided below, namely, Theologies in Context (TIC), Congregational Ministry (CGM) and Community Ministry (CMM).
- Students will retain credits for Theological Ethics modules passed in the old curriculum.
- Two Theological Ethics modules that were previously in the TIC track have moved to the CMM track. They are the former TIC301-B (Women, society and church, now CMM2601) and TIC302-T (Ethical theory and methodology, now CMM3706).
- If you completed the TIC301-B module under the old curriculum, you may retain credit for it in the TIC Track or you may transfer it to the CMM Track (CMM 2601). Likewise, if you completed the module TIC302-T under the old curriculum, you may retain credit for it in the TIC Track or transfer it to the CMM Track, where it is now located (CMM3706).
- The modules CMM304-W (Theological approaches to environmental and economic ethics) and CMM308-4 (A Christian perspective on the ethics of health care) are no longer offered, but you will retain credits for these modules in the CMM Track.
- Please study the diagram below, together with the entries on Congregational Ministry (CGM) and Community Ministry (CMM).
### Theological Ethics modules in the BTh degree

<table>
<thead>
<tr>
<th>Module passed in the former BTh curriculum</th>
<th>Module credit received in the new BTh curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMM111P: Ethics and life</td>
<td>CMM1501: Ethics and life</td>
</tr>
<tr>
<td>CMM304V: Ethics and spirituality</td>
<td>CMM2601: Ethics and spirituality</td>
</tr>
<tr>
<td>TIC301B: Women, society and church</td>
<td>CMM2601: Women, society and church</td>
</tr>
<tr>
<td>CGM302T: Sexual Ethics</td>
<td>CGM3701: Sexual Ethics</td>
</tr>
<tr>
<td>CGM303V: Social ethics</td>
<td>CGM3703: Social ethics</td>
</tr>
<tr>
<td>TIC302C: Ethical theory and methodology</td>
<td>CMM3705: Christian moral decision making</td>
</tr>
<tr>
<td>CGM304W: Theological approaches to environmental and economic ethics</td>
<td>No longer offered, but you will retain credit if you have passed this module.</td>
</tr>
<tr>
<td>CMM3084: A Christian perspective on the ethics of health care</td>
<td>No longer offered, but you will retain credit if you have passed this module.</td>
</tr>
</tbody>
</table>

- The Development of Christian Ethics (THE423P) and Ethics Methodology (THE421M) are incorporated into THE427T.
- Students who have passed either THE421 or THE423 prior to 2007 may not register for the new module THE427T.
- Comparative Religious Ethics (THE422N), and Sexual Ethics or Medical Ethics (THE424O) are incorporated into THE429U.
- Students who have passed either THE422 or THE424 prior to 2007 may not register for the new module THE429U.

### 3 Syllabus

**MODULES: NOF LEVEL 8**

A student must obtain at least 50 percent in each of the five papers to complete the Hons BTh degree. To be admitted to a research MTh degree in Theological Ethics a student has to obtain an average of at least 60% in the Hons BTh degree, except with the approval of the Chair of the Department.

- **THE425R Ethical issues in contemporary society.**
  - Syllabus: this paper investigates a range of contemporary ethical issues and enables students to integrate ethical theory with ethical issues. There is a choice of one of the following topics: (a) Christian social ethics; (b) Ethical perspectives on ecology; (c) Feminist/womanist ethics; (d) Ethics and spirituality.

- **THE426S Ethics of political and economic life**
  - Syllabus: this paper evaluates several political and economic ethical issues from a Christian perspective.

- **THE427T Ethics methodology or The development of Christian ethics**
  - Syllabus: in this paper either ethical theory and methodology or the historical development of ethics are examined to enable students to develop an ethical framework within which to evaluate ancient and contemporary ethical problems.

- **THE428U An article**
  - Syllabus: this paper affords the student the opportunity to do engage in research in a topic of their choice, thereby developing research skills and employing a research strategy to analyse a particular ethical issue.

- **THE429V Comparative religious ethics or Sexual ethics or Medical ethics**
  - Syllabus: this paper enables students to investigate central ethical issues and approaches relevant to religious, sexual or medical ethics.

### Specialisation area within Theological Ethics: Christian Leadership in Context (CLC)

A student must obtain at least 50 percent in each of the five papers to complete the degree. To be admitted to a research MTh degree in Systematic Theology a student has to obtain an average of at least 60% in the Hons BTh degree, except with the approval of the Chair of the Department.

### BTHCCL6 Exploring the nature and context of Christian Leadership

- **Co-requisite:** BTHCCL9
- **Syllabus:** this paper will be useful to people who wish to identify the challenges facing Christian leaders, distinguish different schools of thought on leadership and apply leadership principles in general and more specifically within their Christian context.

### BTHCCL9 Facilitating Christian discipleship and leadership development

- **Co-requisite:** BTHCCL6
- **Syllabus:** this paper will be useful to people who are in leadership positions and need to understand and evaluate both leadership styles and the interrelation of personality, character and culture from the perspective of Christian theology and ethics. Learners will further be encouraged and enabled to engage in self-reflection concerning their own leadership development and, where appropriate, facilitate the development of other leaders.

### Theologies in Context

#### 1 General information

- A revised BTh curriculum comes into effect in January 2009. In this new BTh curriculum, modules offered by the different disciplines are still organised according to four tracks, namely Scripture Studies (SCR), Theologies in Context (TIC), Congregational Ministry (CGM) and Community Ministry (CMM). However, some modules have been moved to another track and others are no longer offered. Please consult the chapter entitled 'Comparative Religious Ethics (THE422N), and Sexual Ethics or Medical Ethics (THE424O) are incorporated into THE429U.'
- Students who have passed either THE421 or THE423 prior to 2007 may not register for the new module THE427T.

#### 2 Transitional arrangements

- Students will retain credits for all modules passed under the old BTh curriculum.
- CMM306Y has been moved from the CMM Track to the TIC Track and is now known under the code: TIC3704. A student has the option of retaining credit for it under the former Track or to transfer it to the new Track.
- Two former modules (TIC303D and TIC305F) were merged into a new module (TIC311D), which is called TIC3703 in the new curriculum. Students who passed these modules retain credits for both of them in the TIC Track. Students who completed one or both of them in the old curriculum may not register for TIC3703 in the new curriculum.

**NB**

- To obtain a major in the TIC track a student needs to obtain 9 modules in the track: two at NQF level 5, three at NQF level 6, and four at NQF level 7.
- One of the four modules at level 7 is the compulsory “capstone” module (BTH3720). This module must be completed in the final year of BTh studies and if a student is majoring in one or two tracks, it must form part of a major in one of those tracks. For full details, consult the chapter entitled 'The Degree of Bachelor of Theology in the My Registration @ Unisa.'
1. New students and students who have at the end of 2008 completed eight (8) or less of the following modules (SCR111X, SCR111Y, TIC1116, TIC1128, CGM111N, CGM112P, CMM111P, CMM112Q) will automatically switch to the new curriculum in 2009 (see Table 1 below).

2. For students who have completed nine (9) or more modules in the old curriculum of the “comprehensive” BTh by the end of 2008, the following transitional arrangement will apply (see Table 2 below): In order to obtain the BTh degree, a student will be required to pass 10 NQF Level 5 modules and a total of 20 modules at level 6 and 7 (formerly called “advanced level” modules).

3. These 20 modules need to be placed in the four BTh tracks but may also be in the fifth (“other”) track (containing modules from non-theological subjects), provided that: (a) no less than 2 modules are taken in each BTh track; (b) no more than 7 “advanced level” modules are taken in any one track; (c) the capstone module (BTH3720) is counted as one of the seven “advanced level” modules if one is majoring in a particular BTh track. For full details of the new BTh curriculum, consult the chapter entitled The Degree of Bachelor of Theology in the My Registration @ Unisa.

4. Students who by the end of 2010 did not complete the BTh programmes in Pastoral Counselling or Urban Ministry, will be transferred over to the BTh General Degree.

### Table 1

Transitional arrangements for students who wish to major in the Theologies in Context track and are new students or who have passed 8 or less BTh modules at the end of 2008.

<table>
<thead>
<tr>
<th>Module passed in the old BTh curriculum</th>
<th>Modules you will be credited with in the new BTh</th>
<th>Modules still required to complete each level of the major in Theologies in Context</th>
</tr>
</thead>
<tbody>
<tr>
<td>TIC1128</td>
<td>TIC1501</td>
<td>TIC1501</td>
</tr>
<tr>
<td>TIC1116</td>
<td>TIC1501</td>
<td>TIC1502</td>
</tr>
</tbody>
</table>

### Table 2

Transitional arrangements for students who wish to major in the Theologies in Context Tract and who have passed 9 or more BTh modules at the end of 2008.

<table>
<thead>
<tr>
<th>Module passed in the old BTh curriculum</th>
<th>Modules you may not enrol for in the new BTh</th>
<th>Modules required to complete each level of the major in Theologies in Context</th>
</tr>
</thead>
<tbody>
<tr>
<td>TIC1128</td>
<td>TIC1502</td>
<td>TIC1501</td>
</tr>
</tbody>
</table>

### 3 Syllabus

#### Modules: NQF Level 5

**TIC1501 Reflections on faith (S1 and S2)**

**Purpose:** to enable students to portray the sense making pointers and patterns of three areas of Faith Studies that are theology, religiology and theories of faith; to make sense of the historical contexts in which theologies, religiolgies and theories of faith emerged; to distinguish between different sense making and trendsetting approaches within the three areas of Faith Studies and to become aware and be able to reflectively contextualize his or her own patterns and experiences of faith.

**TIC1502 Introduction to the study of Church History (S1 and S2)**

**Purpose:** to help people to understand the history of their own Christian communities by providing a wide picture of the church to locate specific denominations within history. Students learn to recognise how different individuals, groups, organizations, societies, cultures, countries and nations have interacted in the past and how those interactions have affected the church.

**Prerequisites:** Any FOUR NQF Level 5 modules.

**TIC2601 Faith, church and culture (S1 and S2)**

**Purpose:** to help students explore the meaning of the church as a faith community in the context of society; reflect on the influence culture has in terms of a person’s personal faith-experience and the experience of faith within the context of a specific group of Christians, especially the church and to understand the significance of culture in terms of ecclesiological diversity and the call for unity in Christian circles.

**TIC2602 Christianity and a changing South Africa (S1 and S2)**

**Purpose:** to help the learner explore the origins, development and the societal impact of Christianity in South Africa. People credited with this unit standard are able to outline, describe and explain the origins, development and the societal impact of Christianity in South Africa.

**TIC2603 Faith, Jesus and social change (S1 and S2)**

**Purpose:** to enable students to reflect on Jesus of Nazareth by way of faith, thought and historical perspectives under the following headings: sources, everyday world of Jesus, work and ministry of Jesus, suffering of Jesus (crass), new life of Jesus (resurrection); make sense and be able to portray three broad sense-making trajectories in which Jesus had been placed in history, namely God-centred, human-centred and salvation-centred approaches; reflect on approaches of salvation that range from views that imprison salvation spiritually in churches and in heaven to views in which salvation materially embraces and permeates societies as good earthly
human living; investigate and be aware of the linkage between classical titles of Jesus and those from black African cultures such as ancestor, master of initiation, chief or king or potenate, elder brother or sister and healer; reflect on and contextualise the main historical problem-settings that emerged around Jesus Christ contextually in his or her own world such as ‘divinity... humanity...salvation’; ‘preexistent... post-existent’; ‘trinity...Jesus’ humanity’; ‘salvation-now...salvation-in-heaven’; ‘Commonwealth of God...church’, etc.

**TIC2604 World Christianity and ecumenism (S1 and S2)**

**Purpose:** to help you to formulate your own ecumenical vision that deals with the issues that are relevant for your specific context. We want to assist you in developing your network skills, enhance values like a commitment to liberation, justice, reconciliation and care for the environment.

**MODULES:** NQF LEVEL 7

**Prerequisites:** Any FOUR NQF Level 5 modules.

**TIC3701 Faith, the Spirit and the future (S1 and S2)**

**Purpose:** to help students explore the origin, history and contemporary debate about fulfilment processes of the future (traditionally called eschatology) and the renewing work of the Spirit (traditionally called pneumatology); to problematise and contextualise the measure of interconnectedness and linkage of the processes of future fulfilment and the ongoing renewing processes of the Spirit; to investigate and contextualize approaches of the future; to investigate and contextualize approaches of the Spirit and to reflect and contextualise their own sense making approach towards the future and the Spirit and to take transformational and renewing responsibility for the present and the future.

**TIC3702 Faith, philosophy and science (S1 and S2)**

**Purpose:** to help students explore the origin, history and contemporary debate between faith studies (theology, religiology and theories of faith), philosophy and sciences; make sense of everyday, philosophical and scientific sense making views and approaches; comprehend faith as one of many fields, modes or dimensions of daily experience; demonstrate that faith studies (= theology, religiology and theory of faith) is to be regarded as a science or a theoretical discipline; explore philosophies as interconnective theoretical wisdom; demonstrate that sciences are aware, overlapping and reflexive refinement of daily experience; make sense of fundamentalist, interpretation and consensual negotiation approaches towards texts, theories and human doings and introduction to the use of philosophical and scientific tools in use in everyday life and in various sciences.

**TIC3703 Church and society across the ages (S1 and S2)**

**Purpose:** this module is about the interaction between the Christian church and the society in which it worked and lived since the Middle Ages. Some things that happened a long time ago still influence the world we live in. Things that happened in a different part of the world can also influence us. The world we live in, and the churches that we are members of, are also influenced by the things that happened in the past as well as the social, political, and economical circumstances around us.

**TIC3704 Christianity in Africa (S1 and S2)**

**Purpose:** this module offers a thorough overview of the Christian church in Africa from the first century to the present: an analysis of missionary thought and practice, a discussion of the African response to the missionaries, and an exposition of current African Christian theology.

**TIC3705 Christian foundations: the early centuries (S1 and S2)**

**Purpose:** in this module students interact creatively with traditions that are associated with Christianity. They learn about their history and understand their present forms and diversity better. Traditions are the social glue that brings cohesiveness to the community. Traditions form part of our family life and influence our actions at work, on the roads, when we are in church and even when we are interacting with people. Tradition provides continuity while it liberates us from some influences that are presently dominating society like fashion trends, which are not durable.

**BTH3720 Integrated theological praxis (year module)**

**Purpose:** this compulsory ‘capstone’ module may only be done by students in the final year of their studies for the BTh degree. Qualifying students are able to integrate the insights and competences they gained from doing the other 29 BTh modules, and use those insights to design and carry out a small scale ministry project in their community to address a specific societal problem.
MODULES: NQF LEVEL 6

KSK1601 Introduction to creative writing: a practical course (S1 and S2)

Final assessment in this module will be based on creative work which the student must hand in.

Prerequisite: THL1501, 1502
Advice: Basic language skills in the language in which students are going to take this module is assumed.
Purpose: to introduce students to the aesthetics and practice of creative writing in the various literary genres

THL821Y Advanced narrative theory (S1 and S2)
Prerequisite: THL1502 or THL802V
Purpose: to introduce students to two main components: advanced structuralist theory and strategies for reading contemporary and/or postmodernist narrative texts. The module has two parts: the first is a critical analysis of complementary theories on the complexities of narrative structure, and the second entails an in-depth study of contemporary narrative texts aimed at developing greater understanding of narrative texts.

THL8223 Theory of drama (S1 and S2)
Prerequisite: THL1502 or THL802V
Purpose: to introduce students to the semiotics of drama and theatre and the social dimension of drama and theatre; to familiarise them with a critical introduction to contemporary theories on drama, theatre and performance, to make them aware of the social dimension of drama and theatre by analysing recent productions.

THL8234 Theory of poetry (S1 and S2)
Prerequisite: THL1502 or THL802V
Purpose: to introduce students to a detailed exposition of aspects of poetic structure, for example metaphorical constructions, syntactic-typographic organisation, sound exploitation, rhythm and metre, and to the intertextual and extratextual relationships in poetic texts; to provide a critical introduction to intratextual, intertextual and extratextual relationships in poetry, and to develop the necessary analytical skills to arrive at a profound understanding of poetic communication.

THL8245 Theory and practice of South African literary studies (S1 and S2)
Prerequisite: THL1502 or THL802V
Advice: Knowledge of a South African language and literature and a basic knowledge of literary theory is assumed.
Purpose: to introduce students to the theories, methods and practical skills for comparative and interdisciplinary learning in South African Literary Studies.

THL2601 (THL201A) Theory of the sign in literature and culture (S1 and S2)
Prerequisite: THL1501 or THL801V
Purpose: to introduce students to the theories on structuralism and semiotics, those beyond semiotics and those on reading and interpretation.

THL2602 Structuralist and semiotic theories of genre (S1 and S2)
Prerequisite: THL1502 or THL802
Purpose: to take the genre studies at introductory level to an intermediary level. Structuralist and semiotic theories are applied to the reading, analysis, interpretation and appraisal of poetry, narrative and drama with reference to selected texts from South African and world literatures.

KSK2601 Advanced creative writing: a practical course (S1 and S2)

Final assessment in this module will be based on creative work which the student must hand in.

Prerequisite: Either THL821, 822, 823 or THL2602
Advice: Advanced language skills in the language in which students are going to take the module is assumed.
Purpose: to further develop and advance the knowledge and practical skills required for creative writing in various genres.

MODULES: NQF LEVEL 7

KSK3701 Creative writing workshop and portfolio (S1 and S2)

Final assessment in this module will be based on creative work which the student must hand in.

Prerequisite: KSK2601
Advice: Advanced language skills in the language chosen as the major subject and knowledge of document and manuscript design are assumed.
Purpose: to provide practical assistance for students to enable them to produce a portfolio of creative writing in the language of their major.

Transport Economics, Logistics and Tourism

1 Transitional Arrangements

Students who wish to continue with postgraduate studies must have completed their major subject, in which postgraduate studies will be followed, within ten years prior to registration for their postgraduate qualification.

TRANSPORT ECONOMICS

To complete the NQF Level 7 in a major subject you must obtain credit for five modules on third-year level.

2 Transport Economics, Logistics or Tourism Management as a Major Subject

Compulsory modules for a major subject combination:

2.1 TRANSPORT ECONOMICS

NQF Level 5: ECS1501, 1602 or MNB1501, 1601
NQF Level 6: TRL201, 202
NQF Level 7: TRL301, 302, plus any THREE of TRL303, 304, 305, 306

2.2 LOGISTICS

NQF Level 5: ECS1501, 1602 or MNB1501, 1601
NQF Level 6: TRL201, 204, 203
NQF Level 7: TRL301, 307, 308, 309, MNP302

2.3 TOURISM MANAGEMENT

NQF Level 5: TRT101, MNB101, 102
NQF Level 6: TRT201, MNG201, MNN203
NQF Level 7: TRT301, 302, 303, 304, 305

3 Syllabus

MODULES: NQF LEVEL 5

TRT1501 Tourism management 1A (S1 and S2)
Prerequisite: TRL203
Purpose: The purpose of these learning units is to equip learners with a fundamental knowledge base of the tourism industry in terms of the structure, component activities and operating environment thereof. Qualifying students will have the ability to demonstrate an understanding of the main concepts, principles and theories relating to the tourism industry as a system within a broad context and in relation to society. These modules are also foundational in nature by creating solid knowledge base necessary to articulate to NQF Level 6 studies. TRT1501 and TRT1601 should be viewed as a unit and the purpose applies to both modules.

TRT1601 Tourism Management 1B (S1 and S2)
Prerequisite: MNB1601
Purpose: The purpose of these learning units is to equip learners with a fundamental knowledge base of the tourism industry in terms of the structure, component activities and operating environment thereof. Qualifying students will have the ability to demonstrate an understanding of the main concepts, principles and theories relating to the tourism industry as a system within a broad context and in relation to society. These modules are also foundational in nature by creating solid knowledge base necessary to articulate to NQF Level 6 studies. TRT1501 and TRT1601 should be viewed as a unit and the purpose applies to both modules.

MODULES: NQF LEVEL 6

TRL201X Transport management (S1 and S2)
Prerequisite: MNB1601
Purpose: to gain insight into important principles in managing a transport business, such as the transport management environment; transport management and policy; demand and supply requirements; transport operations; transport costs; transport financing; and the principles underlying tariff-making.

TRL202Y Transport economics (S1 and S2)
Prerequisite: ECS1601 or ECS1028
Purpose: to demonstrate an understanding of the fundamental concepts underlying the economics of transportation such as demand for and supply of transport; direct and external costs of transport; economic structure of transport; pricing in transport; investment in transport, and transport policy.

TRL2033 Transport theory (S1 and S2)
Prerequisite: MNB1601 or MNB102E or ECS1601 or ECS1028
Purpose: to gain insight into the theoretical aspects of transport, for example the transport process; transport technology and systems; transport flow theory; transport networks; transport network utilisation; land use and traffic generation, and transport planning.

TRL2044 Integrated logistics (S1 and S2)
Prerequisite: MNB1601 or MNB102E
Purpose: to demonstrate a basic understanding of the integrated supply chain process, including integrated logistics concepts; integration of logistics activities; logistics performance; customer service; logistics requirements planning; supply chain relationships, and international logistics.

TRL2044 Transport for tourism (S1 and S2)
Prerequisite: TRT101
Purpose: to gain insight into the role of the various transport modes (air, sea, rail, bus, coach, taxi, private car, car rental) in tourism, the technological and technical characteristics of transport, the regulation of transport and the transport product from a tourism viewpoint.

MODULES: NQF LEVEL 7

TRL3014 Transport management (S1 and S2)
Prerequisite: TRL201
Purpose: to apply the principles underlying management to strategic issues which are of vital concern to the long-term survival of a transport enterprise. The emphasis is on topics such as market analysis, capacity planning, product development, vehicle replacement and pricing strategies.

TRL3025 Transport planning and investment (S1 and S2)
Prerequisite: TRL202
Purpose: to gain insight into transport planning from a macro perspective viewpoint, with the emphasis on planning, operations and economic (investment) appraisal of transport systems including infrastructure (roads, airports and seaports) and services.

TRL3036 Air transport (S1 and S2)
Prerequisite: TRL201
Purpose: to enable students to deal with specific issues concerning the management of air transport with particular emphasis on economic aspects, regulation, operations, marketing, costs, tariffs and financing.

TRL3048 Sea transport (S1 and S2)
Prerequisite: TRL2014
Purpose: to enable students to deal with specific issues concerning the management of sea transport with particular emphasis on economic aspects, regulation, operations, marketing, costs, tariffs and financing.

TRL3059 Rail transport (S1 and S2)
Prerequisite: TRL201
Purpose: to enable students to deal with specific issues concerning the management of rail transport with particular emphasis on economic aspects, regulation, operations, marketing, costs, tariffs and financing.

TRL306A Road transport (S1 and S2)
Prerequisite: TRL201
Purpose: to enable students to deal with specific issues concerning the management of road transport with particular emphasis on economic aspects, regulation, operations, marketing, costs, tariffs and financing.

TRL307B Logistics activities (S1 and S2)
Prerequisite: TRL204
Purpose: to gain insight into the principles, role and performance of logistic activities such as information flow, forecasting, inventory management, transport, warehousing, materials handling and packaging.

TRL308C Logistics systems (S1 and S2)
Prerequisite: TRL204
Purpose: to demonstrate an understanding of the design of logistical systems which includes topics such as logistics positioning, principles of logistical integration theory, planning and location of facilities, system planning and design methodology and techniques.

TRL309D Logistics strategy (S1 and S2)
Prerequisite: TRL204 and MNP202F
Purpose: to gain insight into the formulation of integrated logistics strategy, including corporate alignment of logistics strategy, strategic design of customer service, supply chain design, functional design of logistics activities and logistics performance management.

TRL3018 Hospitality management (S1 and S2)
Prerequisite: MNG201
Purpose: to enable students to demonstrate an understanding of the hospitality industry, the hospitality product, hospitality marketing, location and market feasibility analysis of hospitality products, financial requirements and analysis, accommodation management, food and beverage services management and gaming management.

TRL3029 Leisure and business travel (S1 and S2)
Prerequisite: MNN203
Purpose: to gain insight into various issues of the travel and tourism industry such as types of leisure/business tourists and their characteristics, the
tour product and tour marketing, strategic destination development, tour management and management of attractions, events and conferences.

**TERT303A Tourism distribution (S1 and S2)**
*Prerequisite: MNM203*
*Purpose:* to gain insight into the characteristics of tourism and distribution, the components of the tourism distribution system, regulation of the travel industry, technological environment of the travel industry, feasibility analysis and travel agency/tour wholesaler operations and management.

**TERT304B Air transport for tourism (S1 and S2)**
*Prerequisite: TERT201*
*Purpose:* to gain in depth insight into the role of air transport in tourism with emphasis on the economic characteristics of air transport, national and international regulation of air transport, air transport management, competition and co-operation in the air transport industry, route networks and scheduling, air transport marketing and the role of airports.

**TERT305C Tourism governance (S1 and S2)**
*Prerequisite: MNG201*
*Purpose:* to demonstrate to students an understanding of global and local tourism issues, the role of the public sector in managing tourism at specific destinations, the role of the private sector in managing tourism at specific destinations and apply sound management practice in the main sectors of the travel and tourism industry.

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**Urban Ministry**

### 1 Transitional Arrangements

Students who have passed UMM303M and have not completed one of the previous "capstone" modules (CGM320, CMM320, TIC320 or SCR320) must register for and pass BTH3720.

### 2 Syllabus

**MODULES: NOF LEVEL 6**

**BTH3720 Integrated theological praxis (year module)**

*NB*  
This module must be taken in the last year of registration by students who major in Community Ministry for the BTh degree with specialisation in Urban Ministry. It must be one of the seven second and third-level module constituting a major in this subject.

*Purpose:* This compulsory 'capstone' module may only be done by students in the final year of their studies for the BTh degree. Qualifying students are able to integrate the insights and competences they gained from doing the other 29 BTh modules, and use those insights to design and carry out a small scale ministry project in their community to address a specific societal problem.

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**Visual Arts**

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**1 General Information**

- This subject was previously known as Graphic Art 1 and Two-dimensional Form.
- This study unit is a requirement for the BA degree (Culture and Arts) with specialisation in Multimedia Studies.
- This study unit may only be taken for the BA degree (Culture and Arts) with specialisation in Multimedia Studies and BEd degrees.
- The first-level module of Two-Dimensional Imaging may only be taken for the BA (Culture and Arts) with specialisation in Multimedia Studies. The conditions for registration for the BA degree (Culture and Arts) with specialisation in Multimedia Studies.
- Credit towards the BA degree with specialisation in Multimedia Studies is granted for GAR111 and TWF111.

### 2 Syllabus

**MODULES: NOF LEVEL 5**

**TDM1501 (TDM101L) Two-dimensional imaging (year module)**

*NB*  
Students must attend a minimum of TWO days of the two workshops for Two-dimensional Imaging. Students are expected to attend a full week of these two workshops.

*Purpose:* to provide students with basic skills in two-dimensional image making and to develop creative thinking through the guidance of projects which investigate traditional art making principles combined with raster and vector digital image possibilities.

*Prescribed software:* CorelDRAW and Adobe Photoshop

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**Two-dimensional Imaging**

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**1 General Information**

- This subject was previously known as Graphic Art 1 and Two-dimensional Form.
- This study unit is a requirement for the BA degree (Culture and Arts) with specialisation in Multimedia Studies.
- This study unit may only be taken for the BA degree (Culture and Arts) with specialisation in Multimedia Studies and BEd degrees.
- The first-level module of Two-Dimensional Imaging may only be taken for the BA (Culture and Arts) with specialisation in Multimedia Studies. The conditions for registration for the BA degree (Culture and Arts) with specialisation in Multimedia Studies.
- Credit towards the BA degree with specialisation in Multimedia Studies is granted for GAR111 and TWF111.

### 2 Syllabus

**MODULES: NOF LEVEL 6**

**VAR2601 (VAR211D) Visual Arts 1 (year module)**

*Prerequisite:* For BVA: (GAR111, TWF11) or (GAR1501, TWF1501 and TDM1501 and FRM1501)

*Prerequisite:* for BA (with specialisation in Multimedia Studies): TDM101L and FRM1501 or (TDM1501 and FRM1501)
Advice: Students registered for the BVA or BA (Culture and Arts) (with specialisation in Multimedia Studies) should register for VAR2601 together with VAR2602.

Purpose: to enable students to formally and conceptually explore the visual and metaphorical potential of the notion of mass culture. The learning takes place through the exploration of various formal manifestations such as drawing, painting, sculpture, traditional and non-traditional rendering, digital prints and photographic images. Multimedia students will learn to produce a short animation (two or three dimensional). Multimedia students will expand upon the new media production concepts and techniques explored in VAR211E.

Prescribed software for multimedia students: Multimedia students will expand upon the new media production concepts and techniques explored in VAR211E. Three dimensional animation software: Autodesk 3DS, Autodesk Maya or equivalent. Two dimensional animation software: Adobe Photoshop, Flash, Director or equivalent video professional editing software package is also recommended.

VAR2602 (VAR212E) Visual Arts 2 (year module)
Prerequisite: GAR111, TWF111 and THF111 or (GAR1501, TWF1501, THF1501)
Prerequisite for MM students (Computer generated stream): VAR211D or (VAR2601 and VAR801V).
Advice: BVA or the BA degree (Culture and Arts) with specialisation in Multimedia Studies students have to register for VAR2601 together with VAR2602. The BA (Culture and Arts) degree with specialisation in Multimedia Studies students must follow the guidelines as prescribed in Calendar 5.
Purpose: to enable students to formally and conceptually explore the visual and metaphorical potential of the notion of mass culture. Expressive figurative manifestations of re-interpretation, deconstruction and application of historical as well as contemporary cultural phenomena, icons and myths are encouraged. The learning takes place through the investigation of various formal, traditional as well as non-traditional methodologies and media.

Multimedia students will expand upon the new media production, concepts and techniques explored in VAR2601.

Prescribed software for multimedia students: Three-dimensional animation software: Autodesk 3DS , Autodesk Maya or equivalent. Two-dimensional animation software: Adobe Photoshop, Flash, Director or equivalent. A professional video editing software package is also recommended.

MODULES: NOF LEVEL 7

VAR3701 (VAR311G) Visual Arts 3 (year module)
Prerequisite: (VAR211, VAR2102) or (VAR2601 or VAR2602)
Prerequisite for MM students (Computer generated stream): VAR211D or VAR2601.
Advice:
- For the BVA degree: Students are advised to register for VAR3701 together with VAR3702 and PAT3701.
- For BA (Culture and Arts) degree with specialisation in Multimedia Studies: Students are advised to register for VAR3701 together with PMP3701.

Purpose: to provide students with competency in the medium of a student’s choice. No specific assignments are set. Students submit a proposal in which the area of research, subject matter, methodology, strategy and choice of materials are identified. Understanding and manipulating form-content dynamics is a strong focus. The final practical work must be presented in a professional venue such as a gallery and accompanied by the necessary exhibition documentation.

Recommended software for multimedia students: Adobe Flash, Director and Dreamweaver.

VAR3702 (VAR312H) Visual Arts 4 (year module)

NB
This module may only be taken for the BVA degree.

Prerequisite: (VAR211 and VAR212) or (VAR2601 or VAR2602)
Purpose: this module extends the focus and concerns of Visual Arts 3 and will enable students to acquire an advanced level of competency. Students continue their practical visual research based on the proposal that was presented for VAR3701.

MODULES: NOF LEVEL 8

VAR4801 (VAR411K) Visual Arts 5

NB
This module can only be taken for the BVA degree.

Prerequisite: (VAR301, VAR302, VAR303 and VAR304) or (VAR311, 312 and PAT301)
Advice: Students are advised to register for VAR411, VAR412 and Pat401 simultaneously.
Purpose: students present a proposal in which they formulate their own area of visual research with regard to concept, methodology and strategy. Students continue with their practical visual research according to the proposal. No specific assignments are set and the final practical work must be presented in a professional venue such as a gallery and accompanied by the necessary exhibition documentation.

VAR4802 (VAR412L) Visual Arts 6

NB
This module can only be taken for the BVA degree.

Prerequisite: (VAR311, VAR312 and PAT301) or (VAR3701, 3702 and PAT3701)
Advice: Students are advised to register for VAR4801, VAR4802 and PAT4801 simultaneously.
Purpose: this module entails continuance of VAR411 and the practical visual research. No specific assignments are set and the final practical work must be presented in a professional venue such as a gallery and accompanied by the necessary exhibition documentation.

Welfare Science

1 General Information

- This subject may only be taken for the BA degree and Welfare Science Degree.
- Students who passed Welfare Science must pass the practical work for Social Work before they register for Social Work at second-year level.
- Credit for a degree is granted for either:
  (i) WFS101 and 102 (or WSC100) or SCK101 and 102
  (ii) WFS301 or SCK301
  (iii) WFS302 or SCK302
  (iv) WFS303 or SCK303
  (v) WFS304 or SCK304
  (vi) WFS305 or SCK305

2 Transitional Arrangements

Students who failed WFS101 or 102 must repeat the module by registering for SCK1501 or SCK1502 respectively.

3 Syllabus

NB
All students should take a second major up to third year.

MODULES: NOF LEVEL 5

SCK1501 (SCK101W) Welfare science and policy (year module)
Purpose: to enable students to develop knowledge, skills and competencies to understand social welfare policy and social problems, and to apply it to different contexts.
SCK1503 (SCK103Y)  Practical Work (year module)
Purpose: to enable students to apply the knowledge and skills they acquired in module SCK1502 in practical sessions, workshops and simulated practical situations.

MODULES: NQF LEVEL 6
See Social Work

WFS301L  Social case work (year module)
Prerequisite: WFS101, 102 (or SCK101, 102), SCK201-204
Co-requisite: WFS302, 304
Purpose: to enable students to demonstrate an understanding of the person-centred approach, values and skills of social casework, assessment and evaluation of social casework, their own development as social workers.

WFS302M  Social group work (year module)
Prerequisite: SCK201
Co-requisite: WFS301, 304
Purpose: to enable students to demonstrate an understanding of group work in the helping professions, theoretical approaches to group work, developmental phases in group work, administration of group work, the integration of research in the evaluation and observation of groups.

WFS303N  Community work (year module)
Prerequisite: SCK201
Purpose: to enable students in the helping professions to gain knowledge and understanding of a participatory approach to working with communities, project facilitation and management.

WFS304P  Practical work in social case and group work (year module)
Prerequisite: SCK201
Co-requisite: WFS301, 302
Purpose: to enable students to apply the understanding gained in modules WFS301 and WFS302 by means of workshops, practice sessions, individual and group supervision and simulated practical situations.

WFS305Q  Practical work: community work (year module)
Prerequisite: SCK201
Co-requisite: WFS303
Purpose: to enable students in social work to demonstrate the understanding gained in module WFS303 of participatory project facilitations and management with communities by means of workshops, practice sessions, individual and group supervision, and simulated practical situations.

WLL2601  Cultural diversity in literary contexts (S1 and S2)
Prerequisite: Any TWO first-level modules (see recommendations under 3 above)
Purpose: This module will be useful to students who want to develop competencies in interacting with different world views on a selection of thematic issues. These competencies include the ability to engage with different cultural views from across the world as expressed through the medium of literature. The ability to discern the origin and nature of, for example, cultural stereotyping aims to develop individual tolerance and respect for cultural differences. A critical awareness of diversity in cultural constructs when related to the learner's immediate environment will enable the learner to develop further independently. All study material will be in English, but students will also be given access to primary texts in the original language if they wish to further their language skills.

WLL2602  Film, literature and society (S1 and S2)
Prerequisite: Any TWO first-level modules (see recommendations under 3 above)
Purpose: This module will be of interest to students who wish to develop their competency in understanding the relationship between textual production and the making of films (i.e. the possibilities and limitations of different genres, problems in transpositions between literature and film in the context of mass media, different audience involvements, as well as the basic elements of reception theory). The acquisition of a critical terminology will aid the student in the art of writing within a multimedia environment. Students will also be encouraged to reflect critically on their own writing practice. The selection of texts and films will be from around the world, from Portuguese-, Spanish-, Italian-, German- and Russian-speaking countries, of which students will be expected to study one combination of text and film in depth. All study material will be in English, but students will also be given access to primary texts in the original language if they wish to further their language skills.

World Languages and Literatures

1 General Information
- all the modules on levels 2 and 3 of this major will be taught in English, but students who wish to improve their language skills will be able to obtain the texts in the original language.
- students are advised to purchase their prescribed books as early as possible, as listed in the Tutorial Letter 101 for each module.

2 World Languages and Literatures as a Major Subject
The following NINE modules constitute a major subject in World Languages and Literatures:

NQF Level 5: any two NQF Level 5 modules. The following are recommended:
- German: GEM1501, GEM1502
- Italian: ITN1501, ITN1502
- Russian: RSN1501, RSN1502
- Spanish: SP51501, SP51502

Modern Romance Literatures in English: RLE1501 and RLE1502

NQF Level 6: WLL2601, WLL2602
NQF Level 7: WLL3701, WLL3702, WLL3703, WLL3704, WLL3705

3 Syllabus

MODULES: NQF LEVEL 6

WLL2601  Cultural diversity in literary contexts (S1 and S2)
Prerequisite: Any TWO first-level modules (see recommendations under 3 above)
Purpose: This module will be useful to students who want to develop competencies in interacting with different world views on a selection of thematic issues. These competencies include the ability to engage with different cultural views from across the world as expressed through the medium of literature. The ability to discern the origin and nature of, for example, cultural stereotyping aims to develop individual tolerance and respect for cultural differences. A critical awareness of diversity in cultural constructs when related to the learner's immediate environment will enable the learner to develop further independently. All study material will be in English, but students will also be given access to primary texts in the original language if they wish to further their language skills.

WLL2602  Film, literature and society (S1 and S2)
Prerequisite: Any TWO first-level modules (see recommendations under 3 above)
Purpose: This module will be of interest to students who wish to develop their competency in understanding the relationship between textual production and the making of films (i.e. the possibilities and limitations of different genres, problems in transpositions between literature and film in the context of mass media, different audience involvements, as well as the basic elements of reception theory). The acquisition of a critical terminology will aid the student in the art of writing within a multimedia environment. Students will also be encouraged to reflect critically on their own writing practice. The selection of texts and films will be from around the world, from Portuguese-, Spanish-, Italian-, German- and Russian-speaking countries, of which students will be expected to study one combination of text and film in depth. All study material will be in English, but students will also be given access to primary texts in the original language if they wish to further their language skills.

MODULES: NQF LEVEL 7

Approaches to reading literatures and cultures from around the world, alternative worlds in fiction, narrative memory; war and literature, literature at the crossroads and postcolonial perspectives on literature.

WLL3702  Alternative Worlds in Fiction (summative assessment by portfolio) (S1 and S2)
Purpose: This module follows on the NQF Level 6 module Cultural Diversity, and deals with literature illustrating where diversity and individuality are targeted as harmful to the wellbeing of a collective. Students who complete this module will be able to understand and critically review the nature of Utopia/Dystopia as a literary genre, and identify various strategies which authors use in creating the utopian/dystopian universe in their work.

WLL3703  War and Literature (S1 and S2)
Purpose: In this module students will engage in an interdisciplinary study of the relationship between culture, militarisation, propaganda, resistance, trauma and memory. In the process students will focus on examples of text, photography and film from a variety of genres such as the short story, the historical novel, testimony, journalism, propaganda. Qualifying students will be able to understand and critically review these texts and images and identify various strategies which authors and artists use in creating spaces for contestations around war and visions for peace.
Zoology

1 General Information

- **MODULES FOR WHICH PRACTICAL WORK IS PRESCRIBED**
  Practical work for the subjects listed below is normally prescribed only for specified modules, and students who register for such modules are required to do practical work during the year as indicated in the relevant sections below. See also the prerequisites and co-requisites under the relevant subject.

Note that in many cases, depending on the subject, the practical work and the practical examinations must be done in PRETORIA or POTCHEFSTROOM at specified times. Prospective students must, therefore, be in a position to make the necessary leave and travel arrangements. Information about accommodation in Potchefstroom and the cost thereof will be supplied to the students concerned on registration (or soon thereafter).

The cancellation of a student’s registration for modules with a practical component CANNOT be considered on grounds of his/her being unable to comply with the requirements in respect of the practical work and/or the practical examinations.

- Students must qualify for admission to the theoretical and practical examinations by submitting satisfactory answers to a minimum number of assignments for each of the modules concerned before specified dates.
- Students who register for Zoology and/or Botany may NOT register for any modules in Biology.
- Chemistry I forms part of Zoology as major subject. You are advised to register for Chemistry I in your first year of registration.
- Students who cannot attend the practical work in Potchefstroom on the dates indicated under 4.2 may not register for the relevant modules. Dates CANNOT be changed.

2 Zoology as a Major Subject

Students who select the twelve modules in Zoology as a major subject are strongly advised to select ONE of the following as their second major subject:
- Botany
- Chemistry
- Microbiology
- Physiology

The following modules may be registered by BEd (Senior phase and Further Education and Training) students:

- ZOL1501, ZOL1502, ZOL1603, ZOL2601, ZOL2602, ZOL2603, ZOL2604

**Compulsory modules for a major subject combination:**

**NQF Level 5:** ZOL1501, ZOL1502, ZOL1603, CHE1501, CHE1502, CHE1503, STA1510

**NQF Level 6:** ZOL2601, 2602, 2603, 2604

**NQF Level 7:** ZOL3701, 3702, 3703, 3704

3 Transitional arrangements

- No new registrations are allowed for ZOL122R. ZOL122R will only be available for repeaters from 2010 - 2011.
- No new registrations are allowed for ZOL123S. ZOL123S will only be available for repeaters from 2010 - 2011.
- Students, who have already covered the theory of evolution as part of ZOL123S, must also complete ZOL2603 (ZOL225X) (Theory of evolution).

4 Syllabus

**MODULES: NQF LEVEL 5**

- **ZOL121Q Animal diversity 1 (S1 and S2)** (offered for the last time in 2011)
  - **Purpose:** to gain insight into the diversity, morphology and adaptations of lower invertebrate animals.

- **ZOL122R Animal diversity 2 (S1 and S2)** (offered for the last time in 2011)
  - **Purpose:** to gain insight into the diversity, phylogeny, morphology and adaptations of higher invertebrate animals.

- **ZOL123S Animal diversity 3 (S1 and S2)** (offered for the last time in 2011)
  - **Purpose:** to gain insight into the diversity, phylogeny, morphology and adaptations of chordate animals.

- **ZOL1501 Animal Diversity 1 (S1 and S2)**
  - **Purpose:** to gain insight into the diversity, phylogeny, morphology and adaptations of lower invertebrate animals.

- **ZOL1502 Animal Diversity 2 (S1 and S2)**
  - **Purpose:** to gain insight into the diversity, phylogeny, morphology and adaptations of higher invertebrate and chordate animals.

**MODULES: NQF LEVEL 6**

- **ZOL1603 (ZOL124T) Zoology 1 (Practical) (year module)**
  - **Co-requisite:** Any TWO of ZOL121Q or ZOL122R or ZOL123S or ZOL1501 or ZOL1502.
  - **Purpose:** to develop practical skills in the use of research and dissection microscopes and basic dissection techniques; to recognise the diagnostic characteristics on which classification systems are based, and to gain insight into the structural and functional diversity of invertebrate and vertebrate animals.

- **ZOL2601 (ZOL221T) Comparative animal physiology**
  - **Prerequisite:** Any TWO of ZOL121Q or ZOL122R or ZOL123S or ZOL1501 or ZOL1502.
  - **Purpose:** to enable students to understand on a comparative basis, with the aid of theoretical knowledge and experimental examples, how animals are physiologically adapted to their environments.

- **ZOL2602 (ZOL223V) Cytogenetics and embryology**
  - **Prerequisite:** ZOL1501 or ZOL1502.
  - **Purpose:** to study certain physiological processes and adaptations in animals experimentally, to visualise and understand the main stages in the early embryogenesis of chordates, and to study the most important sensory organs of animals pertaining to ethological phenomena.

- **ZOL2603 (ZOL225X) Theory of evolution**
  - **Prerequisite:** ZOL1501 or ZOL1502.
  - **Purpose:** to gain insight into the diversity, phylogeny, morphology and adaptations of higher invertebrate animals.

- **ZOL2604 (ZOL224W) Zoology II (Practical) (year module)**
  - **Prerequisite:** CHE1501 or CHE1502 or ZOL1603.
  - **Purpose:** to develop practical skills in the use of research and dissection microscopes and basic dissection techniques; to recognise the diagnostic characteristics on which classification systems are based, and to gain insight into the structural and functional diversity of invertebrate and vertebrate animals.

**NB**

The following module may be taken only for the BSc with specialisation in Environmental Management (Zoology stream).

- **ENZ224D Zoology practical (year module)**
  - **Prerequisite:** ZOL1501, ZOL1502 and ZOL1603 or ZOL124T.
  - **Purpose:** to enable students to understand on a comparative basis, with the aid of theoretical knowledge and experimental examples, how animals are physiologically adapted to their environments.

Syllabus: Practical work based on the syllabus of ZOL221, 222, ZOL321, 322
MODULES: NQF LEVEL 7

ZOL3701 Ethology and project (S1 and S2)
Co-requisite: Any TWO of ZOL2601, ZOL2602, ZOL2603
Purpose: enables students to demonstrate knowledge of the fundamental principles of animal ethology (including the cause, ontogeny, adaptive value and evolution of behavioural patterns) as well as the application of ethology in environmental management.

ZOL3702 (ZOL321W) Ecology (year module)
Co-requisite: Any TWO of ZOL2601, ZOL2602, ZOL2603
Purpose: to acquire insight into knowledge of, and skills in the interaction between the biotic and abiotic environments as well as the population dynamics and community ecology of ecosystems from an applied perspective.

ZOL3703 (ZOL323Y) Applied zoology (2 hours) (S1 and S2)
Co-requisite: Any TWO of ZOL2601, ZOL2602, ZOL2603
Purpose: To identify and classify selected parasite species, and to obtain a basic knowledge of parasite-host interactions, epidemiologies and control measures.

ZOL3704 (ZOL3243) Zoology III (Practical) (year module)
Prerequisite: ZOL2604 or ZOL224W
Co-requisite: Any TWO of ZOL3701, ZOL3702, ZOL3703
Purpose: to enable students to acquire practical skills in the applied aspects of ecology and parasitology.

5 Practical Work

5.1 WEIGHT OF PRACTICAL WORK

In the following modules the percentage of the total marks awarded for the practical work shall be as follows:

ZOL1603, 2604, 3704 .................................................... 100%

5.2 DATES OF PRACTICAL WORK AND EXAMINATIONS

Dates for practicals are announced in Tutorial Letter 101 of the study material.

SECTION D: STUDY UNITS FOR SPECIFIC FORMATIVE AND PROFESSIONAL PROGRAMMES

Study units for the Bachelor of Consumer Science and Honours Bachelor of Consumer Science

1 Transitional Arrangements

A selection of modules also form part of the BEd (Senior Phase and Further Education and Training) qualification and may only be chosen from the following module combinations:

- For Subject Didactics Consumer Studies (SDHEC0M) the compulsory modules are: FOO1501, FOO1602, FOO2601, FOO2603, NUI1501, NUT1602, CLO1501, CLO1602, CLO2601.
- For Subject Didactics Hospitality Studies (SDHOS0R) the compulsory modules are: FOO1501, FOO1602, FOO2601, FOO2603, NUT1501, HPM2601, HPM2602, HPM2603, HPM2604.

Students may only register for ONE of the Subject Didactics (either Consumer Studies or Hospitality Studies) and not both.

2 Syllabus

MODULES: NQF LEVEL 5

CLO1501 (CLO101Q) Clothing construction: Theory (S1 and S2)
Purpose: to be able to know, understand and apply the principles and theory necessary for basic clothing construction.

CSP1501 (CSP1014) Principles of Consumer Science (S1 and S2)
Purpose: to enable the individual to identify and apply basic chemistry and physics principles in the interpretation of human nutrition, food processing and clothing and textiles. It will also enable the students to identify various physiological systems and functions concerning the human body. Qualified students will have the basic knowledge to contribute to the promotion of basic lifestyle principles.

FOO1501 (FOO101U) Food preparation 1 (S1 and S2)
Purpose: to demonstrate the ability to select and apply the most applicable food preparation techniques to retain the nutritional value and optimum quality characteristics.

NUT1501 (NUT101A) Introduction to nutrition and energy yielding nutrients (S1 and S2)
Purpose: to gain knowledge in basic nutrition, understand and apply the principles and theory necessary to promote sound nutritional practices in order to maintain good health. Qualified students will therefore contribute to the prevention of malnutrition in the field of nutrition.

MODULES: NQF LEVEL 6

CLO1602 (CLO102R) Clothing construction: Practical (year module)
Purpose: to be able to know, understand and apply the principles and have the necessary skills for basic clothing construction.

FOO1602 (FOO102V) Food preparation practical 1 (year module)
Co-requisite: FOO1501
Purpose: to demonstrate the ability to select and apply the most applicable food preparation techniques to retain the nutritional value and optimum
quality characteristics of the food that has to be prepared, like eggs, starches, grains, flour mixtures, pastries and cakes.

**NUT1602 (NUT102B)** Nutrition and nutrient deficiency diseases
(S1 and S2)

*Purpose:* to be able to know, understand and apply the principles and theory necessary to promote sound nutritional practices in order to maintain good health. Students are able to demonstrate the ability to apply basic nutrition information to recognise, identify and rectify nutrition deficiencies.

**APP2601 (APP201A)** Applied practice (year module)

*Co-requisite:* FOO2603 or FOO2033

*Purpose:* to understand and report on the operational functions in a food service facility.

**CLO2601 (CLO201T)** Textiles: fibres (S1 and S2)

*Purpose:* to make wise and educated decisions when purchasing and caring for fabrics and clothing, by using a basic underpinning knowledge of the classification and properties of textile fibres.

**CLO2602 (CLO202U)** Ethnic and entrepreneurial clothing production: Practical (year module)

*Prerequisite:* CLO1501 or (CLO101Q), CLO1602 or (CLO102R)

*Purpose:* to know, understand and apply the principles and have the necessary skills for pattern drafting and constructing sellable garments.

**CLO2603 (CLO203V)** History of costume (S1 and S2)

*Co-requisite:* CLO1501 or CLO101Q

*Purpose:* to identify different styles of costume worn from pre-historic times till 20th century and understand the social, cultural or political forces behind the change in dress.

**CLO2604 (CLO204W)** Clothing and textile practice (year module)

*Purpose:* to gain experience while working in a clothing or textile related business.

**CLO2605** Fashion and Visual Merchandising (S1 and S2)

*Purpose:* This module will be useful to students, who specifically intend working in a fashion retail environment as visual merchandisers, intend to further a career in fashion retail in South Africa or establish a retail practice.

*Students credited with this module can:*

1. Generate window and in-store interior display concepts for the fashion retail environment
2. Demonstrate the implementation of window and in-store display concepts in the fashion retail environment.
3. Relate the principals of colour as visual merchandising element for different window and interior merchandising display types and in-store settings.
4. Apply classic fashion visual merchandising techniques to the fashion retail environment.

**CLO2606** Fashion Retail (S1 and S2)

*Purpose:* This module will be useful to students who are interested in the general fashion retail environment, as well as students in the fashion production and fashion buying divisions of retail.

*Students credited with this module can:*

1. Examine the fashion forecasting process
2. Apply the principals of fashion merchandise planning
3. Analyse the principals of stock management
4. Develop fashion sales forecast

**FOO2601 (FOO201X)** Food preparation 2 (S1 and S2)

*Purpose:* to prepare selected foods, like beef, mutton, chicken, fish and vegetables, to retain the nutritional value and obtain optimum quality characteristics.

**FOO2602 (FOO202Y)** Food preparation practical 2 (year module)

*Co-requisite:* FOO2601 (FOO201X)

*Purpose:* to select and apply the most applicable food preparation techniques to retain the nutritional value and optimum quality characteristics of the food that has to be prepared, like beef, mutton, chicken, fish and vegetables. Develop the competence to plan and execute the basic sensory evaluation techniques to determine the quality characteristics of food.

**FOO2603 (FOO2033)** Food production principles (S1 and S2)

*Purpose:* to develop the competence required for the production of food, according to its kind.

**FOO2604** Food Product Development (S1 and S2)

*Purpose:* This module will be useful to students interested in the general food industry, as well as students and concerned parties in the food industry who are interested in product development or those from other disciplines/areas who require an understanding of the food product development process. Students credited with this module are able to:

1. Examine the fundamental principles of new food product development
2. Design and theoretically develop a new food product
3. Analyse and justify the use of additives in food products
4. Explore the financial and marketing aspects that may affect development, delivery, sales and acceptance of a new food product

**FOO2605** Food Product Packaging, Labelling and Visual Merchandising (Theory) (S1 and S2)

*Purpose:* This module will be useful to students who are interested in the general food retail environment, as well as students in the food product development and marketing divisions of retail and food manufacturers.

*Students credited with this module can:*

1. Discriminate and critique different types of food packaging material
2. Examine current food labeling legislation in South Africa
3. Analyse the different methods of in-store food merchandising

**FOO2706** Food Product Packaging, Labelling & Visual Merchandising Practice (S1 and S2)

*Purpose:* This module will be useful to students who are interested in the general food retail environment, as well as students in the food product development and marketing divisions of retail and food manufacturers.

*Students credited with this module can:*

1. Critique the use of different food product packaging and the availability of environmentally responsible packaging found in the food retail environment
2. Judge the application of current food labeling legislation found on food products in the retailing environment in South Africa
3. Examine the different methods of in-store food merchandising applied in the retail environment in South Africa

**HPM2601 (HPM201B)** Food service organisation and management (S1 and S2)

*Purpose:* to understand and apply management and operational competence in managing a food service operation.

**HPM2602 (HPM202C)** Meal management (S1 and S2)

*Prerequisite:* NUT1501 or NUT101A

*Purpose:* to understand and apply meal management principles and skills in a food service operation.

**HPM2603 (HPM203D)** Hospitality industry regulations (S1 and S2)

*Prerequisite:* CLA1501 (or CLA101S), CLA1502 (or CLA102R)

*Purpose:* to apply applicable information regarding a manager’s legal obligations and rights that relate to business, staff and operations in the hospitality industry in the context in which they arise. Qualified students will therefore comply with basic legal principles when entering into legal relationships with other parties.

**HPM2604 (HPM204E)** Events management (S1 and S2)

*Co-requisite:* FAC1501

*Purpose:* to understand and apply applicable management and operational competence in managing various kinds of meetings and conventions. Qualifying students develop the skills that are needed to execute a professional convention service within the hospitality industry.

**NUT2601 (NUT201D)** Nutritional care (S1 and S2)

*Prerequisites:* NUT1501 or NUT101A

*Co-requisites:* NUT1602 or NUT102B

*Purpose:* to enable the individual student to gain knowledge in basic nutrition in the context of human physiology. Qualified students will therefore contribute to the prevention of chronic lifestyle diseases and promotion of a healthy lifestyle in the field.
NUT2602 (NUT202E)  Pregnancy and infant nutrition  
(S1 and S2)  
Co-requisites: NUT1501, NUT1602 or NUT101A, NUT102B  
Purpose: to enable the individual student to gain knowledge and the ability to implement guidelines concerning basic nutrition during pregnancy, lactation and infancy. Qualified students will therefore contribute to the prevention of pregnancy and infant related complications in the field.

CSJ2601  Consumer Science Journalism II (S1 and S2)  
Prerequisite: ENN101D  
Purpose: This module will be useful to students who are pursuing a career in journalism at fashion or food magazines, interested in working at retail establishments with a communications division or considering a career in consumer journalism at leading newspapers. It would be useful for students in retail as well as in consumer education and information disciplines who need to inform and educate consumers in purchasing decisions in foods, clothing and fashion, nutrition and general purchasing activities. This module will also be useful to students who specifically intend working as consumer journalists at consumer complaints divisions in the retail environment, at consumer divisions in leading newspapers and fashion or food magazines or as consumer advisors in the retail and manufacturing industry.

MODULES: NQF LEVEL 7

APH3701 (APP301D)  Applied food and beverage practice  
(year module)  
Prerequisites: FOO2602 or FOO202Y  
Co-requisites: APH2601 and HPM2601  
Purpose: to understand and report on food and beverage service necessary to promote sound service practices in order to maintain a high standard of customer satisfaction.

CLO3701 (CLO301W)  Social psychology of clothing (S1 and S2)  
Purpose: to gain an underpinning knowledge of the social, psychological and cultural principles behind clothing and appearance management and perception, enabling them to understand and advise on clothing behaviour, keeping the person’s needs, values, interests and lifestyle in mind.

CLO3702 (CLO302X)  Wardrobe planning (S1 and S2)  
Co-requisites: CLO1501 or CLO101Q  
Purpose: to plan a wardrobe for any given person by selecting and combining colours, lines etc for a harmonious and flattering result; using an underpinning knowledge of the elements and principles of design.

CLO3703 (CLO303Y)  Evaluation of apparel (S1 and S2)  
Co-requisites: CLO1501 and CLO2601 or CLO101Q and CLO201T  
Purpose: to identify processes used in the construction of and evaluate apparel, using a basic underpinning knowledge of the technology used in the manufacturing of ready-to-wear and custom made garments.

CLO3704 (CLO3043)  Textiles: Yarns, fabric and finishes  
(S1 and S2)  
Co-requisites: CLO2601 or CLO201T  
Purpose: to make wise and educated decisions when purchasing and caring for fabrics and clothing, by using a basic underpinning knowledge of the classification and properties of textile yarns and fabrics and the finishing processes applied to them.

CLO3705 (CLO3054)  Tailoring: Practical  
(year module)  
Prerequisites: CLO2602 or CLO202U  
Co-requisites: CLO2601  
Purpose: to know, understand and apply the principles and have the necessary skills for tailoring a lined jacket.

CLO3706 (CLO3065)  Fashion development, production and marketing (S1 and S2)  
Co-requisites: CLO2601, CLO2604, CLO2605  
Purpose: to have a basic underpinning knowledge of the basic principles and theories of fashion and fashion adoption, and the development, manufacturing, and marketing of fashion.

FOO3701 (FOO3014)  International cuisine (S1 and S2)  
Purpose: to develop an appreciation of traditional dishes of other countries, including the indigenous traditions of various culture groups in South Africa; and an understanding of their life styles and food preferences. To develop menus typical to a region or culture group.

FOO3702 (FOO3025)  Food and beverage service  
(S1 and S2)  
Co-requisites: FOO3072  
Purpose: to develop the competence required to serve food and beverages correctly to its kind.

FOO3703 (FOO3036)  Beverage studies (S1 and S2)  
Co-requisites: FOO3072 or FOO3025  
Purpose: to develop the competence required to serve wine, spirits and liqueurs, beer and non-alcoholic beverages correctly to any Hospitality institution.

FOO3704 (FOO3048)  Food preparation for the hospitality industry (theory) (S1 and S2)  
Co-requisites: FOO1501, FOO2601 or FOO101U, FOO201X  
Purpose: to develop the competence required to prepare and serve nutritious and exquisite meals elegantly in the shortest time possible.

FOO3705 (FOO3059)  Food preparation for the hospitality industry (practical) (year module)  
Co-requisites: FOO3701, FOO3702  
Purpose: to apply the most applicable techniques and skills required to prepare and serve nutritious and exquisite meals elegantly in the shortest time possible.

HPS3701 (HPS3019)  Introduction to housekeeping (S1 and S2)  
Purpose: to understand and apply the competence in providing a housekeeping service of high quality in the hospitality industry.

HPS3702 (HPS302A)  Front office operations (S1 and S2)  
Co-requisites: HPM2603 or HPM203D  
Purpose: to understand and apply the competence in providing a housekeeping service of high quality in the hospitality industry.

HPS3703 (HPS303B)  Accommodation operations (S1 and S2)  
Co-requisites: HPM2603 or HPM203D  
Purpose: to apply basic management principles and skills to maintain a high standard with reference to accommodation requirements and operations and personal services as applicable to the hospitality industry.

HPS3704 (HPS304C)  Hospitality project (S1 and S2)  
Co-requisites: HPM2601, HPM2602, HPM2603  
Purpose: to develop the competence of making scientifically sound decisions in executing a project in a food service operation successfully, according to given criteria.

HPS3705 (HPS305D)  Operations: Data systems (year module)  
Co-requisites: HPM2602, HPS3702, HPS3703 or HPM202C, HPS302A and HPS303B  
Purpose: to understand the fundamental features of computer systems and manage the information systems within the hospitality industry. To demonstrate the practical skills and abilities to operate a data system for the hospitality industry successfully.

NUT3701 (NUT301G)  Nutrition during the life cycle (S1 and S2)  
Prerequisites: NUT2601 or NUT201D  
Co-requisites: NUT2602 or NUT202E  
Purpose: to enable the individual student to gain knowledge and the ability to implement factors concerning basic nutrition during childhood, the teenage years, adulthood and the later years. Qualified students will contribute to the prevention of age related diseases and the promotion of a general healthy lifestyle.

NUT3702 (NUT302H)  Chronic lifestyle diseases (S1 and S2)  
Co-requisite: NUT2601 or NUT201D  
Purpose: to gain knowledge and the ability to implement factors concerning basic nutrition by means of identifying, evaluating and controlling chronic diseases. Qualified students will contribute to the prevention of these diseases and the promotion of a general healthy lifestyle.

NUT3703 (NUT303J)  Infectious diseases (S1 and S2)  
Co-requisite: NUT2601 or NUT201D  
Purpose: to gain knowledge and the ability to implement factors concerning basic nutrition by means of identifying, evaluating and controlling infectious diseases. Qualified students will contribute to the prevention of infectious diseases and the maintenance of good health in people living with these diseases.
NUT3704 (NUT304K)  Nutrition and health promotion  
(S1 and S2)  
Co-requisite: NUT2602, NUT3701, NUT3702, NUT3703 or NUT202E, NUT301G, NUT302H, NUT303J  
Purpose: to gain knowledge and the ability to implement factors concerning basic nutrition and health by means of identifying, evaluating, and controlling nutrition related conditions in the community. Qualified students will contribute to the prevention of diseases, promotion, and/or maintenance of a healthy lifestyle.

NUT3705 (NUT305L)  Nutrition and alternative medicine  
(S1 and S2)  
Co-requisite: NUT3702 or NUT302H  
Purpose: to gain knowledge and the ability to implement factors concerning alternative medicine, including herbal medicine and nutrition as preventive medicine. Knowledge will also be expanded concerning genetically modified food. Qualified students will contribute to the prevention of diseases, promotion, and/or maintenance of a healthy lifestyle.

MODULES: NQF LEVEL 8

APH4801 (APP401G)  Applied hospitality practice (year module)  
Co-requisite: HPS3702, HPS3703 and HPS3705  
Syllabus: Qualifying students will have the skills, knowledge and understanding of operational practices to assist leaders of hospitality facilities, under their supervision, to successfully manage in a dynamic environment

CFS4801 (CFS401K)  Contemporary food studies (year module)  
Prerequisite: 60% in specialisation undergraduate modules  
Purpose: to facilitate the student in evaluating, comprehending, concluding and applying information on specific food management systems for the hospitality industry.

CHM4801 (CHM4014)  Contemporary hospitality management (year module)  
Prerequisite: 60% in specialisation undergraduate modules  
Syllabus: Qualifying students develop the competence to examine both enduring and topical hospitality related issues at operational and strategic levels. Qualifying students will be sensitised to the nature, substance and importance of fundamental hospitality related issues and will be able to confront questions and choices that these issues raise. Qualifying students will develop the competence to contextualise generic material to their chosen field of study or employment. Students will be sensitised to the need to analyse crises in the hospitality and tourism industry thoroughly and as a whole and to be able to prevent and deal with them as efficiently as possible. Students will contribute to problem solving and strategic planning in the field of study.

CLO4801 (CLO4013)  Advanced social psychology of clothing (year module)  
Prerequisite: 60% in specialisation undergraduate modules  
Purpose: to interpret certain areas of clothing behaviour from a symbolic-interactionist, cognitive and cultural perspective. Areas that will be studied are clothing, appearance and the social construction of gender; appearance and the self; appearance communication; appearance and culture.

CSR4801 (CSR401N)  Research methodology (year module)  
Purpose: to introduce students to research methodology and to equip them with the knowledge and competencies to do basic scientific research.

CSR4802 (CSR402P)  Advanced consumer science (year module)  
Prerequisite: 60% in specialisation undergraduate modules.  
Purpose: to introduce students to  
- examine consumer behaviour principles and its position in Consumer Science,  
- analyse the individual consumer from a psychological perspective,  
- explore the social and cultural dimensions of consumer behaviour within a Consumer Science perspective,  
- study the consumer decision making process from a Consumer Science perspective.

CSR4803 (CSR403Q)  Research project (year module)  
Prerequisite: CSR4801 or CSR401N  
Co-requisite: CFS4801 or CHM4801 or CLO4801 or NUT4801  
Purpose: to guide students through a full research process but smaller in size and under closer supervision that for a master’s degree.

NUT4801 (NUT401K)  Advanced nutrition (year module)  
Prerequisite: 60% in specialisation undergraduate modules.  
Purpose: to facilitate the students in evaluating, comprehending, concluding and applying information on specific nutritional issues. Qualified students will have the knowledge and skills to practice information in general health conditions, everyday situations and communities. An enhanced understanding of the nutrition field will be experienced.

Study units for Bachelor of Human Ecology and Masters of Human Ecology

NB

- All these modules offered for the Bachelor of Human Ecology and Masters in Human Ecology are offered as YEAR MODULES  
- A selection of modules is also part of the specialisations in Human Ecology from Agricultural Science, Consumer Science, Business Management and Sociology  
- Theoretical modules from Agricultural Science, Consumer Science, Business Management and Sociology are offered in both semester 1 and 2 whereas practical modules are offered as year modules.  
- Check pre- and co-requisites of modules offered by Agricultural Science, Consumer Science, Business Management and Sociology.

1 Syllabus

MODULES: NQF LEVEL 5

FO5501M  Food behaviour  
Purpose: to enable students to use an ecosystem framework to study environmental, cultural, socio-economic and psychological influences as determinants of food behaviour and change, to use an ecosystem framework to analyse food behaviour and food patterns, to compare development of food behaviour in different contexts and its importance in accommodating indigenous knowledge and changing food patterns in the past and present.

FO5502N  Food security  
Purpose: to enable students to develop the ability use an ecosystem framework to understand food security on national level, to study household food security on the meso- and micro-level: availability, accessibility and utilization of food by households and communities, the food systems in different communities, the factors interacting in allocating and managing household resources to promote healthy eating patterns and promote nutritional health.

FO5503P  Indigenous cuisine  
Purpose: to enable students to appreciate the indigenous food and cuisine traditions and lifestyles, as well as food preferences of the various cultures in South Africa: develop nutritionally balanced menus/on eating patterns typical to a region or cultural group as part of a food security and a nutrition project/programme; identify the influence of environmental factors and cultures in the development of the traditional cuisines in SA.

FO5505Y  Practical food security and behaviour  
Purpose: to enable students to gather data on food practices and food preparation techniques and interpretation thereof as influenced by the environment and its influence on nutritional value (data on storing, measuring techniques, cooking methods, developing and interpreting recipes and experiments applied to red meat, poultry and fish, vegetables, fruits and plant products, egg and milk product, cereals and flour mixtures, indigenous foods, processed, preserved and value-added food.

See Study units for the Bachelor of Consumer Science and Honours Bachelor of Consumer Science – modules in Agricultural science, Foods, Nutrition and Business management

MODULES: NQF LEVEL 6

1 Syllabus
RA5501P Ecosystems
Purpose: to enable students to identify and allocate resources at household levels with reference to an ecosystems perspective to study eco-systems pertaining to individuals, households and communities; to critically reflect on responsible human interaction with the environment and resource allocation and use.

RA5502Q Management as a process
Purpose: to enable the student to apply resource management principles in studying household resource management strategies of individuals, families and communities. Management is studied as a process in decision-making and allocation of resources, needs, demands, goals, values standards. The role of decision-making and the management process when interacting with natural and human resources in the environment.

RA5503R Development of resources
Purpose: to enable the students to differentiate between families in different cultures in relation to the types and functions, family life-cycles and development tasks in the productive environment of families/ households and communities. Family theories and approaches in addressing critical issues: poverty, food security, family health, nutrition and well-being, and solutions through non-formal education, extension and management is studied as a process in decision-making and allocation of resources, needs, demands, goals, values standards and literacy programmes.

RA5504S Resource allocation and gender
Purpose: to enable the student to apply communication strategies in households and communities, identify developmental and deviant behaviour; decision-making and interaction between individuals and households taking into consideration their roles and their time allocated to household / community tasks, including gender roles, aspirations, change and cultural differences.

MODULES: NQF LEVEL 7

CN6001G Nutrition education
Purpose: to enable the student to identify different development approaches and applications in the South African situation in health and nutrition including food security. Select approaches appropriate for human health and nutrition for sustainable development and its impact in the South African situation. The influence of gender approaches in health and nutrition, mainstreaming of gender roles for men and women, and its implication for relevant approaches to be used in Africa.

CN6002H Nutrition education and development
Purpose: to enable the student to identify and apply nutritional development (as for nutritional and food security) as an approach in community extension in agriculture, health and welfare within the RDP, IRDP and related policies, identify and reflect on possible relationships and linkages to the practice health and nutrition projects in government departments and/or non-governmental organizations.

CN6003J Nutrition education and extension
Purpose: to enable the student to involve adults in the learning process in non-formal health and nutrition education programmes, to adapt and apply the learning process according to needs and demands of the specific community and programme. The application of methodologies and use of the techniques suitable for adults, women, youth and school children in development and design of non-formal nutrition education programmes.

CN6004K The community nutrition facilitator
Purpose: to enable the student to and identify the role of the community health / nutrition worker in different programmes; to develop competence as a facilitator in motivation, group dynamics, handling of conflict and practice leadership skills; to work in a multi-disciplinary team and to network with other professions.

CX60018 Development approaches
Purpose: to enable the student to develop the ability to reflect on the different development approaches, applications in the South African situation in Agriculture and integrated development including food security and its manifestation in Community Extension in agriculture. The influence of gender roles and its implication for empowerment and capacity building in South Africa. A critical evaluation of the present gender approaches in use and the principles and manifestation in the reconstruction and development policy and related policies and strategies.

CX6003A Adult education and extension
Purpose: to enable the student to involve adults in the learning process in non-formal education programmes, adapt and apply the learning process according to needs and demands of the specific community and programme. The application of teaching and learning strategies suitable for use in the development and design of non-formal programmes for different target groups.

EG6004R Personal management
Purpose: to enable the student to apply principles of task and time management to achieve personal goals, apply principles of task and time management to achieve family / and household goals in different situations. It includes the development of operational plans, schedules and diaries in managing ones personal and in the work situation; gender roles and implications for personal management.

FO6001A Food preservation
Purpose: to enable the student to apply the most applicable food preservation principles and techniques, prevent spoilage whilst retaining the quality characteristics of the food optimally. It includes food storage after harvesting, causes of food spoilage, preservation, advantages of food preservation, (focus on low technology), preservation equipment, suitable packaging materials, sanitation and hygiene.

FO6005E Food processing
Purpose: to enable the student to add value using small scale food treatment processes whilst maintaining the nutritional value, to increase shelf-life and the effect on nutritional and eating quality of foods, scientific principles involved in food processing, small scale processing of agricultural products (using a production line). It includes planning of small scale processing plants, legal aspects, budgeting, marketing, food promotion, quality and financial control.

FO6002J Food preservation (practical)
Purpose: to enable the student to apply the most applicable food preservation techniques (FO 6001-A).

FO6006N Food processing (practical)
Purpose: to enable the student to apply the most applicable techniques and skills in food processing, plan a small scale processing plant for agricultural products, and value-adding (FO5005E).

MODULES: NQF LEVEL 8

CP7001W Designing a project
Purpose: to enable the student to develop competence in designing a project and preset a project proposal: apply knowledge on needs assessment, planning and implementation, monitoring and assessment; apply community learning as process in a small group community; plan the project in agriculture, food and nutrition or income generation considering indigenous knowledge and appropriate technology transfer; provide for monitoring and evaluation of the project.

CP7002X Community project
Purpose: to enable the student to develop competence in implementing a project or assessing a project based on a project proposal: visits projects and report back on each phase of the process; apply community learning process in a small community; assess the acknowledgement of indigenous knowledge and appropriate technology transfer; provide for monitoring and evaluation of project and present a project proposal: apply knowledge on needs assessment, planning and implementation, monitoring and assessment; report back on each phase for group assessment and guidance.

PM7005A Strategic MNGT in non-profit organisations
Purpose: to enable the student to identify areas of management of the non-profit organisation (including government). Develop a strategic plan for implementation using different techniques, but focus on the logical framework approach. Programme and project management in a specific environment. It includes gender planning, objective orientated planning as related to the policies and specialization fields.

PM7006B Resource allocation and participation
Purpose: to enable the student to apply various methods for gathering data and display data. The use conventional and participatory approaches, methods and techniques, situation analysis and assessment methods suitable for the assessment of needs, demands, economic status, resources and competencies, as well as comparison with situation analysis by outsiders.
PM70007C Monitoring and evaluation
Purpose: to enable the student to apply different approaches and methodologies to evaluate agricultural, nutrition and health, SMME, housing and local government programmes. It includes the use of databases whilst assuring quality, performance and sustainability.

PM70008D Project programme management
Purpose: to enable the student to develop competence to apply any of the appropriate methodologies and sustainable development strategies to solve problems related to issues (mainly related to household food security) in the development of households and communities, develop a plan that includes aspects to human resource development, financial development, the development of appropriate technology, monitoring and evaluation of programmes using criteria and indicators for agriculture, nutrition.

MODULES: NQF LEVEL 5

HE7501L Theory and Practice
Purpose: to enable the student to identify and select appropriate theories to the field of human ecology and professional specialization areas; apply theories to suitable situations, contexts and research designs; reflect on theories and relationships with mega theories of related disciplines, its appropriateness for research and outreach in Africa.

HE7502M Research methodology
Purpose: to enable the student to select methodologies relevant to the outcomes of the degree and the specialization of the student in his/her profession. It includes different qualitative and quantitative research methods and techniques for different purposes of research and nature of information. Reporting on methodologies selected.

HE7503N Programme Management
Purpose: to enable the student to interpret policy, research analysis and data, and develop a strategic, implementation and monitoring and evaluation plan in line with the specialization of the student in his/her profession. To apply the principles of management to achieve the goals of human development and the goals of the broader programme and identify relationship between different phases and elements of the programme cycle.

HE7504P Community resource management
Purpose: to enable the student to master the principles for participatory community and household resource management as it relates to the principles of management to achieve the goals of human development. The use of participatory action research and other as a research and development strategy. To measure the impact of policies on community-level, use research analysis and data to develop a strategic implementation plans and monitoring and evaluation plans.

HE7510M Food security and HIV/AIDS
Purpose: to enable the student to use appropriate frameworks in identifying the factors, vulnerability and associated risks such as unemployment, floods and drought, as well as the impact thereof on food security on a national, community and household level; identification of the relationships between HIV/AIDS, food security and nutritional health and coping strategies/mechanisms of households; the planning and implementation of action to address healthy eating patterns and improve the allocation and management of community and household resources.

AG7511K Sustainable agricultural resource allocation
Purpose: Students credited with this module are able to demonstrate their ability to apply sustainable agricultural concepts, approaches, indicators, principles and practices to improve the livelihoods of smallholder farmers. Sustainable agricultural programmes and projects that sustain agricultural production and livelihoods are designed, implemented and evaluated. Students are able to evaluate global and national sustainable agricultural policies and do comparative studies — similarities and differences.

SIXTH-LEVEL MODULES

HE800019 Research proposal
Purpose: to enable the student to develop a research proposal based on a relevant literature study. The content should be relevant to the degree and the specialization of the student in his/her profession. The proposal should adhere to the requirements for application for research funding.

HE80002A Dissertation
Purpose: to enable the student to develop the ability to produce a research dissertation adhering to the requirements of high quality research. The content should be relevant to the outcomes of the degree and the specialization of the student in his/her profession. The dissertation should be appropriately planned, research conducted and scientifically communicated.

HE80003B Research paper
Purpose: To enable the student to produce a research paper accepted for publication or delivered at a conference. The content should be relevant to the outcomes of the degree and the specialization of the student in his/her profession. The paper should be appropriately planned, technically correct and scientifically communicated.

Study units for BEd (Early Childhood Development: Foundation Phase)

1 General Information

Teaching Practice
Students can apply for recognition of teaching experience if they satisfy the specific criteria and follow guidelines available from the Unisa RPL Office. Enquiries and applications must be directed to the RPL Officer.

Credit for a degree will be granted for either: SLB201 or MSK201 or SLS201

2 Transitional Arrangements

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<thead>
<tr>
<th>Module failed</th>
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<td>ETH304U</td>
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<td>EDT301N</td>
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<td>EDT302P</td>
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<td>EDT202L</td>
<td>EDA3046, EDT202L</td>
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3 Syllabus

Educational Themes

MODULES: NQF LEVEL 5

EDT101G Child development (S1 and S2)
Purpose: to gain insight into the development of the child from birth to age nine years; modalities of development; the young child’s language and speech development; creating an optimal environment for child development; relationships and development.

EDT102H Guidance, counselling and life skills development (S1 and S2)
Purpose: to gain insight into theoretical aspects; guidance and life skills issues such as: skills development, family and sexuality education, education and training, work and employment, economic education, citizenship education; planning and presenting life skills lessons; observation of pupils; counselling pupils and parents.

MODULES: NQF LEVEL 6

EDT201K The young child and learning (S1 and S2)
Purpose: to gain insight into the defining of concepts; the essential moments of childlike learning; the types of learning, and the realisation of learning with regard to the young child.

MODULES: NQF LEVEL 7
EDA3046 (EDT202L) Environmental education (S1 and S2) (offered for the last time in 2011 for pipeline students only)

Purpose: to develop competent environmental educators who teach their subjects in an environmentally directed way.

ETH302S (EDT203M) Inclusive education A (S1 and S2)

Purpose: to gain insight into the Inclusive education policy on learners who experience barriers to learning and development; the nature of the barriers to learning and development; early identification and continuous assessment; centre-of-learning-based learning support and the education network of support on the different levels.

ETH306W (EDT301N) Inclusive Education B (offered foro the last time in 2011) (S1 and S2)

Purpose: to gain insight into learner support to learners who experience barriers to learning. Students should be able to assess and support learners who experience various impairments, learning difficulties, emotional and behavioural problems in inclusive education settings.

EDC1015 (EDT302P) Theoretical frameworks in education (offered foro the last time in 2011) (S1 and S2)

Purpose: to expose students to a pluralistic problem-centred approach to educational discourse and to encourage them to interact critically with contemporary issues in education.

EDT303Q Religious education (S1 and S2)

Purpose: to gain insight into defining concepts, points of departure, overview of the field; study of African Traditional Religion; study of the following world religions: Hinduism, Buddhism, Judaism, Christianity and Islam; study of contemporary religious movements, and study of selected religious themes.

EDT304R Social education (S1 and S2)

Purpose: to gain insight into the theoretical founding of social education; the socialisation of the young child; family influence on the socialisation of the young child; gender role identification in the young child; urbanisation and the informal housing sector; the environmentally deprived young child, and child abuse.

EDT305S Management of early childhood development institutions (S1 and S2)

Purpose: to gain insight into the South African educational structure; overview of legislation applicable to early childhood development management; policy and provision issues in early childhood Development; early childhood development centre and school governance; institutional management; critical issues in early childhood development management.

Professional Studies

MODULES: NQF LEVEL 5

HEC101V Health education (S1 and S2)

Co-requisite: Professional Studies II

Purpose: to gain insight into theoretical orientation: health and health education; personal health; special health issues; first aid and emergency care: environmental health and safety issues.

PRS101Y Early childhood teaching (S1 and S2)

Purpose: to gain insight into the aims of early childhood education; the informal teaching approach in early childhood education; the daily programme of an early childhood centre; play opportunities in an early childhood centre; choosing and planning content in an early childhood centre; introduction to evaluation in Early Childhood Development.

PRS1023 Health in early childhood education A (S1 and S2)

Purpose: to gain insight into the clarification of concepts; the importance of health in early childhood education; health and the early childhood environment; health-related legislation.

PRS1034 Art and handwork (S1 and S2)

Purpose: to gain insight into the orientation; stages of development; aims and objectives; the role of the art teacher; art activities and materials.

PRS1045 Teaching practice 1 (5 weeks) (year module)

Co-requisite: PRS101, 102, 103

Purpose: to enable students to carry out practical applications of the teaching principles, theories and concepts they have acquired in other courses through the completion of an observation workbook during an observation period of one week in an early childhood centre.

Students also need to complete a further four weeks teaching practice in a baby and toddler centre and an ECD centre. Please note that Teaching Practice I is a compulsory 5 week period and students will be placed by Unisa in appropriate centres in South Africa.

MODULES: NQF LEVEL 6

PRS2015 Music and movement activities (S1 and S2)

Co-requisite: Professional Studies I

Purpose: to gain insight into the value of music in the child's total development; the music curriculum; planning and evaluating music lessons; movement education: its nature and place; planning, presentation and evaluating movement activities; equipment and apparatus for movement activities.

PRS2026 Children's literature (S1 and S2)

Co-requisite: Professional Studies I

Purpose: to gain insight into language activities; literature for young children; criteria for selecting literature for young children; presenting stories to young children; suitable media.

PRS203B The reception year (S1 and S2)

Co-requisite: Professional Studies I

Purpose: to gain insight into curriculum planning; introduction to reading, writing, spelling, mathematics, general science; nonvernacular issues.

PRS2049 Teaching practice 2 (5 weeks) (year module)

Co-requisite: PRS101 – 104 and PRS201, 202, 203

Purpose: to enable students to carry out practical applications of the teaching principles, theories and concepts they have acquired in other courses through the completion of various assignments during a period of two weeks in an early childhood centre, as well as during a period of three weeks in a reception year class.

Please also note that Teaching Practice 2 is a compulsory 5 week period and students will be placed by Unisa in appropriate centres and Grade R-classes in South Africa.

MODULES: NQF LEVEL 7

PRS302A Reading, writing and spelling – First language (S1 and S2)

Co-requisite: Professional Studies II

Purpose: to gain insight into reading and its role in the acquisition of language; approaches to teaching reading; conditions for acquiring language and the ability to read; possible problems in reading; writing and writing skills; spelling and spelling skills.

PRS303B Reading, writing and spelling – Second language (S1 and S2)

Co-requisite: Professional Studies II

Purpose: to gain insight into reading and its role in the acquisition of language; approaches to teaching reading; conditions for acquiring language and the ability to read; possible problems in reading; writing and writing skills; spelling and spelling skills.

PRS304C Teaching practice 3 (5 weeks) (year module)

Co-requisite: PRS201 – 204 and HEC101, PRS302, 303

Purpose: to enable students to carry out practical applications of the teaching principles, theories and concepts they have acquired in other courses through the completion of an observation workbook during an observation period of one week in a Grade 1/Class 1/Sub-standard 1 class. The aim is to orientate students in the more formal approach of foundation phase teaching and to compare the teaching methods of early childhood education and foundation phase education.

Completion of various workbooks on presenting lessons during a four-week practical teaching period.

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Please also note that Teaching Practice 3 is a compulsory 5 week period and students will be placed by Unisa in appropriate Primary Schools in South Africa.

MODULES: NQF LEVEL 8

PRS401C Mathematics teaching (year module)
Co-requisite: Professional Studies III
Purpose: to gain insight into foundational perspectives; number sense, number concept and number development; spatial orientation and spatial insight.

PRS402D Science and technology (year module)
Co-requisite: Professional Studies III
Purpose: to equip students with knowledge, skills and abilities to satisfy their own questions about the workings of the physical and biological world in order to provide learners with the appropriate skills, knowledge and attitudes for understanding the principles and processes of the natural sciences.

A further purpose of this module is to provide students with knowledge, skills and resources of the technical world, to acquire the ability to solve technological problems and perform effectively in their changing environments.

PRS403E Teaching practice 4 (5 weeks) (year module)
Co-requisite: Professional Studies III and EDT305, PRS401, 402
Purpose: to enable students to carry out practical applications of the teaching principles, theories and concepts they have acquired in other courses through the completion of various workbooks during a period of four weeks in the foundation phase. The student must take control of the class (under supervision) and plan, present and evaluate all teaching activities during this period. All activities presented during the teaching practice periods must comply with the principles of anti-bias, multi-cultural and inclusive education.

Please also note that Teaching Practice 4 is a compulsory 5 week period and students will be placed by Unisa in an appropriate Primary School in South Africa.

Additional modules

FDEME3L (FDETE2B) Computer integration in the classroom
(S1 and S2) (One paper of two hours) (offered for the last time in 2011)

NB
(For students registering for the first time for this module) Pipeline students who have failed FDETE2B should re-register for FDETE2B.

Purpose: to train student teachers how to combine appropriate information and communication technologies with teaching and learning strategies and integrate it to teaching and learning activities in the classroom.

Study units for BEd
(Intermediate and Senior Phase)

1 General Information

This qualification comprises two specialisation directions, namely Intermediate and Senior Phase.

NOTE:

Teaching Practice is a compulsory component in this programme and must be taken according to specific criteria. South African students intending to study outside South Africa and applicants from overseas must do Teaching Practice in South African schools so that they are visited, observed and supported by UNISA staff. A Declaration Form must be made available by UNISA Admissions and Registrations to be completed for this purpose. If the Declaration Form is not completed and signed, the student will not be admitted and registered.

Admission requirements

A South African student living or working overseas and intending to apply and applicants from overseas MUST sign the declaration form to do teaching practice in South Africa as required by UNISA. If the declaration form is not signed, the student will not be registered.

Recogntion of teaching practice experience

Students can apply for recognition of teaching experience if they satisfy the specific criteria and follow guidelines available from the Unisa RPL Office. Enquiries and applications must be directed to the RPL Office.

Credit for a degree will be granted for either:
(i) SLB201 or MSK201 or SLS201
(ii) PST205-209 or PST305-309 or CRS105-109
(iii) PST131 or PST111 or PST121
(iv) PST303 or PST310 or PST311
(v) PST401 or PST403 or PST404

2 Transitional Arrangements

Please also note that Teaching Practice modules are a compulsory 5 week period per year and students will be placed by Unisa in an appropriate school in South Africa.

3 Syllabus

Educational Themes

MODULES: NQF LEVEL 5

EDT1601 Child development (S1 and S2) (offered for the last time in 2011)
Purpose: to gain insight into basic concepts, principles: the context of development; modalities: physical, cognitive, affective, conative, normative, social; relationships and development: personal, interpersonal, objective, transcendental; creating a suitable environment for child development; the role of parents, teachers and other role players.

ETH102L The learning child (S1 and S2)
Purpose: to gain insight into basic concepts, principles: theories of learning: the implications and relevance; the learning child: different modalities and levels of learning: the learning child: different relationships of learning: conditions for successful learning: learner, teacher, school and family factors, and giftedness and learning.

EDC1015 Theoretical frameworks in education
(S1 and S2)
Purpose: to gain insight into a pluralistic problem-centred approach to educational discourse, and critical issues in education.

MODULES: NQF LEVEL 7

ETH202P General teaching methods and classroom management
(S1 and S2)
Purpose: to gain insight into the basic concepts, principles and methods; instructional and learning theories; curriculum development; lesson planning: the use of media, evaluation procedures and classroom management.

ETH203Q Guidance, counselling and life skills development
(S1 and S2) (offered for the last time in 2011)
Purpose: to gain insight into the theoretical framework of guidance and counselling; guidance and life skills issues such as skills development, family and sexuality education, education and training, work and employment, economic education, citizenship education; planning and presenting life skills lessons; observation of learners: counselling of learners and parents.

ETH302S Inclusive education A (S1 and S2)
Purpose: to gain insight into the Inclusive Education policy on learners who experience barriers to learning and development; the nature of the barriers to learning and development; early identification and continuous assessment; centre-of-learning-based learning support and the education network of support on the different levels.
ETH303T  The education system and school management (S1 and S2) (offered for the last time in 2011)
Purpose: to gain insight into the education system and the place of the school in regional and national systems of education; the South African school system; critical issues in educational provision and school management.

EDA3058  Education law and professional ethics (S1 and S2) (offered for the last time in 2011)
Purpose: to introduce prospective educators to the educational law environment, labour relations in education and their role, rights and responsibilities as ethical professionals.

ETH305V  Multicultural education (S1 and S2) (offered for the last time in 2011)
Purpose: to gain insight into the theoretical and practical aspects of multicultural education: introduction; current themes in multicultural education; multicultural methodology and managing multicultural schools and classrooms.

ETH306W  Inclusive Education B (S1 and S2) (offered for the last time in 2011)
Purpose: to gain insight into learner support to learners who experience barriers to learning. Students should be able to assess and support learners who experience various impairments, learning difficulties, emotional and behavioural problems in inclusive education settings.

Professional Studies

MODULES: NQF LEVEL 5

HEC101V  Health education (S1 and S2)
Co-requisites: PST201F, PST202G, PST210G and EDT303Q, FDEME3L, PST311L, PST312M
Purpose: to gain insight into theoretical orientation: health and health education; personal health; special health issues; first aid and emergency care: environmental health and safety issues.

PST103E  Teaching social sciences (S1 and S2)
 Purpose: to gain insight into the theoretical orientation: social sciences in the primary school: geography, history, (in each case); curriculum and curriculum development: aims, objectives; resources and materials; lesson planning: the use of media, evaluation procedures; school and classroom management; theme work.

PST131J  Language teaching (S1 and S2)
Purpose: to gain insight into the theory and practice of language teaching as a language, additional language and second additional language in the Intermediate and Senior Phase.

PST104F  Teaching practice 1 (including oral communication) (5 weeks) (year module)
Co-requisites: PST103E, EDA3046 or EDT202L and PST131J
Purpose: to gain insight into observation, and presenting prescribed lessons.

MODULES: NQF LEVEL 6

PST201F  Mathematics teaching (Intermediate and Senior Phase) (S1 and S2)
Co-requisites: PST103E, PST131J, EDA3046, PST104F
Purpose: to gain insight into the methodology: problem solving and problem-centred approach; strategic teaching and learning: language, culture and world view (knowledge systems for number and space); number and spatial skills; assessment.

PST202G  Teaching natural science (S1 and S2)
Co-requisites: PST103E, PST131J, EDA3046, PST104F
Purpose: to gain insight into the foundations of natural science (science, biology): the primary school pupil and natural science: natural science and environmental education: natural science skills; formulating aims and objectives; general teaching strategies: the natural science classroom; interpreting the curriculum; use of instructional media; assessing learner outcomes.

PST210G  Arts and culture (S1 and S2)
Co-requisites: PST103E, PST131J, EDA3046, PST104F
(a)  Art education

Purpose: to gain insight into the theoretical orientation and general approaches: aims and objectives: organisation and administration; curriculum and curriculum design; equipment and teaching aids; planning lessons and evaluation.

(b)  Class music
Purpose: to gain insight into the theoretical orientation and general approach: aims and objectives: organisation and administration; curriculum and curriculum design; equipment and teaching media; planning lessons and evaluation; playing instruments.

(c)  Speech and drama
Purpose: to gain insight into the theoretical orientation and general approaches; aims and objectives; curriculum and curriculum design; planning lessons and the use of teaching aids; evaluation.

PST204J  Teaching practice 2 (including oral communication) (5 weeks) (year module)
Co-requisites: PST103E, PST131J, EDA3046, PST104F and PST201F, PST202G, PST210G
Purpose: to gain insight into the introduction to class teaching: presenting lessons as prescribed.

MODULES: NQF LEVEL 7

EDA3046 (EDT202L)  Environmental education (S1 and S2)

NB
For students registering for the first time for this module. Pipeline students who have failed EDT202L should re-register for EDT202L. (This module will be discontinued at the end of 2011).

Purpose: to develop competent environmental educators who teach their subjects in an environmentally directed way.

EDT303Q  Religious education (S1 and S2)
Co-requisites: PST201F, PST202G, PST210G
Purpose: to gain insight into defining concepts, points of departure, overview of the field: study of African Traditional Religions; study of the following world religions: Hinduism, Buddhism, Judaism, Christianity and Islam; study of contemporary religious movements, and study of selected religious themes.

FDEME3L  Computer integration in the classroom (one paper of two hours) (S1 and S2) (offered for the last time in 2011)

NB
Pipeline students who have failed FDETE2B should also register for FDETE2B.

Purpose: Conceptional framework: The technological process: The nature of Technology Education; Assessment in Technology Education

PST311L  Economic literacy and entrepreneurship (S1 and S2)
Co-requisites: PST201F, PST202G, PST210G
Purpose: to gain insight into economic literacy and entrepreneurship; basic economic literacy; goal and function of education directed to entrepreneurship; factors which underlie entrepreneurial success or failure; the part teachers could play in entrepreneurial activities; a strategy for developing entrepreneurship; the teacher’s role to facilitate entrepreneurship.

PST312M  Physical education and sports coaching (S1 and S2)
Co-requisites: PST201F, PST202G, PST210G
(a)  Physical education
Purpose: to gain insight into the theoretical introduction; the history and development of physical education; the modern era of sport and particular nature of sport; value and place of physical education in society; the educational programme; legal aspects of physical education.

(b)  Sports coaching
Purpose: to gain insight into growth and development: anatomy and physiology; training theory and teaching children skills; philosophy of coaching; psychological aspects of coaching; parent and community involvement; coaching children with disabilities; drugs and nutrition in sport; sport injuries and first aid; legal aspects of sport; codes of behaviour.
STUDY UNITS FOR BEd (Senior Phase and Further Education and Training)

1 Syllabus

Educational Themes

MODULES: NQF LEVEL 6

EDT1601 Child development (S1 and S2)
Purpose: to understand the physical, cognitive, affective, social, conative and the normative development of the adolescent.

EDT1602 Learning and teaching strategies in the adolescent years (S1 and S2)
Purpose: to gain insight into the components of the teaching-learning situation, to highlight the role of educators in facilitating learning outcomes efficiently, and to explore desirable conditions for successful learning.

EDA201W Classroom management (S1 and S2)
Purpose: to gain insight into the complex nature of the teaching-, learning situation and its implications for the teacher; the actualisation of various management functions in the teaching-, learning situation; the management of certain elements in the teaching-, learning situation, the handling of some critical issues in the modern classroom.

FDEME3L Computer integration in the classroom (One paper of tw0 hours) (S1 and S2) (this module will be offered under a new code as from 2012)
Purpose: to train student teachers how to combine appropriate information and communication technologies with teaching and learning strategies and integrate it into teaching and learning activities in the classroom.

NB
Pipeline students who have failed FDETE2B should also register for FDEME3L.

FDEAHODS The educator as assessor (year module) (One paper of two hours) (S1 and S2)
Purpose: to enable students to plan and conduct assessment, to record assessment findings and to report on them.

MODULES: NQF LEVEL 7

ETH306W Inclusive education (S1 and S2) (this module will be offered under a new code as from 2012)
Purpose: to gain insight into presenting lessons as prescribed; cross-curricular and integrated teaching; curriculum design; teaching a class in the junior and senior standards.

EDEA3013 Guidance, counselling and life skills education for the subject teacher (year module) (this module will be offered under a new code as from 2012)
Purpose: to train student teachers how to combine appropriate information and communication technologies with teaching and learning strategies and integrate it into teaching and learning activities in the classroom.

EDEA3045 Environmental education (S1 and S2) (this module will be offered under a new code as from 2012)
Purpose: to develop competent environmental educators who teach their subjects in an environmentally directed way.

EDEA3058 Education law and professional ethics (year module) (this module will be offered under a new code as from 2012)
Purpose: to introduce prospective educators to the educational law environment, labour relations in education and their role, rights and responsibilities as ethical professionals.

ETH305V Multicultural education (S1 and S2) (this module will be offered under a new code as from 2012)
Purpose: to gain insight into defining concepts, points of departure, overview of the field; study of African Traditional Religion; study of the following world religions: Hinduism, Buddhism, Judaism, Christianity and Islam; study of contemporary religious movements, and study of selected religious themes.

EDT303Q Religious education (S1 and S2) (this module will be offered under a new code as from 2012)
Purpose: to gain insight into theoretical aspects of multicultural education: introduction; current themes in multicultural education; multicultural methodology and managing multicultural schools and classrooms.

EDEB101X Outcomes-based education (S1 and S2) (this module will be offered under a new code as from 2012) (NQF Level 5)
Purpose: students will acquire the knowledge, skills, values and attitudes to understand and implement Outcomes-based education in the senior school phase.

ETH303T The education system and school management (S1 and S2) (this module will be offered under a new code as from 2012) (NQF Level 7)
Purpose: to gain insight into the education system and the place of the school in regional and national systems of education; the South African school system; critical issues in educational provision and school management.

Educational Foundations

EDC1015 Theoretical frameworks in education (S1 and S2) (this module will be offered under a new code as from 2012) (NQF Level 5)
Purpose: to expose students to a pluralistic problem-centred approach to educational discourse and to encourage them to interact critically with contemporary issues in education.

my Modules @ Unisa 2011 155
Professional Studies

SUBJECT DIDACTICS (NQF LEVEL 7)

Prerequisite: Applicable for all Subject Didactics. The appropriate School Subject should have been passed up to second year level.
Co-requisite: TPR100C, LPEGNPN

SDACT0M  Accounting (year module)  (this module will be offered under a new code as from 2012)
Purpose: to gain insight into the complex nature of didactics and subject didactics theory; the distinctive nature of Accounting; the importance of goal formulation; teaching and learning strategies; different methods and media for teaching Accounting; the lesson plan; evaluation, and classroom practice.

SDBEC0S  Business Studies (year module)  (this module will be offered under a new code as from 2012)
Purpose: to enable students to teach Business Studies; the distinctive nature of Business Studies; goal formulation; teaching strategies; methods and media for teaching Business Studies; the lesson plan; evaluation, and some issues in modern classroom practice.

SDHISTV  History (year module)  (this module will be offered under a new code as from 2012)
Purpose: to equip prospective teachers with the skills, knowledge and values needed to empower learners to play a vital and competent role in the process of transforming the country’s arts and cultural heritage.

SDMAT04  Mathematics (year module)  (this module will be offered under a new code as from 2012)
Purpose: to equip students with the necessary knowledge, skills, attitudes and values needed to empower learners to play a vital and competent role in the process of transforming the country’s arts and cultural heritage.

SDACUC  Teaching arts and culture (year module)  (this module will be offered under a new code as from 2012)
Purpose: to equip prospective teachers with the skills, knowledge and values needed to empower learners to play a vital and competent role in the process of transforming the country’s arts and cultural heritage.

SDBIOSJ  Life Sciences (year module)  (this module will be offered under a new code as from 2012)
Purpose: to enable students to teach Life Sciences (Biology) as a school subject.

SDDRELSD  Religion studies (year module)  (this module will be offered under a new code as from 2012)
Purpose: to equip student teachers with the necessary knowledge, skills, attitudes and values, as well as critical self-reflection, to become a competent language teacher of a particular home language and first and second additional language to learners up to grade 12, utilising an outcomes based and communicative teaching approach.

LEARNING AREA DIDACTICS (NQF LEVEL 7)

Prerequisite: Applicable for all Learning Area Didactics. The appropriate School Subjects on first year level.
Co-requisite: TPR200F

SDECO0N  Economics (year module)  (this module will be offered under a new code as from 2012)
Purpose: to equip prospective teachers with the skills, knowledge and values so that they will be able to equip learners with the knowledge and
comprehension of economic and management skills that will enable them to play a vital role in the process of transforming the country’s economic, social, political, technological, personal and physical environment.

LADMMM6 Teaching mathematics, mathematical literacy and mathematical sciences (year module) (this module will be offered under a new code as from 2012)
Purpose: to provide student teachers with the necessary knowledge, skills and applied competences to enable them to be competent teachers of the Learning Area: Mathematics from Grade 7 to Grade 9.

LADNSCC Teaching natural sciences (year module) (this module will be offered under a new code as from 2012)
Purpose: to enable students to acquire the knowledge, skills, values and attitudes to facilitate teaching in the Natural Sciences in the senior schooling phase.

LADHSSA Teaching social sciences (year module) (this module will be offered under a new code as from 2012)
Purpose: to enable students to acquire the knowledge, skills, values and attitudes to teach social sciences in the senior schooling phase.

LADTECX (FDETE5E) Teaching Technology (year module) (One paper of two hours)
Practical work in Technology Education
The Technology Learning Area in context
Teaching the Technology Learning Area

LANGUAGE PROFICIENCY (NQF LEVEL 5)
ONE of the following theoretical modules must be selected:

LPARF8 (TAR201U) Communication Afrikaans (year module) (offered for the last time in 2012)
Purpose: to gain insight in the following competencies: communicative, thinking, listen, read, write, speak and academic.

or

LPENGTS Language proficiency (English communication for Education) (year module)
Purpose: to enable learners to explore the nature and implications of English as a language of learning, to improve learners’ communicative competence in English in the classroom and in the school, and to develop their study skills and English reading and writing skills.

and

PRACTICAL LANGUAGE MODULE (NQF LEVEL 5)
Advice: Students are advised to register for the practical module in the same year as that in which they register for Teaching Practice I.

LPENGPN Additional language endorsement (offered for the last time in 2012)

PRACTICAL TEACHING (NQF LEVEL 7)

TPR100C Teaching Practice I (5 weeks) (this module will be offered under a new code as from 2012)
Co-requisite: Applicable subject Didactics (LPENGPN)

TPR200F Teaching Practice II (5 weeks)
Co-requisite: Applicable Learning Stream Didactics
Purpose: to give students the opportunity to practise their teaching skills.

Study Units for the Honours BA and BSc degree (with specialisation in Environmental Management)

1 Syllabus

MODULES: NQF LEVEL 8

HESRMCE Research methodology
Purpose: to undertake the basic steps of the research process with the final outcome being the completion of a research proposal. Qualifying students can select a topic, conduct a literature review and use appropriate basic methodological approaches to research. Students are prepared for further postgraduate study.

PMN501B Project management
Purpose: to introduce students to the generic principles of project management, the project life cycle, suggested steps in the generic project life cycle, the role of the project manager and the project team are all covered in this subject. All of this is done within a South African context and by using generic, but South African examples.

HESIEM5 Integrated environmental management
Purpose: to enable students to understand the objectives of integrated environmental management (IEM), namely, to achieve integrated environmental governance and a holistic and integrative consideration of all the relevant parameters that influence environmental planning. As a result, the basic principles, guidelines, and tools commonly used in IEM will be investigated as well as key international environmental conventions and agreements. Students will gain an understanding of the different African countries’ implementation of international IEM agreements. Students will also gain practical experience through participation in an environmental management project.

HESIEMM Impact mitigation and management
Purpose: to familiarise students with the compilation of Environmental Management Plans (EMP) for new developments, upgrading or expansion of already existing developments or facilities. They will learn to compile Environmental Management Programme Reports (EMPR) for mining activities. Students will also learn how to and in which circumstances to apply mitigation in order to minimise effects on the environment as well as how these mitigation measures will be managed in order to conserve the environment after closure of the development. Students will integrate this knowledge to make recommendations where development takes place in order to rehabilitate the environment after closure and decommissioning. Case studies will be presented to provide the student with practical examples of mitigation measures, rehabilitation, closure and decommissioning.

HESIEMU Integrated environmental management systems and auditing
Purpose: to enable students to understand 21st century thinking in terms of environmental management systems (EMS); what these are, what led to their development and what ISO 9001, 14001 and 18001 certification means. The students will be guided through the complete process of planning and implementing an ISO 14001 management system, as well as evaluating and improving it by means of reviews, corrective action and continual improvement. The students will also be introduced to the aspect of regulatory compliance auditing.

HESESAA Ecological and social impact assessment
Purpose: to investigates the principles and techniques that are utilised in ecological and social impact assessment at a local scale or regional scale. It presents the student with both the theory as well as the practical application of appropriate ecological and social impact assessments methodologies.

HESERA8 Environmental risk assessment and management
Purpose: to enable students to identify hazards that may cause harm to humans, plants and animals and to understand and assess their effect on the environment; to evaluate and characterise the risk so that appropriate plans
and strategies can be devised for the effective mitigation and management of environmental risk. The students will be equipped with the tools and techniques to evaluate environmental risk based upon the principles set out in the international and national regulatory frameworks. Students will be guided through the complete process of planning and implementing an environmental risk assessment and management plan.

**HESEMOC Environmental monitoring**  
*Purpose:* to provide students with the analytical and technical skills as well as the practical experience necessary to investigate and assess man-made or natural environmental change and impacts in a scientific context. Different forms of pollution and how they impact environmental quality are examined. Through various case-studies and practical sessions, students are enabled to understand the value of scientific approaches when collecting, processing, and interpreting environmental data and information for various applications.

**HESRSMY Environmental remote sensing and modelling**  
*Purpose:* the student will use remote sensing as a tool to monitor and model terrestrial and aquatic environments, to detect environmental change and to utilise remote sensed images to solve environmental problems.

**HESETX5 Ecotoxicology**  
*Purpose:* to introduce the field of Ecotoxicology; the effect of pollutants on the ecosystem, routes of uptake, methods of testing for toxicity, factors influencing toxicity and remediation measures. Students will integrate this knowledge to make recommendations on the potential effects of pollutants and on remediation measures.

**HESCEC6 Conservation ecology**  
*Purpose:* to highlight the importance and value of biodiversity as well as review the basic concepts of ecology. The student will be introduced to the field of macroecology and the linkages between ecology and conservation. International treaties and conventions relating to conservation ecology will be discussed together with the threats to species and communities. Conservation principles and strategies, the classification of conservation areas, indicator, rare and endangered species, ecological monitoring, impact assessment and the human dimension of conservation ecology will also be investigated. A number of interesting and informative case studies will be included as part of this module.

**HESFESY Integrated environmental systems and processes**  
*Purpose:* to introduce students to basic knowledge of earth system science. The complex integration and mechanisms linking the atmosphere, biosphere, hydrosphere and geosphere and the sustainable utilisation of the natural resources will be studied. The protection of biodiversity as well as addressing environmental issues to ensure a sustainable living environment will be dealt with in an integrated, holistic manner.

**HESRPRX Research project**  
*Purpose:* to conduct independent research with the continuous guidance of a supervisor/study leader. Students are prepared for a research-based Master’s degree and for a career in research.

The student will be required to submit a research report on a specific environmental science project that he/she has undertaken, preferably in the area where the student resides. It will give the student the opportunity to integrate creatively all the knowledge and skills he/she has acquired during the entire study period and to apply these to a real-world problem.

<table>
<thead>
<tr>
<th><strong>Study units for the Honours BA degree in Health Studies</strong></th>
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<tbody>
<tr>
<td><strong>1 Syllabus</strong></td>
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<tr>
<td>■ Please note that the degree Honours BA in Health Studies (Option A) will be phased out in 2015.</td>
</tr>
<tr>
<td>■ Please ensure that you have completed all the relevant modules by the end of 2015.</td>
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</tbody>
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**Option A**  
**MODULES: NGF LEVEL 8**

**MNURB2AH Concepts and application of health services management (year module) (offered for the last time in 2015)**  
*Purpose:* to enable students at all levels of health services to design, implement and evaluate strategic plans. The qualifying students will be able to utilise the acquired knowledge, skills and values to manage human and material resources in health services.

**MNURB2BJ Advanced aspects of health sciences education (year module) (will be offered for the last time in 2015)**  
*Purpose:* to equip the student to understand the evolution of health sciences education patterns and the influence of a variety of factors on contemporary health sciences education. Awareness of historical, social and economic trends allows the student to anticipate and adapt to, changes that will affect professional and educational trends.

**MNURB3B Leadership development in health care (year module) (offered for the last time in 2015)**  
*Purpose:* to equip the knowledgeable student to understand the fundamentals of leadership, as well as the different theoretical approaches and leadership styles that guide leadership behaviour. Qualifying students will have a sound knowledge of the effect of factors such as power and influence, group leadership, translational variables, empowerment and decision-making, which are fundamental to the development of health care leaders.

**MNURB4C Transcultural health care (year module) (offered for the last time in 2015)**  
*Purpose:* to equip the knowledgeable student to understand the evolution of health care patterns and the influence of a variety of factors on the contemporary delivery health care in transcultural settings. Qualifying students will have a sound knowledge of the development of theoretically based transcultural health care and the advancement of transcultural health care practice. The aim is to increase the delivery of culturally competent care to individuals, families, groups, communities, and institutions which are fundamental to the development of health care practitioners.

**MNURB5D Theory development and utilisation in health care and health sciences (year module) (offered for the last time in 2015)**  
*Purpose:* to equip students with higher cognitive skills of analysis, synthesis and evaluation as these culminate in critical thinking and the conceptualisation of substantive theory. The latter will be achieved with guidance. This paper will be useful to students who intend proceeding to the master’s and doctoral levels of academic advancement as well as to health care practitioners who need to implement specific theory in their area of work, or who need to generate substantive theory in the area in which they work.

**MNURB7F General practice and applied ethics (year module) (offered for the last time in 2015)**  
*Purpose:* to equip students with holistic systematic knowledge of nursing science and art including applied ethics in nursing practice. Qualifying students will function independently as leaders in general nursing practice and ethics using advanced problem solving skills.

**MNURS1E Principles and methods of health research**  
*Purpose:* to update and increase the student’s knowledge of the scientific approach and of every step of the research process. Qualifying students will be able to critically evaluate research reports and articles.

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**Option B**  
**NB**  
No new registrations are accepted for 2011.
Midwifery and Neonatal Nursing Science

MODULES: NQF LEVEL 8

MNUAMAB  Adaptation in the prenatal period (offered for the last time in 2012)
Purpose: to equip the knowledgeable student to understand the evolution of health care patterns and the influence of a variety of factors on contemporary delivery of perinatal health care. Awareness of historical, social and economic trends allows the student to anticipate how changes will affect professional practice. Promotion of the wellbeing of childbearing families is the ultimate goal of quality perinatal care.

The student will understand the psychological and social meanings of human culture and that these meanings affect human health. The student will also be equipped to include family centered maternal care in midwifery in order to improve obstetrical outcomes.

MNUAMHJ  Adaptation of human reproduction and the intrapartum period (offered for the last time in 2012)
Purpose: to empower the student with a sound understanding of the human reproductive system in order to equip the student to deal with sensitive issues surrounding reproduction. This paper will also enable the student to have insight into and be aware of past and current trends in preparation for childbirth.

MNUAMNO  Adaptation in the postpartum period and neonatal practica (offered for the last time in 2012)
Purpose: to provide the student with knowledge and understanding in day care (mother-baby care) and assist the student to apply the theory of neonatal care to aspects pertaining to the clinical field.

MNUAMPS  The practice of the midwife and obstetrical practica (offered for the last time in 2012)
Purpose: to empower the student to practice independent midwifery within the ethical, moral and legal framework of the country and enable the student to apply the theory of obstetrics in the clinical obstetrical field.

Trauma and Emergency Care

MNUTEFU  Fundamental aspects of trauma (offered for the last time in 2012)
Purpose: to equip the qualifying student to understand the fundamental aspects of trauma and emergency nursing. Students will also be equipped with the skills in basic and advanced patient assessment and life support in the pre-hospital and hospital environments which they will be able to develop and apply. Qualifying students will also have a sound knowledge on disaster management and emergency services operations in the pre-hospital emergency environment.

MNUTEPF9  Physical trauma (offered for the last time in 2012)
Purpose: to equip the qualifying student to manage physical trauma in the trauma and emergency environment. Students will also be equipped with advanced skills to immediately diagnose, treat, monitor and evaluate physical injuries in the pre-hospital and hospital environments. Qualifying students will also have a sound knowledge of internationally recognised advanced life support techniques and technology used in the hospital and pre-hospital environments.

MNUTEM5  Medical emergencies (offered for the last time in 2012)
Purpose: to equip the qualifying student to manage medical emergencies in trauma and emergency nursing. Students will also be equipped with advanced skills, including the use of computerised and technological equipment to accurately diagnose, treat monitor and evaluate the outcome of emergency medical conditions in the pre-hospital and hospital environments. Qualifying students will also have a sound knowledge of preventative and promotive health care and will be able to identify possible research questions and research problems in practice.

MNUTEN6  Clinical practice of trauma and emergency (offered for the last time in 2011)
Purpose: to equip the student with the knowledge, skills and experience to assess, to diagnose and treat the patient (aged, adult and child) in the pre-hospital environments. The student will be able to apply life saving techniques, use equipment and perform procedures and prescribe treatment for the patient under the supervision and guidance of a trained perceptor in trauma and emergency situations. Qualifying students will be able to apply detailed systematic knowledge and skills in the clinical treatment and care of the patient (aged, adult and child) in the pre-hospital and hospital environment where no medical practitioner is available.

Medical and Surgical Nursing Science: Critical Care General

MNUR51E  Principles and methods of health research
Purpose: to update and increase the student’s knowledge of the scientific approach and of every step of the research process. Qualifying students will be able to critically evaluate research reports and articles.

MNUCCM9  Nursing care of critically ill patients with medical alterations (offered for the last time in 2012)
Purpose: to equip students with a holistic and systematic knowledge base of nursing care of critically ill patients with medical alteration. Qualifying students will be able to function as leaders and specialists in critical care units.

MNUCCFX  Foundations of critical and high care nursing (offered for the last time in 2012)
Purpose: to equip students with a holistic systematic knowledge base of the fundamentals of critical care and high care nursing science. The qualifying students will develop the foundational skills of nursing care of critically ill patients, as well as function independently as leaders and specialists in the critical care units.

MNUCCPC  Critical care nursing science practical (offered for the last time in 2011)
Purpose: to equip students with holistic systematic knowledge of advanced nursing skills and attitudes required of critical care nurses. Qualifying students will function independently as leaders and specialists in the critical care unit within a multi disciplinary team.

MNUCCSF  Nursing care of critically ill patients with surgical alterations (offered for the last time in 2012)
Purpose: to equip the students to render holistic nursing care of critically ill patients with surgical alterations based on an in-depth knowledge of the pathophysiological processes of these alterations.

Study units for the Honours BEd degree

1 Transitional Arrangements

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<thead>
<tr>
<th>Old Curriculum</th>
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<tbody>
<tr>
<td>OTF411Q and OSA411Y</td>
<td>HBEDTRD</td>
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<td>ODH411E and OSA411X</td>
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<td>OVO421E and OHO 421X</td>
<td>HBEDCSC</td>
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<td>OSO421U and OSO 431W</td>
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<td>ODI411E and OSI411X</td>
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<td>OV4531 and OV4535</td>
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<td>OBE451S and OSN432T</td>
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<td>HBE441S and HBE442T</td>
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</tbody>
</table>
### 2 Syllabus

The curriculum comprises five papers selected from the following in accordance with the rules set out in my Rules @ Unisa.

#### MODULES: NQF LEVEL 8

**FUNDAMENTAL LEARNING (COMPULSORY)**

<table>
<thead>
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Students who have not passed HBEDTRD (Theory and research in education) prior to 2011 but have already passed both modules from a specialist area, have to reregister for HBEDTRD and one additional module. The additional module can be either HBEDWSL (Addressing barriers to learning) or HBEDWSL (Whole school development through environmental education). This rule applies to all the specialist areas.

### Elective Learning

Students choosing the Hons BEd (general) will be required to focus on the following areas in their elective option:

- **HBEDSSC Schools and society**
  - Purpose: to ensure that educators are able to understand the interrelatedness of relationships on micro, meso and macro level that influence the education of learners in the present social environment. The scope of this module is the various relationships in the family, in the school and in society that influence the learning and development of learners. Research questions that will be addressed are related to adequate relationship formation in families and communities and the pastoral role as one of the identified roles of the teacher. Focus will be on research as independent inquiry.

### Specialised Studies

The two modules in this component will focus on a particular sub-specialism within the field of educational enquiry. You will acquire new knowledge and skills in these specialist areas and also be required to apply a range of the research knowledge and skills developed in component 1 of the programme within your specialist area.

You may choose to study two modules in any one of the following specialist areas:

- Adult basic education and training
- Early childhood development
- Education management
- Environmental education
- Inclusive education: barriers to learning
- Mathematics education
- Natural science education.
- School guidance and counselling (additional entry requirements apply)

If you do not want to focus on one of the above specialist areas, then you can enrol for the Hons BEd (general) option.

#### Adult basic education and training

**HBEDAT5 Adult teaching and learning**

**Purpose:** to provide students with an understanding of the policy framework for ABET and enable them to design an original learning programme in selected learning areas. They will also be able to facilitate adult learning and mentor and support adult learning by designing and using appropriate teaching resources. They should be able to assess by using a range of assessment strategies.

**HBEDMAB Managing ABET in context for development**

**Purpose:** to be able to link ABET to the development of human resources within the national development programme aimed at restructuring the economy, addressing past inequalities and the building of a democratic society. They will also understand that ABET forms part of a coherent national development policy and that ABET links with development programmes, employment creation initiatives, further education and training opportunities and that it allows career-pathing. Learners will understand the theories and practicalities of managing projects competently. This module includes a research report.

### Early Childhood Development

**HBEDBLV Becoming, learning and assessment of the young child in the early childhood development phase**

**Purpose:** to gain insight, knowledge and skills: about the becoming, learning and assessment of the young child in the Foundation Phase: about education and teaching in the Early Childhood Development phase, which is imbedded in Theories of Education of the past and present, while taking cognisance of teaching programmes within a global perspective, as well as the Outcomes-based paradigm of South Africa; about curriculum development for the young child in the Foundation phase, while being able to manage learning programmes and sites. This module includes a research report.

**HBEDETE Education and teaching of the young child in the early childhood development phase**

**Purpose:** to form the basic question of what the learners know about the historical and contemporary influences on teaching determining the character of teaching in the Early Childhood Development phase; as well as interpreting critically, education and global teaching programmes. The issues influencing curriculum development such as: diversity, multi-culturalism, multi-lingualism, anti-bias and developmentally appropriateness will be dealt
with. Understanding of the policy for the provision of the Early Childhood Education phase in the Republic of South Africa will be achieved, as well as a focus on the nature of the management task of the principal in Early Childhood Development.

Education management

HBEDMSV Managing the school as an organisation
Purpose: to focus on the school as an educational organisation by exploring ways in which the school can be managed to create and maintain an environment that is conducive to teaching and learning. The performance of school management competencies are explored with a consideration of democratic practices, support to learners and colleagues, and a responsiveness to changing circumstances and needs. Appropriate management and leadership practice is developed within context by means of relevant literature study and individual research activities. This module includes a research component.

HBEDOBG Organisational behaviour in education and education law
Purpose: to focus on basic organisational behaviour in an educational organisation and will explore ways in which learners can be equipped to create an environment in which effective teaching and learning can take place. The module will examine the performance of organisational behaviour competencies in ways that are legal and democratic and which demonstrate responsiveness to changing circumstances and needs. The context is the South African education and educational legal system that are characterised by diversity and a large developing world sector.

Environmental education

HBEDMEF The mediation of environmental learning
Purpose: to study the various theoretical and practical explanations of how learning takes place, as well as processes that foster learning. The student will learn to be able to critically reflect on the process of mediating learning in environmental education contexts and will learn to evaluate, select and implement various assessment strategies for environmental learning. This module includes a research report.

HBEDWSL Whole school development through environmental education
Purpose: to reflect on the terms sustainability education, sustainable society, holistic approach and whole school development. A detailed study of whole school development is done: key elements and its ability to bring transformational changes about at school level. The role of awareness raising and education for sustainable development is discussed. The role of eco- schools in terms of whole school development is analysed.

Inclusive education: barriers to learning

HBEDIE6 Introduction to inclusive education: assessment and learner support.
Purpose: transformational paradigm shift from the medical deficit model to the social systems models in inclusive education with special emphasis on rendering learning support in language, reading, writing and/or mathematics as well as study barriers across the spectrum of learning potential including the academically gifted learner. The design and implementation of a learning support programme is contained in a research project consisting of a literature study and empirical research.

HBEDABH Addressing barriers to learning.
Purpose: to ensure that educators are able to function effectively in inclusive settings. Students are expected to manage learning sites in inclusive settings, facilitate curriculum access, and work in multi-disciplinary teams to support other professionals, individuals or groups learning and working in inclusive settings.

Mathematics education

HBEDAMU Analyse modelling in school mathematics
Purpose: to identify the nature and quality of mental models and schemata in Mathematics Education. Studying the relationship between modelling, symbolising and problem solving will reveal to them the deeper nature and value of pedagogical content knowledge in Mathematics Education. Misconceptions will become powerful teaching opportunities to adjust and strengthen mental models about specific mathematics concepts. The Hons BEd (Mathematics Education) will provide professional educators and teachers at a post-graduate level with a clear understanding of the way knowledge in Mathematics Education are formed, how students understand mathematics and how they represent their understanding. This module includes a research report.

HBEDIAQ Analyse the impact of the curriculum on effective mathematical practices
Purpose: to analyse the different components of a mathematics curriculum, as well as the nature of different perspectives on mathematics curricula. Learners will free themselves from the traditional curriculum and teaching approach by understanding the NCS. This successful implementation of the NCS is dependent on a broader understanding of the possibilities of the positive influence of the Reform movement in Mathematics Education. The Hons BEd (Mathematics Education) will provide professional educators and teachers at a post-graduate level with a clear understanding of the impact and nature of the Reform movement in Mathematics Education on school mathematics curricula. They will be enabled to analyse and assess learners' performances by using appropriate measuring instruments. This will improve their ability to teach for understanding.

Natural science education

HBEDCIU Current issues in Science Education
Purpose: to develop postgraduate-level knowledge, skills and competencies to enable learners to be competent facilitators of the Natural Science Curriculum, Physical Sciences Curriculum/ and/ Life Sciences Curriculum to a target audience having a diverse linguistic and cultural backgrounds. Even within the same culture, learners should develop the competence to be gender sensitive and to accommodate learners with special needs in order to create an appropriate culture of learning.

HBEDCPP Curriculum design and evaluation for Science Education
Purpose: to provide students with an understanding of the nature and development of school Science curricula at a national and international level as well as the relationship between theory and practice regarding the school Natural Science (GET) curriculum as in the National Curriculum Statement (NCS) and the school Physical Science and / or Life Sciences (FET) curriculum as in the National Curriculum Statement (NCS). This module includes a research report.

School guidance and counselling

(a separate selection process applies for this specialisation)

HBEDOPW Orientate psycho-educationally to perform specialised tasks of the counsellor
Syllabus: The theoretical framework of the relational theory, schools of thought in counselling, ethics, practice administration, and counselling skills with a strong emphasis on learning problems and related barriers. Students should be able to demonstrate the counsellor identity by being able to mediate guidance and counselling opportunities in a manner which is sensitive to the diverse guidance needs of clients; construct guidance and counselling environments; display sound knowledge of principles and strategies of guidance and counselling to managing educational guidance and counselling settings in the South African context; develop a supportive relation with educators, parents and other key persons and organisations; comply with ethical behaviour; apply different approaches to guidance and counselling managing in ways which are appropriate to the clients and the context within different education settings.

HBEDAGA Assess and apply psychometrics and statistics
Purpose: to provide students with postgraduate-level knowledge, skills and applied competencies to enable them to be competent psychometrists and counsellors in educational settings; South Africa with competent psychometrists and counsellors in educational settings; qualify learners to register as counsellors with the Health Professions Council of South Africa. The scope of this module is the various categories of psychological tests, standardised and non-standardised media, and projection or expression media to determine tendencies regarding cognitive, physical, emotional and behavioural aspects as displayed in a systemic environment. This module includes a research report.
Study units for the Honours
BSc degree (with specialisation in Environmental Monitoring and Modelling)

1 Syllabus

MODULES: NQF LEVEL 8

HESRMEC Research methodology
Purpose: to undertake the basic steps of the research process with the final outcome being the completion of a research proposal. Qualifying students can select a topic, conduct a literature review and use appropriate basic methodological approaches to research. Students are prepared for further postgraduate study.

HESEFESY Integrated environmental systems and processes
Purpose: to introduce students to basic knowledge of earth system science. The complex integration and mechanisms linking the atmosphere, biosphere, hydrosphere and geosphere and the sustainable utilisation of the natural resources will be studied. The protection of biodiversity as well as addressing environmental issues to ensure a sustainable living environment will be dealt with in an integrated, holistic manner.

HESCPRX Research project
Purpose: to conduct independent research with the continuous guidance of a supervisor/study leader. Students are prepared for a research-based Master’s degree and for a career in research.

The student will be required to submit a research report on a specific environmental science project that he/she has undertaken, preferably in the area where the student resides. It will give the student the opportunity to integrate creatively all the knowledge and skills he/she has acquired during the entire study period and to apply these to a realworld problem.

Study units for the Honours
BTh degree with specialisation in Christian Spirituality

1 Syllabus

MODULES: NQF LEVEL 8

CSP4802 (CSP410F) Introductory Issues in the Study of Christian Spirituality
This paper will deal with the following issues:
- Definitions of spirituality and Christian spirituality
- Problematic issues with respect to the academic study of Christian spirituality
- Introduction to various methods of studying spirituality
- Relationship of Christian spirituality to theology
- Spirituality and postmodernism
- Various traditions of Christian spirituality
- Christian spirituality and society

CSP4803 (CSP411G) History of Christian Spirituality
This paper will deal with the following issues:
- The nature of historiography
- Spirituality and the process of history
- The origins and development of the major movements in Christian history
- A detailed study of one of the following periods:
  - Ancient Christian spirituality
  - Medieval Christian spirituality
  - Renaissance/Reformation Christian spirituality
  - Contemporary Christian spirituality

CSP4804 (CSP412H) Christian Mysticism
This paper will deal with the following issues:
- Definitions of mysticism
- Definitions of Christian mysticism
- Philosophical, theological, sociological, linguistic and cultural determinants of Christian mysticism
- Different methodological approaches to the study of Christian mysticism
- Survey of selected Christian mystical traditions
- Analysis of a select number of Christian mystics

THE425R Ethical issues in contemporary society
- Various traditions of spirituality
- Spirituality, ethical issues and morality

HRCSP85 (CSP413J) Research report
With guidance from a supervisor, a student writes an extended essay (article of 12 000 words (+40 pages)), which integrates the insights gained in the four other papers of the programme and which is focussed on a specific aspect of Christian Spirituality. The closing date for submission of the article is 30 November for the examination in the following January/February.

HPCSP81 Research in Christian Spirituality
Purpose: in the first part, Basics of Research, to introduce students to the technical, ethical, and intellectual requirements of high-quality and critically engaged academic writing, and in the second part, Specialised Methodologies, to introduce students to the different research methodologies in their chosen discipline and, for the sake of interdisciplinary work, in closely associated disciplines.

Study units for the Honours
BTh degree with specialisation in Theological Ethics

1 Syllabus

MODULES: NQF LEVEL 8

Specialisation area – Theological Ethics

THE425R Ethical issues in contemporary society
One of the following areas:
**Fundamental learning (compulsory)**

**MEDFOLF Portfolio**
Purpose: To develop a portfolio in students’ own fields of specialisation. By means of a number of assignments, students are guided in the investigation of problems. The empirical investigation can be done by means of quantitative and qualitative methods (e.g. by means of action research). Students are expected to arrive at logical conclusions, make recommendations for solving the problems and write a research report.

**Truth and Complexity**
Purpose: To equip students with the fundamental principles of educational research. The module is intended to introduce students to the nature of educational research, the different approaches (quantitative, qualitative, and mixed-method), research problems, the literature review and educational research on the internet. The module also serves as preparation for the dissertation of limited scope.

**Elective learning**

**MEDAE1R Adult learning facilitation**
Purpose: To provide students with knowledge and skills on adult learning facilitation. It involves three sections. In the first section, students study theories and models of adult learning facilitation, for example constructivism. The second part focuses on delivery systems in adult education, including Web-based training. Finally, curriculum development and instructional design for adult education includes planning programmes for adults in the workplace.

**MEDAE25 Adult development and the world of work**
Purpose: To provide an understanding of (a) adult development and (b) adult education and the world of work. In adult development, the relationship between adult education and training on the one hand, and cognitive, psychosocial, moral and physical development on the other hand is studied. The second theme, adult education and the world of work, addresses vocational development, job satisfaction, retraining, retrenchment and retirement.

**MEDDEP1W Cognition and learning**
Purpose: To provide students with an in-depth understanding and knowledge of cognitive processes and the effect of these processes on learning. This module gives students an in-depth understanding and knowledge, both of the cognitive processes and cognitive development over the broad spectrum, as well as the effect of the cognitive processes on successful learning in the classroom.

**MEDDEP2X Personality development and behavioural problems**
Purpose: To give students an in-depth understanding and knowledge both of personality theories and behavioural problems. This knowledge allows students to understand the development and problems of learners and how to support them in the classroom. Students are introduced to a variety of personality theories and perspectives, as well as therapeutic principles derived from them.

**MEDSO1C Family, school and community life in a contemporary society**
Purpose: To provide students with knowledge and skills on two themes. The first theme is school and society — problematic social phenomena. The four topics that are studied are (a) sexual licentiousness and HIV AIDS; (b) juvenile delinquency; (c) alcohol and drug abuse; and (d) suicide amongst children and youth. The second theme is dysfunctionality of the modern family. The specific focus is on domestic violence which includes spouse abuse, elder abuse, child abuse and sibling abuse.

**MEDSO2D Peace education and conflict resolution**
Purpose: To give students an understanding of the nature and sources of conflict; to investigate and understand conflict; and to find ways to resolve it. The module introduces students to different concepts of conflict theory. The module encourages attitudes which will develop respect and a sense

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**Study units for the Master of Education (Option 2)**

### 1 Syllabus

Except for the structured Master’s degree in Education Management and the structured Master’s degree in Guidance and Counselling which are dealt with separately, the curriculum comprises of 5 papers selected from the papers listed below in accordance with the rules as well as the paper dealing with the research proposal (MPCHS91). The paper on the research proposal, however, has to be registered for only by students who registered for their Masters’ studies in Education after 1 January 2010.

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**Christian Social ethics**
The development of Christian social thought from its biblical origins to contemporary social ethics:
- Biblical social thought;
- The social thought of the Reformers;
- Catholic social doctrine;
- The social gospel;
- Contemporary social issues;
- Christian social ethics as a discipline.

**Ecological questions**
The theoretical basis of a theological approach to an ethics of ecology. Attention is paid to related ethical questions such as demographic, scientific-technological, geo-agricultural, economic, political and religion-philosophical facets of the ecological crisis.

**Feminist/womanist ethics**
- Feminist/womanist ethical methodology;
- Feminist/womanist and gender ethical issues.

**Ethics and spirituality**
- Various traditions of spirituality;
- Spirituality, ethical issues and morality.

**THE426S Ethics of political and economic life**
**Ethical aspects of matters such as**
- The essential relationship between politics and economics;
- Political liberation and socio-economic development;
- Distributive justice;
- Affluence and poverty;
- Marxism;
- The essential relationship between politics and economics;
- The development of Christian social thought from its biblical origins to contemporary social ethics:
- Biblical social thought;
- The social thought of the Reformers;
- Catholic social doctrine;
- The social gospel;
- Contemporary social issues;
- Christian social ethics as a discipline.

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**THE426S Ethics of political and economic life**

**Ethical aspects of matters such as**
- The essential relationship between politics and economics;
- Political liberation and socio-economic development;
- Distributive justice;
- Affluence and poverty;
- Marxism;
- The essential relationship between politics and economics;
- The development of Christian social thought from its biblical origins to contemporary social ethics:
- Biblical social thought;
- The social thought of the Reformers;
- Catholic social doctrine;
- The social gospel;
- Contemporary social issues;
- Christian social ethics as a discipline.

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**BTHCL6 Exploring the nature and context of Christian leadership**
Purpose: To identify the challenges facing Christian leaders, distinguish different schools of thought on leadership and to apply leadership principles in their general and more specifically within their Christian context.

**BTHCDL9 Facilitating Christian discipleship and leadership development**
Purpose: To understand and evaluate both leadership styles and the interrelation of personality, character and culture from the perspective of Christian theology and ethics. Students will further be encouraged and enabled to engage in self reflection concerning their own leadership development and, where appropriate, facilitate the development of other leaders.

**PTH420A A methodology of Practical Theology (end 2013)**
**THE425R Ethical issues in contemporary society**
**ORGRENS The management of organisational change and renewal**
**SCK407G Social work management: the social work organisation – integrated theory and practice**
**SCK408H Social work management: the social worker as employee and manager**
**PTH424E Ministry (end 2013)**
of personal responsibility for individual freedom and human rights, cultural diversity, the environment, co-operation, thinking within global, national or local frameworks. It is advisable that students who enrol for this module should have some experience in the field of peace education and conflict resolution.

MEDSN1A Quality education for all: theoretical perspectives
Purpose: to provide students with knowledge and skills on the following four themes: Quality education for all/inclusive education: theoretical perspectives; Learners who experience barriers to learning: the cycle of continuous assessment; Learner support in sites of learning: establishment and management; and Partnership in inclusive education: network support systems.

MEDSN2B Learning support in an inclusive education setting
Purpose: to provide students with knowledge and skills on the following three themes, namely impairments, learning difficulties and behaviour problems. Students select one theme as focus. The first theme deals with the facilitation of learning by learners who have disabilities (students choose between physical, intellectual-, visual- or hearing disabilities). The second theme deals with the facilitation of learning by learners who experience learning difficulties. The third theme focuses on the facilitation of learning by learners who experience behavioural problems in the classroom.

MEDCR1U Curriculum theory
Purpose: to achieve epistemological maturity in understanding, interpreting, implementing, analysing and evaluating the foundations of educational thought and curricula. Students are expected to read widely and critically on education and curriculum theories to enable them to contribute logically to major thrusts of debate in curriculum theories and practice. Critical-reflective and analytical thought is developed by means of a hermeneutic frame of reference to allow for constructing, deconstructing and reconstructing knowledge concerning education and curriculum theories. Students have to implement theoretical knowledge, skills and values related to the curriculum in relevant educational contexts.

MEDCR2V Curriculum practice
Purpose: to introduce students to the practice of the curriculum, teaching and learning in terms of it being both an art and a science. This module uses an appreciative inquiry philosophy and encourages the student to reflect on his/her particular ideas, emotions and actions. The topics of this module are relevant and the learning material and the processes pertaining to this module make provision for students experiencing being reflective transforming practitioners. Students are prepared to deal with change and transformation in education.

Guidance and Counselling

MEDVOTD Theoretical module for Guidance and Counselling
Purpose: to familiarise students with the following aspects:
- Child development and developmental problems.
- Relationships and relationship problems in the child’s relationship with parents, friends, teachers and other adults.
- Behavioural problems in children.
- Psychic problems in children, such as emotional, cognitive and conative problems as manifested by, for example, anxiety, learning problems and indolence. Psychosomatic symptoms and neural disorders also receive attention.
- The influence on the child of family problems such as marital problems.
- Group dynamics.
- Choice of profession and problems connected with the choice of profession.

MEDVOP9 Practical module for Guidance and Counselling
Purpose: To provide students with practical experience concerning the following aspects:
- Diagnosing and testing, aptitude, intelligence, interest, scholastic and personality tests
- Conducting an interview
- Therapy to the child and, where necessary, educational-psychological assistance to the parents
- (At least 75 individually supervised sessions are required.)

Education Management

MEDEM6V Research methodology and theoretical foundations in education management
Purpose: To provide students with theoretical knowledge and practical application opportunities concerning the following aspects:
- Leadership in organisations
- Strategic planning in education
- Quality and accountability in education
- Research in education management
- Literature review
- Empirical research
- Research proposal

MEDEM7X Education management in the South African context
Purpose: To provide students with theoretical knowledge and practical application opportunities concerning the following aspects:
- The constitutional and educational context in South Africa
- The education system and school governance
- Equality and diversity
- School discipline
- Labour relations in education

MEDEM8X School management: structures and processes
Purpose: To provide students with theoretical knowledge and practical application opportunities concerning the following aspects:
- The school as an educational institution
- Managing the instructional programme of the school
- Parent and community involvement in schools
- Managing the school’s financial and physical resources

MEDEM9Y School management: human resources
Purpose: To provide students with theoretical knowledge and practical application opportunities concerning the following aspects:
- Inducting beginner teachers
- Professional development
- Staff appraisal
- Effective communication and conflict management
- Staff motivation and stress management

Study units for the Master of Public Health

NB
- Please note that 2011 will be the last opportunity to register for the MPH degree.
- Students have until the end of 2017 to complete this degree.
- Contact the Department for advice on the planning and completing of your degree.
- You will notice that the same modules are offered for the Postgraduate Diploma, but under different codes.
- If you are interested to rather do the Postgraduate Diploma, please contact the Department.

1 Syllabus

MODULES: NQF LEVEL 8

MPHDHM9 Descriptive health measurement
Purpose: to provide students with skills to collect, analyse and use health information; to provide them with an understanding of the basic principles and methods of descriptive epidemiology, descriptive biostatistics and
demography and to demonstrate how these are applied in approaches to the planning and evaluation of public health interventions.

**MPHAHMV Analytic health measurement**
*Purpose:* to introduce students to the principles and methods of analytical epidemiology and biostatistics. The module will focus on the applications of these approaches to the planning and evaluation of public health interventions.

**MPHMCEJ  Electronic medical records (year module) (offered for the last time in 2014)**
*Purpose:* to acquire knowledge and skills to appropriately implement areas of medical coding and electronic patient records in health service delivery and research.

**MPHMISF  Medical information systems (year module) (offered for the last time in 2014)**
*Purpose:* to acquire knowledge and skills to appropriately apply areas of health informatics techniques in health service delivery.

**MPHEPDK  Epidemiology of infectious diseases including HIV**
*Purpose:* to facilitate knowledge about the context, trends, impact and intervention strategies of important infectious diseases and HIV and Aids. Students will be able to monitor, critically reflect and act appropriately at a strategic level on these infectious diseases.

**MPHPSPH  Introduction to population studies and reproductive health**
*Purpose:* to facilitate knowledge about the context, trends and impact on health on populations. Students will be able to monitor, critically reflect and act appropriately on population trends as relevant to health, health systems and health service delivery

**MNURS1E  Principles and methods of health research**
*Purpose:* to update and increase the students’ knowledge of scientific approach and of every step of the research process. Qualifying students will be able to critically evaluate research reports and articles.

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**Study units for the Advanced Certificate in Education**

### 1 Transitional arrangements

Module ACN101M is replaced by FAC1502.
Module ACN102M is replaced by FAC1601

### 2 Syllabus

**Accounting Education (003794)**

**FAC1502 (ACN101M)**  Financial accounting concepts, principles and procedures (S1 and S2) (NQF Level 5)
*Purpose:* to introduce students to the fundamental concepts and principles of accounting; the collecting and processing of accounting data of an enterprise; the accounting treatment and disclosure of noncurrent assets and current assets, non-current liabilities and current liabilities, sole enterprises, non-profit organisations and the recording of transactions from incomplete records.

**FAC1601 (ACN102N)**  Financial accounting reporting (S1 and S2)  (NQF Level 6)
*Prerequisite:* FAC1502 or ASK13U
*Purpose:* to introduce students to the underlying accounting transactions and the accounting treatment and disclosure of partnerships, close corporations, the equity of companies, cash flow statements and the analysis and interpretation of financial statements branch accounts.

**ACEAE48  Accounting education (offered for the last time in 2011) (NQF Level 6)**
*Purpose:* to develop teachers with the necessary knowledge, skills and attitudes regarding the nature and structure of accounting education; introducing the National Curriculum Statement Grades 10-12 with reference to the subject Accounting; formulating teaching and learning outcomes and introducing effective teaching strategies and methods, designing learning programmes, year plans, work schedules and lesson plans; classroom practice and assessment planning.

**ACECE2C  Computer literacy for teachers (One paper of two hours) (NQF Level 6)**
*Purpose:* to introduce students to the basic components of computer hardware and software, and how to integrate its use in teaching and learning.

**MNB1501 (MNB101D) Business management 1A (S1 and S2) (NQF Level 5)**
*Purpose:* to enable students to gain knowledge and insight into related aspects of business management such as the business world and business management; entrepreneurship; general management.

**LademSj  Teaching Economic and Management Sciences (offered for the last time in 2011) (NQF Level 6)**
*Purpose:* to prepare teachers with the necessary knowledge, skills, attitudes and values so that they will be able to equip learners with the knowledge and comprehension of economic and management skills that will enable them to play a vital role in the process of transforming the country’s economic, social, political, technological, physical and demographic environment

**ACEAE36  Accounting education in practice (offered for the last time in 2011) (NQF Level 6)**
*Purpose:* to develop teachers with the necessary knowledge, skills, and attitudes regarding recording and reporting: the use of portfolios: standardisation and objectives: guidelines for the use of portfolios; assessing portfolios and compiling a complete portfolio.

**Computer-integrated Education (9758-6)**

**ACECE1B  Introduction to computers in education (One paper of two hours) (NQF Level 6)**
*Purpose:* to introduce students to the educational potential, limitations and applications of information and communication technologies (ICTs), and to the planning and management of the integration and use of ICTs in classrooms.

**ACECE2C  Computer literacy for teachers (One paper of two hours) (NQF Level 6)**
*Purpose:* to introduce students to the basic components of computer hardware and software, and how to integrate its use in teaching and learning.

**EUP1501 (CEM101A) End-user Computing (Practical)**
*Purpose:* to introduce students to some concepts from discrete Mathematics as a theoretical foundation for Computer Science. This background is relevant to relational data bases for the development of provably correct programs and the analysis of algorithms.

**ACECE3D  Integrating computers in education (One paper of two hours) (NQF Level 6)**
*Purpose:* to introduce students to the theories, principles, strategies and methods for integrating information and communication technologies (ICTs) in teaching and learning events, and to develop their skills in designing, developing and facilitating ICT-integrated learning environments.

**ACECE4E  On-line learning (One paper of two hours) (NQF Level 6)**
*Purpose:* to introduce students to the potential, limitations, characteristics and modes of teaching and learning by using the Internet/Worldwide Web.

**ACECE5F  Practical educational computing (NQF Level 6)**
*Purpose:* to provide students with opportunities to gain practical experience in applying their ICT knowledge and skills to enhance and enrich teaching and learning in the classroom.
Educational Leadership
(0382-4)

EUP1501 (CEM101A) End-user Computing (Practical) (NQF Level 5)
Purpose: to introduce students to some concepts from discrete Mathematics as a theoretical foundation for Computer Science. This background is relevant to relational data bases for the development of provably correct programs and the analysis of algorithms.

FDEEL29 School management (One paper of two hours) (NQF Level 6)
Purpose: to introduce students to the internal and external environment of school management, with particular reference to administrative leadership, learner management, financial management, parent involvement and the marketing of the school.

FDEEL3A Human resources management I (One paper of two hours) (NQF Level 6)
Purpose: to provide students with knowledge and skills to effectively manage personnel issues, with particular reference to staffing and staff induction, personnel development, staff appraisal, working in groups and personnel motivation.

FDEEL4B Human resources management II (One paper of two hours) (NQF Level 6)
Purpose: to empower students to develop and manage interpersonal skills, with particular reference to leadership, effective communication, negotiation, conflict management and interviewing skills.

FDEEL5C Legal issues in Educational Leadership (One paper of two hours) (NQF Level 6)
Purpose: to provide students with knowledge about the legal context of school management and to demonstrate competence on selected legal issues in school management.

ACECE2C Computer literacy for teachers (One paper of two hours) (NQF Level 6)
Purpose: to introduce students to the basic components of computer hardware and software, and how to integrate its use in teaching and learning.

English
(03832)

NB
For all students intending to teach English at Senior and Further Education and Training Phases.

MODULES: NQF LEVEL 6

ACECE2C Computer literacy for teachers (One paper of two hours)
Purpose: to introduce students to the basic components of computer hardware and software, and how to integrate its use in teaching and learning.

ACEEN26 Teaching English: General principles (One paper of three hours)
(a) Communicative/situational/integrated approaches to teaching the four skills
(b) ELT and ESL approaches; multilingual and multicultural teaching
(c) Lesson planning
(d) Assessment
(e) Group work, teaching large classes

ACEEN38 Exploring and teaching fiction (One paper of three hours)
(a) An introduction to the study of fiction: a selection of twentieth-century texts, at least one of which will be African/South African
(b) Approaches to teaching fiction

ACEEN49 English Language Studies (One paper of three hours)
(a) English language studies and language teaching
(b) Listening, note-taking and summarizing skills

(c) Speaking skills for basic social interaction (structural-functional approaches), other speaking skills
(d) Producing a variety of texts; the writing process
(e) Integrating the four skills

ACEEN5A Poetry, theatre and society (One paper of three hours)
Purpose: to equip students to be creative, innovative teachers of English poetry and drama by providing them with knowledge of, and requiring them to reflect on, evaluate and implement a variety of strategies in the practice of teaching poetry and drama in the Senior Phase and Further Education and Training. Students are introduced to terminology used in the study of poetry and are given a range of ideas and techniques for teaching poetry in their own classrooms. Qualifying students are able to read and respond to a play (as distinct from other literary forms) as both text and performance and to impart this experience to their learners. They are also introduced to OBE concerns and terminology.

Inclusive Education
(0397-2)

MODULES: NQF LEVEL 6

FDESN1R Introduction to Inclusive Education (One paper of two hours)
Syllabus: Learners who experience barriers to learning and development: causes of barriers, history, policy documents
Parents and families of learners who experience barriers to learning and development
Education support services and national associations (NGOs)

FDESE28 Assessment and learner support (One paper of two hours)
Syllabus: Assessment: Theory, assessment strategies, report writing; Learner support: Designing a learner support programme, support strategies, classroom management, collaboration with parents, education support services, and community services

FDESN3T Barriers to learning: Impairments (One paper of two hours)
Syllabus: Causes and identification of, as well as support to, learners with epilepsy and physical, learning, intellectual, hearing, visual and multiple impairments or behavioural problems.

FDELD4G Learner support for learners experiencing learning difficulties (One examination paper of 2 hours) A reader is prescribed to complement the study guide and is available from Unisa press.
Syllabus: The world in which a learner lives and learns as the cause of learning problems; the world in which the learner lives and learns; the quality of the school environment and the teaching as the cause of learning problems; problems relating to the teacher; problems relating to the teacher’s participation in the teaching event; learner-related problems; language problems; reading problems; written language; English as a second language and medium of instruction; problems with mathematics in primary school; study problems; problems related to a learner’s parents and home upbringing; problems with parent participation. Completion of a workbook – assess a learner who experiences language difficulties (listening, speaking, reading and writing) as well as mathematical difficulties. The mark for this workbook will contribute towards the final mark.

FDELD5H Teaching practice – Learners experiencing learning difficulties (One examination paper of 2 hours and one practical assignment for examination purposes.) A reader is prescribed to complement the study guide and is available from Unisa press.
Syllabus: The role of the school in relation to learners with learning difficulties; principles for assisting learners with learning difficulties; general principles for assisting learners with learning difficulties and lesson planning; teaching strategies, methods and aids; group assistance; assistance with learning difficulties in the learning areas; assisting learners with language problems, reading problems, written language problems, English as a second language problems, mathematical problems, study problems; parent guidance with respect to children with learning difficulties. Completion of a workbook which include a portfolio, learning programmes and reports of learner support to at least three individual learners who experience learning difficulties (language, mathematics and study skills).
and a group of learners who experience ESL difficulties. The mark for this workbook will contribute towards the final mark.

**Life Orientation**  
*(03859)*

**MODULES: NQF LEVEL 6**

**FDEGD1T**  
Child development I (One paper of two hours)  
Clariﬁcation of concepts, the ﬁelds of development, the inﬂuence of heredity and the environment on the development of the child, the role of phaseology in the development of the child, the development of the preschool child, the primary school child and the secondary school child in totality.

**FDEGD2U**  
Learning and learning problems  
*(One paper of two hours)*  
Deﬁnition of learning, characteristics of the learner, learning theories, deﬁnition of learning disabilities and learning handicaps, categories of learning disabilities, characteristics of children with learning disabilities, identiﬁcation and diagnosis of children with learning disabilities, the role of the subject/class teacher in teaching children with learning disabilities, structuring and planning instruction for children with learning disabilities and possible strategies to help children with learning disabilities.

**FDEGD3V**  
Career Guidance (One paper of two hours)  
Introduction and theoretical background to career guidance, the different role players in career guidance, career guidance theories, guidance to the secondary school learner with regard to decision making, career guidance in the secondary school, the secondary school learner and the choice of subjects, guidance to the secondary school learner with the choosing of subjects, the secondary school learner and the choosing of a career, guidance to the secondary school learner with regard to attitude towards work, how to choose and find a job, unemployment and entrepreneurship.

**FDEGD4W**  
Child development II: problems in childhood and adolescence (One paper of two hours)  
Normal and abnormal development, indicators of problems in children, distinction between emotional, behavioural, developmental and learning problems, disability and handicap, general causes of problems in children, the extent of problems in children, classiﬁcation of problems in children, identiﬁcation of the child with problems, manifestations of speciﬁc affective problems in children and how to deal with it, the relationship between affective problems and behavioural problems, manifestations of speciﬁc behavioural problems and how to deal with it.

**FDEGD5X**  
Methodology of life orientation  
*(One paper of two hours)*  
Deﬁnition of life orientation, principles of life orientation, aims of life orientation, history of life orientation in schools, life orientation to the whole learner, characteristics of the life orientation educator as a person, data collection, data processing, assistance to the learner with problems, planning and organisation of the life orientation centre and a workable life orientation system, liaison function of the life orientation educator, life orientation strategies in group context and for individuals, aids for life orientation; record keeping, planning of the life orientation programme in the school, evaluation and aspects or themes in life orientation (curriculum)

**Mathematics Education (Intermediate and Senior Phase)**  
*(9301-7)*

**ACEME1C**  
Learning and teaching of Intermediate and Senior mathematics (One paper of three hours)  
Syllabus:  
- Learning and Teaching Models  
- The nature and promotion of Mathematical Thinking  
- Modelling  
- Curriculum development  
- Teaching strategies and lesson plans  
- Material development  
- Context and OBE  
- Problem solving  
- Mathematical knowledge, skills and values  
- Continuous assessment  
- Baseline assessment  
- Diagnostic assessment  
- Formative assessment  
- Summative assessment  
- Systemic assessment  
- Methods, techniques and tools for assessment activities  
- Design of instruments for assessment

**ACEME2D**  
Algebra for Intermediate and Senior teachers  
*(One paper of three hours)*  
Syllabus:  
- Numeration systems, number and numeral  
- Ancient numerations systems - Greek, Egyptian, Babylonian, Mayan Roman  
- How to use concrete material in the teaching of basic number concepts  
- Operations - the four basic operations in Mathematics  
- How to teach operations for understanding  
- Problem solving skills in teaching of number and operations  
- Different models of fractions  
- Fractions: Common, decimal and percentage and computations involving these  
- The different structures in the teaching of multiplication/division and addition/subtraction  
- Ratio and proportion  
- Numerical and geometrical patterns  
- Algebraic thinking processes  
- Linear and quadratic equations, expressions and functions  
- Interpretations of linear and quadratic functions

**ACEME3E**  
Spatial development for Intermediate and Senior teachers (One paper of three hours)  
Syllabus:  
- A learning and teaching theory for spatial development  
- Curriculum work about different spatial developmental strands: visual (sight), space and shape, and location (position)  
- The use of Geometer’s Sketchpad  
- Basic geometry  
- Basic trigonometry  
- Basic analytical geometry  
- Arbitrary units  
- Length  
- Area  
- Volume and capacity  
- Mass and weight  
- Time  
- Angles  
- Standard units for measurement  
- Estimation and error  
- Developing formulae

**ACEME4F**  
Mathematical practices for Intermediate and Senior teachers (One paper of three hours)  
Syllabus:  
- Criteria for successful INSET projects  
- Basic research strategies  
- Completion of classroom based research project  
- Criteria for a portfolio  
- Completion of own portfolio to illustrate own classroom practices  
- Preparation and planning to teach effective mathematics from the portfolio  
- The professional development of the Mathematics Teacher  
- The nature and role of teaching practice  
- The working and use of a basic pocket calculator as a teaching and learning tool in mathematics  
- Geometer’s Sketchpad  
- Fathom  
- Basic computer skills  
- Spreadsheet  
- Word processing
ACEME5G Basic statistical and financial education  
(One paper of three hours)  
Syllabus:  
- Collect and representing data in graphs, statistical tables and diagrams  
- Averages  
- Measures and centre, and spread  
- Probability of a single event  
- Simulations to construct empirical probability distributions  
- Relative frequency and basic probability, make and test of conjectures  
- Sampling, and sampling techniques  
- Buying and selling  
- Profit and loss  
- Budgets  
- Reading and interpreting accounts  
- Loans  
- Simple and compound interest  
- Hire purchase  
- Exchange rates  
- Commission  
- Rental and banking  
- Origin of money and financial systems  

Natural Science Education  
(Intermediate and Senior Phase)  
(9302S)  
MODULES: NQF LEVEL 6  
ACENS2F Teaching Natural Sciences II  
(One paper of three hours)  
Purpose: to provide learners with (a) knowledge and skills of facilitating practical work and science process skills in a school setting, and (b) knowledge and skills of managing a laboratory in a school setting and to enable learners to demonstrate competence in facilitating practical work in a responsible and safe manner.  
ACENS3G Facilitation and management of practical work  
(One paper of three hours)  
Purpose: to provide learners with (a) knowledge and skills of facilitating practical work and science process skills in a school setting, and (b) knowledge and skills of managing a laboratory in a school setting and to enable learners to demonstrate competence in facilitating practical work in a responsible and safe manner.  
ACENS4H Teaching science, environment and society  
(One paper of three hours)  
Purpose: to provide school teachers with knowledge of fundamental concepts of natural sciences (life and living, earth and beyond) and skills of designing suitable activities to support learning in these fields.  
ACENS5G Teaching natural sciences I  
(One paper of three hours)  
Purpose: to provide school teachers with knowledge of fundamental concepts of natural sciences (life and living, earth and beyond) and skills of designing suitable activities to support learning in these fields.  
ACECE2C Computer literacy for teachers  
(One paper of two hours)  
Purpose: to introduce students to the basic components of computer hardware and software, and how to integrate its use in teaching and learning.  
ACECE2G Computer literacy for teachers  
(One paper of two hours)  
Purpose: to introduce students to the basic components of computer hardware and software, and how to integrate its use in teaching and learning.  

Study units for the Higher Certificate in Adult Basic Education (ABE)  

1 Syllabus  
NEW CURRICULUM FROM 2011  
MODULES: NQF LEVEL 5  
ABT1511 Developing academic skills for studying ABE  
(S1 and S2)  
Syllabus: This module will enable practitioners to facilitate the teaching and learning of ABE. It enables educators to review a variety of approaches to learning, teaching and assessment with an applied focus. They will be able to facilitate a varied structured and varied programme of learning.  
ABT1512 Contextual studies in ABE  
(S1 and S2)  
Syllabus: This module will enable students to identify characteristics of adult learning relevant to the context in which they are working. They will gain a basic understanding of what helps adults best and learn how this information may be applied in the various forms of adult basic education and training.  
ABT1513 Exploring adult learning  
(S1 and S2)  
Syllabus: This module will enable students to identify characteristics of adult learning relevant to the context in which they are working. They will gain a basic understanding of what helps adults best and learn how this information may be applied in the various forms of adult basic education and training.  
ABT1514 Exploring different approaches to teaching adults  
(S1 and S2)  
Syllabus: This module will enable practitioners to facilitate the teaching and learning of ABE. It enables educators to review a variety of approaches to learning, teaching and assessment with an applied focus. They will be able to facilitate a varied structured and varied programme of learning.  
ABT1515 Planning and administering ABE classes and projects  
(S1 and S2)  
Syllabus: This module will enable practitioners to facilitate the teaching and learning of ABE. It enables educators to review a variety of approaches to learning, teaching and assessment with an applied focus. They will be able to facilitate a varied structured and varied programme of learning.
ABT1516 Introduction to assessment (S1 and S2)
Syllabus: In this module students will be enabled to conduct outcomes-based assessment and conduct appropriate follow-up after an assessment event. Students credited with this module will be able to carry out assessment in a fair, valid, reliable and practicable manner that is free of bias.

ABT1517 Teaching literacy to adults (S1 and S2)
Syllabus: This module will enable the student to facilitate the acquisition of reading and writing skills in the mother-tongue of an adult learner.

ABT1518 Teaching numeracy to adults (S1 and S2)
Syllabus: This module will enable students to facilitate numeracy learning at levels 1 and 2 by selecting and implementing appropriate learning and teaching strategies and applying principles of outcomes-based education.

ABT1519 Teaching adult basic education (S1 and S2)
Syllabus: This module provides a broad introduction to the teaching of adult basic education learning areas that build on the foundation of mother-tongue basic literacy and numeracy.

ABT1520 Building a portfolio of ABET Practice (S1 and S2)
Syllabus: This module will enable students to prepare, organise, present and check evidence about their practical outcomes-based assessment achievements in general and their assessment in particular. It provides training in a particular method of recording outcomes based assessment evidence on competence in various aspects of adult basic education and training.

OLD CURRICULUM PRIOR TO 2011

Students registered under the old curriculum in 2010 or before will follow the old curriculum format which is as follows:

1 Transitional Arrangements

<table>
<thead>
<tr>
<th>Module failed</th>
<th>Must register for</th>
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<tbody>
<tr>
<td>PCP407J</td>
<td>PRS2038</td>
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2 Syllabus

TH306W (PGC403B) Inclusive education B (S1 and S2) (offered for the last time in 2011)
Purpose: to gain insight into the study field Inclusive Education: the inclusive education policy, the latest trends and theoretical perspectives, and in particular how to address barriers to learning and development in the foundation and early childhood development phase, e.g.:

- the nature of the barriers to learning and development
- early identification and continuous assessment of learners who experience barriers to learning and development (learners with learning, emotional and behavioural problems and learners with impairments [neural, intellectual, sensory and physical impairments and chronic diseases])
- intervention and learning support to these learners from a centre-of-learning-based approach
- cooperation and collaboration with the community and other stakeholders involved (e.g. parental involvement and empowerment)
- the organisation, role and responsibilities of the education support services on the different levels as a network of support to the teacher

PGC4019 Psychology of education and socio-pedagogics
Purpose: to equip students with knowledge, skills and values to understand, communicate and implement the principles of child development and theories of child development and social development and behaviour with emphasis on their applicability in a diverse and developing world. It will also enable students to understand formative development and the impact of abuse at individual, family, and communal levels. To develop the possibilities for life-skills, and critical, ethical and committed political attitude, and lifestyle in learners as well as being able to respond to current social and educational problems with particular emphasis on the issues of violence, drug abuse, poverty and child and women abuse.

PGC402A Philosophy and history of education
Purpose:
Section A: History of early childhood education
(a) Trends and tendencies in historical education, with special reference to family and early childhood education from the basic cultures to the twentieth century.
(b) The preschool education movement
(c) Historical theories of play.
Section B: Philosophy of education
(a) Pluralistic problem-centred approach to education

2 Transitional arrangements

The old curriculum will continue alongside the new curriculum until 2015.
(b) Metatheoretical perspectives that influence educational discourse (for example Logical Empiricism, Critical Rationalism, Critical Theory, Phenomenology, Hermeneutics, System Theory).

(c) The influence of metatheoretical perspectives on thematic issues of concern in education.

PGC404C Health, safety and nutrition
Purpose: to gain insight into the importance of health, safety and nutrition in the ECD phase. This includes optimising the health of persons in these settings (adults and children), maintaining a healthy and safe environment, good nutritional practices as well as special topics such as health education, child abuse, chronic illness and HIV/AIDS.

PGC405D Management and assessment
Section A: Management
Purpose: to gain insight into the South African educational structure; overview of legislation applicable to Early Childhood Development and Foundation Phase management; policy and provision issues in Early Childhood Development, school governance; institutional management and other critical issues in Early Childhood Development and Foundation Phase management.

Section B: Assessment
Purpose: to equip students with the underlying knowledge, skills and values to understand, communicate and implement the principles and theories of assessing the young learner with emphasis on their applicability in a diverse and developing early childhood education context.

Foundation Phase
(02631 – SPEL FDP)

MODULES: NQF LEVEL 8

PCF4065 Reception year and foundation phase didactics
Co-requisites: PGC401, 402, 403, 404, 405, 406
Purpose: to equip students with the underlying knowledge, skills and values to understand, communicate and implement the principles and theories of developmentally appropriate teaching of emergent literacy, numeracy and life skills in the reception year, with emphasis on their applicability in a diverse and developing early childhood centre and primary school context.

PCF4076 Reading, writing and spelling: First and second language
Co-requisites: PGC401, 402, 403, 404, 405, PCF406, 407
Purpose: to gain insight into the reading and its role in the acquisition of language; approaches to the teaching of reading; conditions for acquiring language and the ability to read; and the acquiring of writing skills and spelling skills in both the first language and a second language.

PCF4088 Teaching mathematics, science and technology
Co-requisites: PGC401, 402, 403, 404, 405, PCF406, 407
Purpose:
(a) to gain insight into foundational perspectives; number sense, number concept and number development; spatial orientation and spatial insight
(b) Section (i): Science
to equip students with knowledge, skills and abilities to satisfy their own questions about the workings of the physical and biological world in order to provide learners with the appropriate skills, knowledge and attitudes for understanding the principles and processes of the natural sciences.

Section (ii): Technology
to provide students with knowledge, skills and resources of the technical world, to acquire the ability to solve technological problems and perform effectively in their changing environments.

PCF4099 Visual arts and music and movement in the foundation phase
Co-requisites: PGC401, 402, 403, 404, 405, PCF406, 407
Purpose:
(a) to gain insight into the value of music in the child’s total development; advanced music activities in the foundation phase, including notation, activity areas and concepts, the achievement of music outcomes and didactic methods in teaching music.
(b) to gain insight into the theoretical introduction; the history and development of physical education; the value and place of physical education in society and in the educational programme.
(c) to provide a teacher who will be a competent facilitator of the visual arts in the Foundation phase; who will have the ability to introduce these learners to art as their cultural heritage and provide them with suitable aesthetic experiences.

PCF410X Teaching practice (Foundation phase)
Co-requisites: PGC401, 402, 403, 404, 405, PCF406, 407, 408, 409
Purpose: to carry out practical applications of teaching principles, theories and concepts acquired in other modules through the completion of various workbooks during a period of ten weeks in the Foundation Phase of a primary school. The student is expected to take control of a group (under supervision) and plan, present and evaluate learning activities during this period.

PLEASE NOTE that Teaching practice consists of a compulsory 10 week period and students will be placed by Unisa in appropriate school in South Africa.

Early Childhood Development
(02631 – SPEC ECD)

MODULES: NQF LEVEL 6

PRS2038 (PCP407) The reception year ($1 and S2)
Purpose: to gain insight into curriculum planning; introduction to reading, writing, spelling, mathematics, general science; nonvernacular issues.

MODULES: NQF LEVEL 8

PCP406H Early childhood teaching and science
(offered for the last time in 2013)
Section A: Early Childhood Teaching
Co-requisites: PGC401, 402, 403, 404, 405
Purpose: to equip students with the underlying knowledge, skills and values to understand and implement the principles and theories of teaching the young learner with emphasis on their applicability in a diverse and developing early childhood centre context.

Section B: Science
Part (i): Science
Purpose: to equip students with knowledge, skills and abilities to satisfy their own questions about the workings of the physical and biological world in order to provide learners in the preschool with the appropriate skills, knowledge and attitudes for understanding the principles and processes of the natural sciences.

Part (ii): Technology
Purpose: to provide students with knowledge, skills and resources of the technical world, and to acquire the ability to solve technological problems relevant to the preschool learner, as well as to perform effectively in their changing environments.

PCP408K Music and movement activities
(offered for the last time in 2013)
Co-requisites: PGC401, 402, 403, 404, 405, PCP406, PRS203
Purpose:
(a) to gain insight into the value of music in the child’s total development: the music curriculum; planning and evaluating music lessons.

(b) movement education: to gain insight into the nature and place; planning, presentation and evaluating movement activities; equipment and apparatus for movement activities in early childhood development.

PCP409L Visual arts and children’s literature
(offered for the last time in 2013)
Section A: Visual arts in the preschool
Co-requisites: PGC401, 402, 403, 404, 405, PCP406, PRS203, PCP408
Purpose: to provide a teacher to become a competent facilitator of the visual arts in the Preschool Phase; and who will have the ability to introduce these learners to art as their cultural heritage and provide them with suitable aesthetic experiences.

Section B: Literature
Purpose: to equip students with the underlying knowledge, skills and values to understand, communicate and implement the principles and theories of children’s literature suitable for the young learner in the ECD-phase. Emphasis on their applicability in a diverse and developing early childhood centre and school context.

PCP410D Teaching practice (Specialisation Preprimary)
(offered for the last time in 2013)
Co-requisites: PCP406, PRS203, PCP408, 409
Purpose: to carry out practical applications of teaching principles, theories and concepts acquired in other modules through the completion of various workbooks during a period of ten weeks in the Foundation Phase of a primary school. The student is expected to take control of a group (under supervision) and plan, present and evaluate learning activities during this period.
workbooks during a period of ten weeks in an Early Childhood Development (EDC) centre. The student is expected to take control of a group (under supervision) and plan, present and evaluate learning activities during this period.

PLEASE NOTE that Teaching practice consists of a compulsory 10 week period and students will be placed by Unisa in appropriate early childhood centres and schools in South Africa.

### Study units for the Postgraduate Certificate in Education (Intermediate and Senior Phase)

#### 1 General Information

This qualification comprises two specialisation directions, namely Intermediate and Senior Phase.

**NOTE:**

Teaching Practice is a compulsory component in this programme and must be taken according to specific criteria. Foreign students or students intending studying outside South Africa must do Teaching Practice in South African schools so that they are visited, observed and supported by UNISA staff. A Declaration Form must be made available by UNISA Admissions and Registrations to be completed for this purpose. If the Declaration Form is not completed and signed, the student will not be admitted and registered. A South African student living or working overseas and intending to apply, and applicants from overseas MUST sign the declaration form to do teaching practice in South Africa as required by UNISA. If the declaration form is not signed, the student will not be registered.

#### 2 Admission requirements

**Teaching Practice**

Students can apply for recognition of teaching experience if they satisfy the specific criteria and follow guidelines available from the Unisa RPL Office. Enquiries and applications must be directed to the RPL Office. For contact details, please see Section 1, Rule A6 in Calender.

#### 3 Transitional Arrangements

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<tr>
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<tr>
<td>ETH303T</td>
<td>ETC103W</td>
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#### 4 Syllabus

**Educational Themes**

**MODULES: NQF LEVEL 5**

**ETC101U Educational Themes A: Child development and the learning child (offered for the last time in 2011 for pipeline students only)**

**Purpose:** to gain insight into basic concepts, principles; the context of development; modalities: physical, cognitive, affective, conative, normative, social; relationships and development: personal, interpersonal, objective, transcendental; creating a suitable environment for child development; the role of parents, teachers and other role players and to gain insight into basic concepts, principles; theories of learning; the implications and relevance; the learning child: different modalities and levels of learning; the learning child.

**ETC102V Educational Themes B: Theoretical frameworks in education, education law and professional ethics (offered for the last time in 2011 for pipeline students only)**

**Purpose:** to gain insight into a pluralistic problem-centred approach to educational discourse, and critical issues in Education and to introduce prospective educators to the educational law environment, labour relations in education and their role, rights and responsibilities as ethical professionals.

**ETC103W Educational Themes C: The educational system and school management (offered for the last time in 2011 for pipeline students only)**

**Purpose:** to gain insight into the education system and the place of the school in regional and national systems of education; the South African school system; critical issues in educational provision and school management.

**ETC104X Educational Themes D: Guidance, counselling, life skills development and religious education (offered for the last time in 2011 for pipeline students only)**

**Purpose:** to gain insight into the theoretical framework of guidance and counselling; guidance and life skills issues, skills development, family and sexuality education, education and training, work and employment, economic education, citizenship education; planning and presenting life skills lessons; observation of learners; counselling of learners and parents; and to gain insight into the introduction: definition, points of departure, overview of the study field; study of African Traditional religion; study of the following world religions: Hinduism, Buddhism, Judaism, Christianity and Islam; study of contemporary religious movements; study of selected religious themes.

**Professional Studies**

**MODULES: NQF LEVEL 5**

**PFC101Q Professional Studies Theme A: Social Sciences and environmental education**

**Purpose:** to gain insight into the theoretical orientation; social sciences in the primary school; geography, history (in each case); curriculum and curriculum development; aims, objectives; resources and materials; lesson planning; the use of media, evaluation procedures; school and classroom management; theme work; the introduction to environmental education, teaching and learning in environmental education; introduction to basic ecological principles and cross-curricular environmental themes and issues.

**PFC102R Professional Studies Theme B: Teaching mathematics and natural sciences**

**Purpose:** to gain insight into the methodology; problem solving and problem-centred approach; strategic teaching and learning; language, culture and world view (knowledge systems for number and space); number and spatial skills; to gain insight into the foundations of natural science (science, biology); the primary school pupil and natural science; natural science and environmental education; natural science skills; formulating aims and objectives; general teaching strategies; the natural science classroom; interpreting the curriculum; use of instructional media; assessing learner outcomes.

**PFC103S Professional Studies Theme C: Technology education, economic literacy and entrepreneurship**

**Purpose:** to gain insight into technology education: the technology process; resources used in the technology process; skills that must be developed; technology in practice; and economic literacy and entrepreneurship: basic economic literacy; goal and function of education directed to entrepreneurship; factors which underline entrepreneurial success or failure; the part teachers could play in entrepreneurial activities; a strategy for developing entrepreneurship; the teacher’s role to facilitate.

**PFC104T Teaching practice (including oral communication)**

**(10 weeks)**

**NB**

Teaching practice consists of two compulsory 5-week periods. The assignments for this module are compulsory and serve as the final examination mark.

Co-requisite: PFC101Q, 102R, 103S and any TWO additional modules
**Additional Modules**

**TRANSITIONAL ARRANGEMENTS:**

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<th>Module failed</th>
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<tbody>
<tr>
<td>LTC101</td>
<td>PST131</td>
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<td>CCA101</td>
<td>PST210</td>
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<td>CPS101</td>
<td>PST312</td>
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<td>MEC101</td>
<td>ETH305</td>
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<tr>
<td>SNC101</td>
<td>ETH302</td>
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</table>

PST131J **Language teaching (S1 and S2)**

*Purpose:* to gain insight into theory and practice of language teaching as a home language, additional language and second additional language in the Intermediate and Senior Phase.

PST210G **Arts and culture (S1 and S2)**

*Co-requisite:* Professional Studies I

(a) **Art education**

*Purpose:* to gain insight into the theoretical orientation and general approaches; aims and objectives; organisation and administration; curriculum and curriculum design; equipment and teaching aids; planning lessons and evaluation.

or

(b) **Class music**

*Purpose:* to gain insight into the theoretical orientation and general approaches; aims and objectives; organisation and administration; curriculum and curriculum design; equipment and teaching media; planning lessons and evaluation; playing instruments.

or

(c) **Speech and drama**

*Purpose:* to gain insight into the theoretical orientation and general approaches; aims and objectives; curriculum and curriculum design; planning lessons and the use of teaching aids; evaluation.

PST312M **Physical education and sports coaching (S1 and S2)**

*Co-requisite:* Professional Studies II

(a) **Physical education**

*Purpose:* to gain insight into the theoretical introduction; the history and development of physical education; the modern era of sport and particular nature of sport; value and place of physical education in society; the educational programme; legal aspects of physical education.

or

(b) **Sports coaching**

*Purpose:* to gain insight into growth and development; anatomy and physiology; training theory and teaching children skills; philosophy of coaching; psychological aspects of coaching; parent and community involvement; coaching children with disabilities; drugs and nutrition in sport; sport injuries and first aid; legal aspects of sport; codes of behaviour.

EUP1501 (CEM101A) **End-user Computing (Practical)** *(Year module)*

See Computer Science and Information Systems for the Faculties of Science, and Humanities and Social Sciences.

FDME3L (FDTE2B) **Computer integration in the classroom** *(S1 and S2)* *(One paper of two hours)* *(offered for the last time in 2011)*

**NB** *(For students registering for the first time for this module)* Pipeline students who have failed FDTE2B should re-register for FDTE2B.

*Purpose:* to train student teachers how to combine appropriate information and communication technologies with teaching and learning strategies and integrate it to teaching and learning activities in the classroom.

HEC101V **Health education (S1 and S2)**

*Purpose:* to gain insight into theoretical orientation: health and health education; personal health; special health issues; first aid and emergency care; environmental health and safety issues.

ETH302S **Inclusive education A (S1 and S2)**

*Purpose:* to gain insight into the inclusive education policy on learners who experience barriers to learning and development; the nature of the barriers to learning and development; early identification and continuous assessment; centre-of-learning-based learning support and the education network of support on the different levels.

ETH305V **Multicultural education (S1 and S2)** *(offered for the last time in 2011)*

*Purpose:* to gain insight into theoretical aspects of multicultural education: introduction; current themes in multicultural education; multicultural methodology and managing multicultural schools and classrooms.

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### 1 Translational Arrangements

Students who registered before 2010 for this PGCE must complete the old curriculum and therefore must do all 13 modules, including:

- FDME3L Computer Integration in the Classroom OR FDTE2B – Teaching Technology
- LPAFR18 Language Proficiency (Afrikaans) OR LPENG5 Language Proficiency (English) AND LPENGPN Second Language Endorsement

### 2 Syllabus

#### Educational Themes

**EDLHODM** The educator as leader, manager and administrator *(One paper of two hours)* *(offered for the last time in 2011)*

*Purpose:* to provide students with leadership, administrative and management skills, knowledge and attitudes that will enable them to create and support conditions in classrooms under which effective teaching and learning can take place within the context of relevant educational law.

**EDMDHODR** The educator as mediator of learning *(One paper of two hours)* *(offered for the last time in 2011)*

*Purpose:* to equip students with the necessary knowledge, skills and attitudes to be able to mediate learning in an effective way by showing sensitivity for learner needs and differences, using and adjusting teaching strategies, teaching media and resources to suit various purposes and to create a challenging learning environment. Qualifying students are able to mediate learning effectively in a variety of teaching contexts.

**EDPHOD8** The educator in a pastoral role *(One paper of two hours)*

*Purpose:* to prepare students to be able to act in a pastoral role when they start teaching.

**EDDHODJ** The educator as learning programme developer *(One paper of two hours)*

*Purpose:* to prepare students to be able to perform their role as learning programme developers when they start teaching.

**EDRHODG** The educator as researcher, scholar and lifelong learner *(One paper of two hours)*

*Purpose:* to enable the educator to achieve ongoing personal, academic, occupational and professional growth through pursuing reflective study and research in the learning areas, in broader professional and educational matters, and in other related fields.
**Subject Didactics of Teaching Subjects**

Co-requisite: PTEAC1X

Students must choose Subject Didactics according to an appropriate school subject passed at second-year level as part of their previous degree/diploma.

Choose one Subject Didactics module from the list of modules provided by Unisa. The list of modules is contained in Section D, Study units for BEd (Senior Phase and Further Education and Training).

**Learning Area Didactics**

Co-requisite: PTEAC2Y

Students must choose Learning Area Didactics according to another appropriate school subject passed at first-year level as part of their previous degree/diploma.

Choose one of the following Learning Area Didactics:

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Title</th>
<th>Purpose</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>LADTECX</td>
<td>Technology Didactics</td>
<td>To equip student teachers with the necessary knowledge, skills, attitudes and values to enable them to equip learners with the scientific practical skills to function within a multicultural society.</td>
<td>Appropriate school subject passed at first-year level as part of their previous degree/diploma.</td>
</tr>
<tr>
<td>LADDTHHSA</td>
<td>Social Sciences Didactics</td>
<td>To equip students to apply legal, ethical and professional principles in the clinical care of patients with conditions of the cardiovascular system.</td>
<td>Appropriate school subject passed at first-year level as part of their previous degree/diploma.</td>
</tr>
<tr>
<td>LADDTHMMS</td>
<td>Mathematics Didactics</td>
<td>To equip learners with the scientific nursing process in the clinical care of patients with conditions of the cardiovascular system.</td>
<td>Appropriate school subject passed at first-year level as part of their previous degree/diploma.</td>
</tr>
<tr>
<td>LADACUH</td>
<td>Arts and Culture Didactics</td>
<td>To equip learners with the scientific practical skills to function within a multicultural society.</td>
<td>Appropriate school subject passed at first-year level as part of their previous degree/diploma.</td>
</tr>
<tr>
<td>LADLAMA</td>
<td>Language Didactics</td>
<td>To equip students with the necessary knowledge, skills, attitudes and values to facilitate in Life Orientation in the Senior Phase.</td>
<td>Appropriate school subject passed at first-year level as part of their previous degree/diploma.</td>
</tr>
</tbody>
</table>

**Teaching Practice**

**PTEAC1X Teaching Practice I**

Co-requisite: Applicable Subject Didactic

Purpose: To equip students to apply legal, ethical and professional principles to facilitate teaching in the Social Sciences in the Senior schooling phase.

**PTEAC2Y Practical Teaching II**

Co-requisite: Applicable Learning Area Didactic

Purpose: To equip students to apply legal, ethical and professional principles to facilitate teaching in the Social Sciences in the Senior schooling phase.

**Study units for the Diploma in General Nursing (Bridging course for enrolled nurses)**

**1 Syllabus**

**MODULES: NQF LEVEL 5**

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Title</th>
<th>Purpose</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEN1019</td>
<td>Applied social sciences and ethics (year module)</td>
<td>To equip students to apply legal, ethical and professional principles to facilitate teaching in the Social Sciences in the Senior schooling phase.</td>
<td>Enrolled nurses must be registered through a contractual agreement between the Department of Health Studies and the employer.</td>
</tr>
<tr>
<td>GEN102A</td>
<td>Basic general nursing science I(a) (offered for the last time in 2011 for repeaters only)</td>
<td>To equip learners with the scientific nursing process in the clinical care of patients with conditions of the cardiovascular system.</td>
<td>Enrolled nurses must be registered through a contractual agreement between the Department of Health Studies and the employer.</td>
</tr>
<tr>
<td>GEN103B</td>
<td>Basic general nursing science I(b) (offered for the last time in 2011 for repeaters only)</td>
<td>To equip learners with the scientific nursing process in the clinical care of patients with conditions of the cardiovascular system.</td>
<td>Enrolled nurses must be registered through a contractual agreement between the Department of Health Studies and the employer.</td>
</tr>
<tr>
<td>GEN104C</td>
<td>Basic general nursing science practica I(a) (offered for the last time in 2011 for repeaters only)</td>
<td>To equip learners with the scientific practical skills to function within a multicultural society.</td>
<td>Enrolled nurses must be registered through a contractual agreement between the Department of Health Studies and the employer.</td>
</tr>
<tr>
<td>GEN105D</td>
<td>Basic general nursing science practica I(b) (offered for the last time in 2011 for repeaters only)</td>
<td>To equip learners with the scientific practical skills to function within a multicultural society.</td>
<td>Enrolled nurses must be registered through a contractual agreement between the Department of Health Studies and the employer.</td>
</tr>
</tbody>
</table>

**MODULES: NQF LEVEL 6**

Students who failed only ONE module in the first year will be allowed to register for second year modules.

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Title</th>
<th>Purpose</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEN201C</td>
<td>Applied social sciences (offered for the last time in 2011)</td>
<td>To equip students with skills to function within a multicultural society as relevant to patients in a general hospital.</td>
<td>Enrolled nurses must be registered through a contractual agreement between the Department of Health Studies and the employer.</td>
</tr>
</tbody>
</table>
GEN202D  Basic general nursing science II(a) (offered for the last time in 2011) (year module)
Purpose: to equip learners with the scientific nursing process in the clinical care of patients with conditions of the nervous system, the endocrine system, the immune system and the musculo-skeletal system in a general hospital.

GEN203E  Basic general nursing science II(b) (offered for the last time in 2011) (year module)
Purpose: to equip learners with the scientific nursing process in the clinical care of patients with conditions of the integumentary system, oncology and microbiology of communicable diseases in a general hospital.

GEN204F  Basic general nursing science practica II(a) (offered for the last time in 2011) (year module)
Purpose: to equip learners with the scientific nursing skills in the clinical care of patients with conditions of the integumentary system and cancer.

GEN205G  Basic general nursing science practica II(b) (offered for the last time in 2011) (year module)
Purpose: to equip learners with the scientific nursing skills in the clinical care of patients with conditions of the integumentary system and cancer.

Study units for the Diploma in Youth Development

1 Syllabus

MODULES: NQF LEVEL 5

DYD111Q  Commonwealth values in youth in development
(S1 and S2)
Syllabus: Covers democratic and human rights principles, gives a general introduction to the Commonwealth, and provides training in democratic styles of leadership, consensual decision-making, adapting to groups of differing backgrounds or with disabilities, ensuring equal participation by young women, and understanding different values, religions and traditions.

DYD112R  Young people and society (S1 and S2)
Syllabus: Relates the theory and practice of youth in development work to the social context. It explores differences and commonalities in the transition from child to adult in different societies.

DYD113S  Principles and practices of youth in development work
(S1 and S2)
Syllabus: Focuses on the professional role of the practitioner, and the process of informal education. It analyses contemporary approaches – crisis intervention, prevention, empowerment, centralised and outreach work. The module includes project work in a youth organisation.

DYD114T  Working with people in their communities (S1 and S2)
Syllabus: Builds knowledge and skills to work successfully with young individuals and groups. Youth in development is presented as a planned developmental process, and study includes the theory and practice of community development.

DYD115U  Gender and development (S1 and S2)
Syllabus: Explores ways to ensure equality of outcomes for young women and men, covering the range of theoretical perspectives. It develops techniques to encourage equal participation by young women and skills in gender-sensitive planning, implementation and evaluation.

DYD116V  Learning processes (S1 and S2)
Syllabus: Centring on the youth in development worker as an educator, it shows how people learn and how they can be helped to learn. It includes face-to-face work with young people in training situations.

DYD117W  Management skills (S1 and S2)
Syllabus: Focussing on the youth in development worker as a leader, it covers self-management, managing staff, organisational development, needs assessment and analysis, budgeting, scheduling and evaluation.

DYD118X  Youth and health (S1 and S2)
Syllabus: Drawing on health issues of the region, this module covers sexual health, drugs, nutrition and diet, exercise and healthy living. It also develops skills in fostering relationships with health agencies and NGOs.

Assessment for DYD112R, DYD114T and DYD118X is done through assignment 1 and an examination but students still have to write their assignment 2 (portfolio). All other modules are assessed through an assignment and a portfolio (assignment 2).

MODULES: NQF LEVEL 6

DYD211T  Project planning, monitoring and evaluation
(S1 and S2)
Syllabus: Develops the knowledge and skills necessary to design, deliver and assess a project. It covers all the processes from identifying the need, through bidding for funds to bringing the project to self-sustainability.

DYD212U  Policy, planning and implementation (S1 and S2)
Syllabus: Including an action research focus, this module develops skills in influencing policy-making processes. It centres on the study of national youth policy – analysing existing policies and seeking ways to improve them or create new ones.

DYD213V  Conflict resolution strategies and skills (S1 and S2)
Syllabus: Explores conflict, mediation and negotiation, studying the nature of competing perspectives both among youth and between youth and established society and strategies to express differences positively and work towards consensus or accommodation.

DYD214W  Promoting enterprise and economic development
(S1 and S2)
Syllabus: Equips students with basic enterprise development skills; it gives a practical grounding in the opportunities and pitfalls of self-employment, in communication with and providing leadership among marginalised young men and women, so enabling graduates to provide training and support and to run projects in small-scale enterprise.

DYD215X  Sustainable development and environmental issues
(S1 and S2)
Syllabus: Shows how the youth in development worker can stimulate awareness of environmental issues among young people and help them make an active contribution to sustainable development.

DYD216Y  The political economy of poverty and poverty alleviation strategies (S2)
Syllabus: Despite its abundant natural and human resources, Africa remains one of the poorest continents in the world today. The understanding of causes and strategies for alleviating poverty is therefore of vital importance to a youth worker. This module therefore will expose students to the key concepts in the political economy of poverty and the causes of poverty in Africa. Students will also explore different poverty alleviation strategies in some specific African countries. The students will acquire analytical skills which will help them to analyse different poverty alleviation strategies.

DYD2173  Family life education (S2)
Syllabus: This module explores the concept and functions of a family system. Roles of individuals in family life education are also discussed. The problems of adolescence, sexuality and reproductive health and ways of responsible living are also main areas of discussion.

DYD2184  Psychosocial support of orphans and vulnerable children (S1 and S2)
Purpose: to provide students with knowledge and skills to manage and also provide psychosocial support and counselling to orphans and vulnerable children affected by HIV/AIDS and other diseases.

DYD2195  Orphans and vulnerable children (OVC) programme management and policy development (S1 and S2)
Purpose: to provide students with thorough knowledge of the aspects and policy development issues pertaining to orphans and vulnerable children (OVC) and to also equip students with skills on how to conduct impact assessment of OVC and also analyse responses of different stakeholders to the Orphan crisis.
Study units for the Higher Diploma in Adult Basic Education (ABE)

1 Syllabus

MODULES: NQF LEVEL 5

ABT1511 Developing academic skills for studying ABE
Syllabus: Students will develop and apply academic literacy skills in ABET so that they will learn more effectively and deal successfully with the academic contexts and assignments. It will enable them to reflect on and explore a variety of strategies to learn more effectively.

ABT1512 Contextual studies in ABET
Syllabus: Students are introduced to the various socio-political and geographical contexts of adult learners in different kinds of communities as well as its interrelationship with gender, health and workplace issues.

ABT1513 Exploring adult learning
Syllabus: This module will enable students to identify characteristics of adult learning relevant to the context in which they are working. They will gain a basic understanding of what helps adults best and learn how this information may be applied in the various forms of adult basic education and training.

ABT1514 Exploring different approaches to teaching adults
Syllabus: This module will enable practitioners to facilitate the teaching and learning. It enables educators to review a variety of approaches to learning, teaching and assessment with an applied focus. They will be able to facilitate a varied structured and varied programme of learning.

ABT1515 Planning and administering ABET classes and projects
Syllabus: Students will deal with the way that ABET projects are started, implemented and administered and evaluated.

ABT1516 Introduction to assessment
Syllabus: In this module students will be enabled to conduct outcomes-based assessment and conduct appropriate follow-up after an assessment event. Students credited with this module will be able to carry out assessment in a fair, valid, reliable and practicable manner that is free of bias.

ABT1517 Teaching literacy to adults
Syllabus: This module will enable the student to facilitate the acquisition of reading and writing skills in the mother-tongue of an adult learner.

ABT1518 Teaching numeracy to adults
Syllabus: This module will enable students to facilitate numeracy learning at levels 1 and 2 by selecting and implementing appropriate learning and teaching strategies and applying principles of outcomes-based education.

ABT1519 Teaching adult basic education
Syllabus: This module provides a broad introduction to the teaching of adult basic education learning areas that build on the foundation of mother-tongue basic literacy and numeracy.

ABT1520 Building a portfolio of ABET Practice
Syllabus: This module will enable students to prepare, organize, present and check evidence about their practical outcomes-based assessment achievements in general and their assessment in particular. It provides training in a particular method of recording outcomes based assessment evidence on competence in various aspects of adult basic education and training.

Students registered under the old curriculum in 2010 or before will follow the old curriculum format which is as follows:

ABT101B Contextual studies (offered for the last time in 2012)
Syllabus: Students are introduced to the various contexts of adult learners in different kinds of communities. The module will enable students to understand the social circumstances and problems of learners, to determine learners’ needs and to identify possibilities for ABET in the community. It also focuses on the relationship between ABET and the position of women, health, youth and work.

ABT102C Adult learning (offered for the last time in 2012)
Syllabus: Students will deal with the ways in which adults learn. It discusses different ways of facilitating adult learning, the evaluation of learner support materials and other teaching aids, different forms of assessment (formative, diagnostic and summative), lesson planning, general classroom administration and the importance of the reflective educator.

ABT103D Managing projects (offered for the last time in 2012)
Syllabus: Students will deal with the way that ABET projects are started, implemented, administered, managed and evaluated. It introduces students to various methods for profiling or mapping communities, conducting needs analyses and developing strategies for establishing community-based ABET projects.

ABT104E Specialisation areas (offered for the last time in 2012)
Syllabus: This module presents a variety of specialised ABET learning areas, that is teaching primary health; teaching environmental education; teaching literacy; teaching numeracy; teaching English; and teaching about small business development.

MODULES: NQF LEVEL 6

ABT201E Adult teaching and learning (offered for the last time in 2013)
Syllabus: This module focuses on different approaches to teaching adults. It also deals with ABET policy analysis; outcomes based education; a variety of assessment techniques; and teaching adults with special learning needs and materials design.

ABT202F Teaching practice (offered for the last time in 2013)
Syllabus: Students will be expected to spend a certain number of days in an adult teaching and learning centre. During this time they are required to observe classes, conduct research, and present a certain number of lessons, which are assessed.

One of the following modules must be selected.

ABT204H Business economics (offered for the last time in 2013)
Syllabus: This module is for ABE practitioners who teach business-related courses. Topics covered include: the South African business environment; small business development; human resource management; public relations; marketing; financial administration; operations management; and writing a business plan.

ABT207L Environment (offered for the last time in 2013)
Syllabus: To expose students to a cross-curricular approach to teaching adults about the environment. Topics covered include: models of cross-curricular teaching; bio-diversity; pollution; toxic wastes and pesticides; human health; population; soil, soil erosion and desertification; urbanisation and human settlements; and deforestation.

MODULES: NQF LEVEL 7

ABT301H Development studies (offered for the last time in 2014)
Syllabus: Students are exposed to different theoretical accounts of development and underdevelopment. They are introduced to a number of development concepts and indicators, and to the relationship between education, health, technology and development. The module also deals with issues like people-centred development, women and development and ABET and literacy across sectors.

ABT302J Research methods (offered for the last time in 2014)
Syllabus: This research methods module discusses a variety of methods useful to ABET practitioners, evaluators and policy makers. It looks at quantitative, qualitative, action and mapping research methods and shows how they may be applied to the education, training and development field. They are expected to submit a research report for assessment.
ABT303K  Research report (offered for the last time in 2014)
Syllabus: This module guides students through the various phases of doing a practical research project in an ABET-related field. They are expected to submit a research report for assessment.

To fulfill the outcomes of this module, students have to undertake a research project in an ABET-related field. They are also required to submit a research article which demonstrates their ability to apply these research skills in carrying out their investigation, and to integrate a large volume of knowledge.

2 Transitional Arrangements
The old curriculum will continue alongside the new curriculum until 2015.

<table>
<thead>
<tr>
<th>New Format from 2011</th>
<th>Existing Format until 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>First year Higher Certificate and Diploma 120 credits: 12 credits for each module</td>
<td>First year Higher Certificate and Diploma 120 credits</td>
</tr>
<tr>
<td>NQF Level 5</td>
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</tr>
<tr>
<td>Developing academic skills for studying ABE (ABT1511)</td>
<td>Contextual Studies (ABT101B)</td>
</tr>
<tr>
<td>Exploring adult learning</td>
<td>Adult Learning (ABT102C)</td>
</tr>
<tr>
<td>Exploring different approaches to teaching adults (ABT1514)</td>
<td>Managing Projects (ABT103D)</td>
</tr>
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<td>Planning and administering ABE classes and projects</td>
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<td></td>
</tr>
<tr>
<td>Building a portfolio of ABE Practice</td>
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</tbody>
</table>

Study units for the Postgraduate Diploma in Public Health

- The first opportunity for registration for this Postgraduate Diploma in Public Health is in 2011.
- The modules correspond with those offered in the MPH, but under different codes.
- Please contact the Department if you need clarification on the planning of your academic career in Public Health.

PPH4804  Introduction to population studies and reproductive health
Purpose: to facilitate knowledge about the context, trends and impact on health on populations. Students will be able to monitor, critically reflect and act appropriately on population trends as relevant to health, health systems and health service delivery.

PPH4805  Principles and methods of health research
Purpose: to update and increase the student’s knowledge of scientific approach and of every step of the research process. Qualifying students will be able to critically evaluate research reports and articles.

1 Syllabus
TFRAEDH  Theoretical frameworks and research in adult education (one paper of three hours)

- The adult: an orientation
- The practitioner as accompanist
- Personality theories and their implications for Andragogics
- Adult development
- The development of thoughts
- The actualisation of adult learning (learning theories)
- Motivation and self-actualisation of the adult learner

Unit 2
- Teaching-learning approaches in adult education
- Curriculum theory in adult education
- Social perspectives in adult education
- Practitioner models in adult education
- Research and development in adult education

INTMAEU  Instructional techniques and multimedia in adult education (one paper of three hours)

- Planning a presentation and formulating learning outcomes
- Facilitation and co-facilitation, questioning, handling learners’ questions and handling large classes
- Notes and handouts

- Report writing
(d) Teaching methods: lectures, group discussions, cooperative teaching method, demonstrations, role plays, simulations, brainstorming, case studies, problem solving, assignments and projects

(e) Reflection

Unit 2
(a) Media in adult education
(b) Computers in adult education
(c) Multimedia for distance education and learning
(d) Directions in multimedia

CUDDAE Curriculum development and assessment in adult education (one paper of three hours)

Unit 1
(a) Curriculum development in adult education
(b) Course design and development
(c) Instructional design in adult education
(d) Learning experience design and development

Unit 2
(a) Functions of assessment of adult learners
(b) Assessment instruments and procedures
(c) Assessment and the interpretation of data
(d) Contemporary issues in assessment of adult learners

LMSSAES Leadership, management and support systems in adult education (one paper of three hours)

Unit 1
(a) Core concepts: Leadership and management in adult education
(b) Theoretical viewpoints on leadership and management in adult education
(c) Organisational dimensions
(d) Personnel matters
(e) Financial matters

Unit 2
(a) Learning facilitation: Improving access to and understanding of course materials, improving recall and transfer of learning, applying knowledge and skills acquired, guidance and feedback on assignments, guidance for assessment, guidance on study methods
(b) Design and development of learner support systems
(c) Student development in adult education

SECTION E: STUDY UNITS FOR VOCATIONALLY ORIENTED QUALIFICATIONS

NB Where there is no contact number for information or enquiries regarding the following subjects, contact the Call Centre at 011 670-9000.

Accounting Skills

1 Syllabus

MODULES: NQF LEVEL 5

FAC1501 (ASK131U) Introductory financial accounting
(Examination: 1 x 2 hour paper)

Purpose: to introduce students to the fundamental concepts and principles of financial accounting: the purpose and use of business documents; the recording of cash and credit transactions; bank reconciliation; inventory trial balance; final accounts; adjustments and the elementary financial statements of a sole trader.

Administrative Management

1 Syllabus

MODULES: NQF LEVEL 5

ADB1501 (ADB121S) Administrative Management I A
(Examination: 1 x 2 hour paper)

Syllabus: The role of administrative management within an organisation, administrative office systems and the management of information.

ADB1602 Administrative Management I b (Examination: 1 x 2 hour paper) (S1 and S2)

Syllabus: Communication (basics and written).

MODULES: NQF LEVEL 6

ADB242R Administrative Management II (Examination: 1 x 2 hour paper) (S1 and S2)

Prerequisite: ADB1501 or ADB121S and ADB1602

Syllabus: The management of the administrative office including electronic communication, office layout, the office environment, office equipment and furniture, facilities management, the virtual workplace and productivity in the office.

MODULES: NQF LEVEL 7

ADB343M Administrative Management III (Examination: 1 x 2 hour paper)

Prerequisite: ADB2601 or ADB242R

Syllabus: The role of information systems and administrative support software as well as managing the administrative function in an organisation. The latter includes planning, organising, leading, controlling, problem solving, managing cultural diversity, business ethics and all about meetings.

MODULES: NQF LEVEL 8

ADB401M Administrative Management IV (Examination: 1 x 3 hour paper)

Prerequisite: ADB343M

Syllabus: An overview of the tasks, functions and responsibilities of the administrative manager, technology as resource for the administrative manager, the paperless office - reality or dream?, negotiations, the principles of the law of contract, risk management, loss control management and security management.
Administrative Practice

1 Syllabus

MODULES: NQF LEVEL 7

ADP346V  Administrative Practice III
(Examination: No examination)

Syllabus: Two months’ of experiential training in an administrative office is compulsory. The student’s employer will help to identify a list of key performance areas in the work environment which the student must master. A practical assignment of the key performance areas must be submitted and serves as the examination in the subject.

Advanced Strategic Management

1 Syllabus

MODULES: NQF LEVEL 8

AST421B  Advanced Strategic Management IV: Strategic Human Resource Management
(Examination: 1 x 2 hour paper)

Syllabus: This module focuses on the application of strategic management according to career direction.

AST471G  Advanced Strategic Management IV: Strategic Tourism
(Examination: No examination – practical project to be handed in on specified examination date)

Syllabus: This module focuses on the application of strategic management according to career direction.

Advertising and Sales Promotion

1 Syllabus

MODULES: NQF LEVEL 5

ASP141Y  Advertising and Sales Promotion I
(Examination: 1 x 2 hour paper)

Syllabus: The definition of advertising, its place in the marketing process and the concept of mass communication, the organisation and functions of the advertiser’s advertising department and the advertising agency, overview of an advertising campaign, situation analysis, objectives and creative strategy, copywriting, art and layout, mechanical production of advertisements, economic, social and ethical issues, legal and voluntary controls, media planning, budgeting, coordinating advertising with other elements of the marketing mix, advertising and media re-search, definition, role and techniques of sales promotion, controlling sales promotion expenditure and measuring results, an introduction to public relations.

African Languages

1 Syllabus

MODULES: NQF LEVEL 5

Prerequisites:

AFL1501  Understanding language usage: An African cultural perspective (S1 and S2)

Purpose: this module will be useful to students who want to develop competencies in interacting successfully in a multicultural society. These competencies include the ability to demonstrate their sensitivity to their own language usage and that of others and interact across cultures with knowledge and respect.
AFL1502 African language and culture in practice (S1 and S2)
Purpose: This module will be useful to students who want to develop competencies in interacting successfully in a multicultural society. These competencies include the ability to understand the significance of language and culture so that they can play a role in nurturing and safeguarding their own language and culture.

MODULES: NQF LEVEL 5
Prerequisites: Unisa admission requirements are applicable.

AFL1503 Language and communication skills acquisition in an African language 1 (S1 and S2)
Purpose: To provide students with the opportunity to learn the basic language structure and vocabulary of an African language. Students who achieve the outcomes of this course will be able to communicate on an elementary level with speakers of the target language and be equipped with basic reading, listening and comprehension skills. They will also be culturally sensitive to language nuances on an elementary level.

MODULES: NQF LEVEL 6
Recommendation: Students are advised to complete AFL1503 before registering.

AFL2601 Communication dynamics in African languages (offered in English with texts in selected African languages on additional media) (S1 and S2)
Purpose: This module will be useful to students who want to develop their communicative competence, skills and knowledge in African languages, especially as language practitioners in the field of communication sciences. It provides a broad background of the origins of African languages and equips students with insights into the nature of African languages, which will be of practical value to them in the fields of language development, lexicography, human language technologies, effective communication, verbal and non-verbal interaction as well as multilingualism and language contact.

AFL2602 Understanding African management practices as reflected in African languages literature and texts (offered in English with texts in selected African languages on additional media) (S1 and S2)
Purpose: This module will be useful to people who need to communicate with people of different cultures. African languages literature and texts are used to illustrate African management practices and to inculcate an appreciation of how societal values are expressed.

AFL2603 Literature and society: A perspective on African languages (offered in English with texts in selected African languages on additional media) (S1 and S2)
Purpose: The purpose of this module is to introduce students to the way in which African languages literature depicts various aspects of society. This module will be useful to students who want to develop competence, skill and knowledge in understanding the various literary genres found in African languages, critiquing literary works in African languages, explaining the role of the author in addressing societal issues and discovering the application of various literary theories to African languages literature.

Afrikaans Language

1 Syllabus

MODULES: NQF LEVEL 6

APL201A Applied Afrikaans First Language II (Examination: 1 x 2 hour paper) (offered for the last time in 2009)
Prerequisite: APL101A
Syllabus: Spelling, style and norms in Afrikaans texts; workplace documents.

APL221A Applied Afrikaans Second Language II (Examination: 1 x 2 hour paper) (offered for the last time in 2009)
Prerequisite: APL121A
Syllabus: Spelling, style and norms in Afrikaans texts; workplace documents.

AFR121X Afrikaans Third Language II (Examination: 1 x 2 hour paper) (offered for the last time in 2009)
Prerequisite: AFR111X
Syllabus: Providing prospective language practitioners with a practical and useful knowledge of Afrikaans as a third language, as well as an understanding of the culture of the Afrikaans people.

MODULES: NQF LEVEL 7

APL301A Applied Afrikaans First Language III (Examination: 1 x 2 hour paper) (offered for the last time in 2009)
Prerequisite: APL201A
Syllabus: Language as medium of communication; workplace documents; text linguistics.

APL321A Applied Afrikaans Second Language III (Examination: 1 x 2 hour paper) (offered for the last time in 2009)
Prerequisite: APL221A
Syllabus: Workplace documents; text linguistics.

Applied Economics

1 Syllabus

MODULES: NQF LEVEL 5

APE1M1T Applied Economics I: Module A (An Introduction to International Capital Markets) (Examination: 1 x 1 hour paper)
Syllabus: The financial system, the economy, the foreign exchange market, the money market, the bond and long-term debt market, the equity market, the derivatives market and portfolio management.

APE1M2T Applied Economics I: Module B (Regulation of South African Financial Markets) (Examination: 1 x 1 hour paper)
Syllabus: The exchanges, Members, Investment Managers, Custody Arrangements, Prohibitions, Conflicts of Interest, Enforcement, Ethics.

MODULES: NQF LEVEL 6

APE2M1T Applied Economics II: Module A (International Equity Markets) (Examination: 1 x 1 hour paper)
Prerequisite: APE1M1T, APE1M2T
Syllabus: Equity defined, equity markets, equity and the business cycle, financial statement interpretation, equity valuation, company analysis, portfolio theory and risk, technical analysis, equity derivatives, JSE securities exchange and STRATE (share transactions totally electronic).

APE2M2T Applied Economics II: Module B (Bond and Long Term Market) (Examination: 1 x 1 hour paper) (offered for


the last time in 2012)
Prerequisite: APE1M1T, APE1M2T
Syllabus: Types of bonds, the pricing of bonds, the measuring of yield, the term structure of interest rates, duration and convexity, other long-term debt instruments and the bond exchange of South Africa (BESA)

APE2M3T  Applied Economics II: Module C (Derivatives Market) (Examination: 1 x 1 hour paper) (offered for the last time in 2012)
Prerequisite: APE1M1T, APE1M2T
Syllabus: Introduction, types of bonds, the pricing of bonds, the measuring of yield, the term structure of interest rates, duration and convexity, other long-term debt instruments and the bond exchange of South Africa (BESA)

1 Syllabus

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Applied Promotion

1 Syllabus

MODULES: NQF LEVEL 8

APR4M1Y  Applied Promotion IV: Retail Marketing (Theory) (Examination: 1 x 2 hour paper)
Syllabus: The objective of this module is to provide the learner with a thorough understanding of direct marketing and, ultimately, to enable him/her to compile a direct-marketing plan for a direct-marketing campaign. Having worked through the module, the learner should have the competence to work effectively in a direct-marketing environment, applying a range of skills and adhering to the direct-marketing industry’s code of practice.

APR4M2Y  Applied Promotion IV (Project) (Examination: No examination - project to be submitted during the examination)
Syllabus: In this module the learner will be evaluated on the practical application of knowledge within the Direct Marketing environment by means of a project/research report or a combination of the two.

Applied Strength of Materials

1 Syllabus

MODULES: NQF LEVEL 7

SOM381B  Applied Strength of Materials III (Examination: 1 x 3 hour paper) (year module)
Prerequisite: SOM381A, SOM3PRA
Co-requisite: SOM3PRB
Syllabus: Slope and deflection of beams; leaf springs; struts; complex stress and complex strain; thick cylinders.

Archival Subjects

1 Syllabus

MODULES: NQF LEVEL 5

ARI161Q  Archival Informatics I (Examination: 1 x 2 hour paper) (offered for the last time in 2012)
Syllabus: Focus on the consumer (the client of a records or archives service), rules governing the access to archival institutions and an introduction to the reference process in the reading room of an archives.

ARS121Q  Archival studies I (Examination: 1 x 2 hour paper) (offered for the last time in 2012)
Syllabus: The development of archival administration; what are archives, libraries and museums as well as the differences and similarities of the former; training of archivists in western countries; modern information
carriers; the importance and development of legislation in South Africa; and introduction to records management.

**ART131V** Archival techniques I (Examination: 1 x 2 hour paper) (offered for the last time in 2012)
Syllabus: Dangers threatening documents and methods of combating them; problems with the preservation and retrieval of information from audio-visual material within the audio-visual environment; electronic media.

**ATM171Y** Archival theory and methodology I (Examination: 1 x 2 hour paper) (offered for the last time in 2012)
Syllabus: A look at different types of finding aids and the arrangement of archives.

### Auditing

#### 1 Transitional Arrangements
- Students who wish to transfer from Unisa–TSA programmes to Unisa-degree programmes will receive credit for the following study units.
- Credits will only be considered in respect of completed study units.

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#### 2 Syllabus

**MODULES: NQF LEVEL 5**

**AUE1501** (AUD2M1W) Introduction to Auditing and Internal Auditing (Examination: 1 x 2 hour paper) (S1 and S2)
*Purpose:* To enable students to identify risk areas in an entity; to assist in the planning of an audit; to identify control measures to mitigate the risks; to perform and document test of controls; and to a limited extent, perform substantive audit procedures; all restricted to small and medium size enterprises.

**MODULES: NQF LEVEL 6**

**AUE202M** Introduction to the performing of the audit process (Examination: 1 x 2 hour paper) (S1 and S2)
*Prerequisite:* FAC1502
*Syllabus:* Introduction to auditing; the objectives and nature of internal control; the evaluation of internal control systems; the audit report (external) on financial statements;

### Automatic Control

#### 1 Syllabus

**MODULES: NQF LEVEL 8**

**AUC401M** Automatic Control IV (Examination: 1 x 3 hour paper)
*Prerequisite:* MOM361B, MOM3PRB
*Syllabus:* Gyroscopes; elements of automatic control; transducers; system design.

### Automation

#### 1 Syllabus

**MODULES: NQF LEVEL 7**

**ATO331Q** Automation III (Examination: 1 x 3 hour paper) (year module)
*Prerequisite:* MME251U
*Syllabus:* Introduction; automation considerations; levels of automation; press work and material usage; pneumatic and hydraulic automation of a work station; transfer machine; CNC machines; selection of the correct level of automation for given situation; related actions; project; design for an automatic system.

### Banking

#### 1 Syllabus

**MODULES: NQF LEVEL 5**

**BAN1M1R** Banking I: Module 1 (Examination: 1 x 2 hour paper)
*Syllabus:* Banking environment, banking products and services, opening, operating and closing of bank accounts.

**BAN1M2R** Banking I: Module 2 (Examination: 1 x 2 hour paper)
*Syllabus:* Money and money creation, characteristics of the banker, code of banking practice, SA financial services sector, SA money and capital markets, and national payment system.

**MODULES: NQF LEVEL 6**

**BAN251W** Banking II (Examination: 1 x 2 hour paper)
*Prerequisite:* BAN141R or BAN1M1R, BAN1M2R
*Syllabus:* The topics dealt with are commercial banking environment, analysing a bank's performance, cash and liquidity management, risk management, investment management, capital management, credit management, financial ratio analysis, evaluating loan applications and dealing with problem loans and relationship between a bank and a client.

**MODULES: NQF LEVEL 7**

**BAN361W** Banking III (Examination: 1 x 2 hour paper)
*Prerequisite:* BAN251W
*Syllabus:* The topics dealt with are strategic planning, financial ratio analysis, liquidity management and capital management.

**MODULES: NQF LEVEL 8**

**BAN401B** Banking IV (Examination: 1 x 3 hour paper)
*Prerequisite:* BAN361W
*Syllabus:* Global finance and the world economic environment, international monetary system, balance of payments analysis, international financial markets, currency futures, options and swaps, eurocurrency and offshore banking, international bond market, global banking, financing foreign trade, bank money management, bank lending, euro-loans and risk analysis and SA within the international financial system.
Bio-systems

1 Syllabus

MODULES: NQF LEVEL 5

BSY1015  Bio-systems I (Examination: 1 x 3 hour paper)  
(S1 and S2)
Syllabus: Engineering approach to the human body with reference to the  
medical terminology: the health environment. Medical base terminology.  
Organ systems: cell structures, movement systems, digestive system,  
ventilation, control and regulation, Special organs: (endocrine system)  
thyroid gland.

Business Administration

1 Syllabus

MODULES: NQF LEVEL 5

BSA1501 (BSA111P)  Business Administration IA (Examination:  
1 x 2 hour paper)  
(S1 and S2)
Syllabus: Economic principles, industrial sectors, forms of ownership,  
financing, insurance and financial administrative procedures.

BSA1602  Business Administration IB (Examination: 1 x 2 hour  
paper)  
(S1 and S2)
Syllabus: Post and telecommunication services, the administrative function,  
and office procedures and duties.

Business Analysis

1 Syllabus

MODULES: NQF LEVEL 7

BUA301I  Business Analysis III (Examination: 1 x 2 hour paper)  
Prerequisite: BUA201I, DEV201I, INY2M1S, INY2M2S
Syllabus: This subject focuses on the IT consultant’s role in creating high-  
hopness with clients, by helping senior managers’ demand,  
getting better results from employees and building communication bridges  
with the managers. A breakthrough strategy will be used where short-term  
successes are used to build the high performance of an organization. Access  
to a Personal Computer with a CD-ROM, Windows 2000/XP operating  
system minimum, Internet and e-mail facilities are compulsory.

Business Calculations

1 Syllabus

MODULES: NQF LEVEL 5

QMI1500  Business Calculations (Examination: 1 x 2 hour paper)  
Prerequisite: BUC101F
Syllabus: This module equips learners with the skills to perform basic  
mathematical, financial and statistical calculations in the accounting and  
business environment. Topics covered include the performance of basic  
umber calculations, working with fractions, decimal numbers, percentages,  
ratios and proportions, equations and formulas, interest calculations,  
annuities, basic concepts of statistics, data types, data collection, sampling  
methods, frequency distributions, visual presentation of data, measures of  
central tendency and dispersion and index numbers.

Business Information Systems

1 Syllabus

MODULES: NQF LEVEL 6

BSS2M1F  Business Information Systems II:  
Module 1 (Examination: 1 x 2 hour paper )  
Prerequisite: AIN1501 or DPA101P
Purpose: to enable students to understand and apply fundamental  
information systems principles underlying the different types of business  
information systems, in order to function efficiently and effectively as  
accountants, internal auditors, business employees and managers in a  
business environment. Topics include information systems concepts;  
electronic commerce; transaction processing systems; enterprise resource  
planning systems; management information systems; decision support  
systems and specialised information systems such as artificial intelligence,  
expert systems, virtual reality and special-purpose systems.

BSS2M2G  Business Information Systems II:  
Module 2 (Examination: 1 x 2 hour paper)  
Prerequisite: AIN1501 or DPA101P
Purpose: to enable students to understand and apply the information  
systems principles underlying the development of information systems to  
meet the needs of business organisations, as well as the social and ethical  
issues underlying the use of business information systems, in order to  
function efficiently and effectively as accountants, internal auditors, business  
employees and managers in a business environment. Topics include  
information systems in business organisations; systems development;  
systems investigation and analysis; systems design; systems implementation;  
systems maintenance and review; and security, privacy and ethical issues in  
business information systems.

Business Logistics Management

1 Syllabus

MODULES: NQF LEVEL 5

BLM151V  Business Logistics Management I  
(Examination: 1 x 2 hour paper)
Syllabus: Business logistics, logistics decision-making, customer service,  
forecasting logistics requirements, the product, the logistics information  
system, the transportation system, transportation regulations and rates, the  
storage and handling system, logistics strategy and planning, facility location  
decisions, inventory policy decisions, transportation and order-processing  
decisions, acquisition and production scheduling decisions, storage and  
materials-handling decisions, logistics audit and control.

Similar study unit/modules: LGS201P

Business Management

1 Transitional arrangements

Old code (2009 and before)  
New code from 2010

BSM1M1P  BSM1501
BSM1M2P  BSM1502

2 Syllabus

MODULES: NQF LEVEL 5

BSM1501 (BSM1M1P)  Business Management IA: Module 1  
(Examination: 1 x 2 hour paper)  
(S1 and
the establishment of a small business.

Syllabus:
Entrepreneurship and the profile of the entrepreneur, small business management, business ideas and servicing a niche market, feasibility study, assessment of risk, business plan, establishment of a business, legal issues in the establishment of a small business.

MODULES: NQF LEVEL 6

BSM1602 (BSM1M2P) Business Management IB:
Module 2 (Examination: 1 x 2 hour paper (S1 and S2)
Syllabus: Business functions in a small business, management functions in a small business, management functions and business functions in perspective and management techniques.

BSM201P Business Management II
(Examination: 1 x 2 hour paper)
Prerequisite: BSM101P or BSM1501, BSM1M2P
Syllabus: Business Management II offers the student the chance to study the operation of three functions in the enterprise more closely: Finance, production and public relations. Particular emphasis is placed on the interaction between these three functions and the changing business environment.

MODULES: NQF LEVEL 7

BSM301P Business Management III
(Examination: 1 x 2 hour paper as well as case study to be submitted on 1st day of examination)
Prerequisite: BSM201P
Syllabus: Business Management III looks at the operation of three functions of the enterprise and their interaction with the business environment. The function of general management is compulsory and the students choose a further two functions from marketing, human resources and purchasing. Students who pass this subject will know about those matters in the enterprise that may fall outside their field of specialisation.

Calculations and Statistics

1 Syllabus

MODULES: NQF LEVEL 5

STA1510 Basic Statistics (Examination: 1 x 2 hour paper) 
(Examination: 1 x 2 hour paper as well as case study to be submitted on 1st day of examination)

Syllabus:
To ensure that students are introduced to the most important basic statistical concepts. After completion students should have an informed understanding of different visual descriptions of data, including graphical and tabular techniques; measures of central location, dispersion and association. They should be able to use probability as a tool to create discrete and continuous probability distribution, used extensively in statistical inference; determine confidence intervals and perform hypothesis testing involving a sample mean and proportion; apply different forms of Chi-square testing; understand simple linear regression and correlation.

Chemical Engineering Practice

1 Syllabus

MODULES: NQF LEVEL 6

CEM211F Chemical Engineering Technology II
(Examination: 1 x 3 hour paper) (S1 and S2)
Prerequisite: CHE181T
Co-requisite: CEM2PRA
Syllabus:
- **Introduction to Chemical Engineering calculations:** Units and dimensions; Force and weight, pressure and temperature
- **Material balances:** Techniques of solving balances on: Single unit processes; Multiple unit processes; reacting and nonreacting systems.
- **Aspects of recycle, bypass and purge**
- **Gases, vapours, liquids and solids**
- **Energy relationships:** Concepts and units; Heat capacity; First law of thermodynamics; Kinetic and potential energy; Enthalpy changes
- **Energy balances:** Define terms; energy entering and leaving a system; Law of conservation of energy; Solve energy balances for simple systems; Balances on nonreactive processes; Balances on reactive processes

Compulsory practical contact course
**Syllabus:**

**Prerequisite:** CEM311F, CEM2PRA

**Chemical Engineering Technology III (Module A)**

**Co-requisite:** CEM3PRA

**Fluid flow:**

- Incompressible fluid flow: Use of mechanical energy balance on a single pipeline system with bends, changes in cross-section, valves and pumps. Trial and error approach.
- Classification of fluid rheology: Based on relationship between shear stress and shear rate
- Pumps and piping: Introduction; Classification and selection of pumps; System heads; Characteristic curve; Theoretical power

**Heat transfer:**

- Conduction: 1-D steady-state conduction in plane, cylindrical and spherical walls, no heat generation; Derive expressions for temperature distribution, calculate heat transfer rate and thermal resistance.
- Convection: Explain convection; Heat transfer calculations using average convection coefficients
- Thermal radiation: Define; Calculate net rate of radiation from a grey surface.
- Heat exchangers: Describe the operation of 4 types: Calculate overall heat transfer coefficients from individual ones; perform thermal design calculations and evaluate performance of heat exchangers

**Mass transfer:**

- Molecular diffusion in gases and liquids: Calculate rate of diffusion and predict the concentration profile for: equimolar counter diffusion; component A diffusing through stagnant non-diffusing B; mass diffusion with chemical reactions
- Filtration equipment and filtration practice
- Psychometry: definitions and humidity charts
- Appropriate laboratory work

**Chemical Engineering Technology III (Module B)**

**Prerequisite:** CEM311A

**Co-requisite:** CEM3PRB

**Syllabus:**

- Gas absorption: Mass balance for co- and countercurrent absorbers and strippers; stagewise and continuous contact columns; applications of mass transfer coefficients
- Distillation: Single stage and introduction to multi stage: Introduction; Calculation of liquid-vapour equilibrium data; Single stage operation (flash); Simple distillation; McCabe-Thiele analysis for binary system; Multistage batch distillation with constant and variable refluxes; Calculation of number of plates; Column performance; Open steam distillation; Multiple feed streams and side streams operation; Azeotropic and extractive distillation
- Single-evaporation: Introduction; Heat transfer; Apparent temperature difference and boiling point rise; Duhming’s rule and Raoult’s law; Standard overall coefficients; Calculation assumptions
- Drying: Introduction; Methods and principles of drying; Calculations
- Leaching: Principles; Factors influencing extraction rate; Mass transfer; Counter current washing; Calculation of number of stages
- Appropriate laboratory work

**Flow of incompressible Newtonian fluids in pipes and channels:**

- Flow patterns in pipes
- Pressure drop, friction factor and Reynolds number
- Calculation of Pressure drop in fittings and curved pipes
- Non-circular pipes
- Velocity distribution: turbulent and laminar flow
- Types of flow as a function of velocity gradient
- Flow in open channels

**Flow of incompressible Non-Newtonian fluids in pipes:**

- Flow of general time independent non-Newtonian fluids: Laminar and turbulent pressure drops
- Pressure drop in pipes for Bingham plastics
- Power law fluids: flow and velocity distribution, expansion and contraction losses

**Pumping of liquids:**

- Pumps and pumping revisited
- System heads
- Centrifugal pumps: relations, series and parallel
- Positive displacement pumps
- Efficiencies
- Pump selection
- Control valves and pressure balances

**Mixing of liquids in tanks:**

- Mixers and mixing
- Types of agitators
- Dimensionless groups for mixing
- Power curves
- Scale up
- Purging of stirred tank systems

**Flow of compressible fluids in conduits:**

- Energy relationships and equations of state
- Ideal gas flow in a horizontal pipe: Isothermal. Non-isothermal, adiabatic (with a contraction)
- Velocity of propagation of a pressure wave.
- Compressors

**Flow of two phase gas liquid mixtures in pipes:**

- Flow patterns
- Pressure drop by the Lockhart and Martinelli method when both phases are turbulent

**Flow measurement:**

- Fluid pressure (static and impact)
- Measurement of fluid flow (pitot tube, meter nozzle, venturi, oriﬁce etc)
- Fluid flow through packed beds
- Fluidisation

**Unsteady State Flow**

**Chemical Engineering Technology IV: Heat and Mass (Module B)**

**Prerequisite:** ND Engineering; Chemical

**Syllabus:**

- **Revisit basic heat transfer:**
  - **Applied conduction:**
    - 1-D steady-state
    - Conduction through cylindrical pipes and multiple cylindrical shells
    - Radial conduction through spheres
    - Multi dimensional heat conduction
  - **Radiation:**
    - Ideal radiators
    - Non – Ideal radiators
  - **Radiation Exchange**
  - **Heat transfer by radiation:** Laws, radiation from real surfaces, radiation combined with convection and conduction

**Convection II**

- Fundamentals: heat transfer coefficient and evaluation thereof,
- Boundary layer energy transfer mechanism, Nusselt modulus, dimensional analysis
- Forced convection inside tubes and ducts: Effect of Reynolds number and Prandtl number, laminar flow and turbulent flow
- Forced convection over exterior surfaces: Flow over bluff bodies, cylinders and spheres and tubes in bundles, application to heat exchangers
Chemical Process Design

1 Syllabus

MODULES: NQF LEVEL 7

CPD371S Chemical Process Design: Principles III (Examination: 1 x 3 hour paper)
Prerequisite: CEM311A
Syllabus:
- Process design - economic aspects;
- Plant layout;
- Selecting materials of construction;
- Construction details of: distillation columns, dryers, evaporators, filtration units, heat exchangers;
- Shell and tube heat exchanger design; Principles of convection and conduction revisited; Log mean temperature difference; Countercflow; Flow arrangements for increased heat recovery; Gases; Calculations for process conditions; Condensation of single and mixed vapours; Vaporisers, evaporators and reboilers.

CPD4M1C Chemical Process Design IV: Equipment Design (Module A) (Examination: 1 x 4 hour paper)
Prerequisite: CEM4M3C
Syllabus:
\[ \text{Heat exchanger design:} \]
- Double pipe; Shell and tube; Computer aided design; Plate heat exchangers; Condensers;
\[ \text{Distillation column design:} \]
- Sieve trays; Valve trays; Packed columns.
\[ \text{Choice of at least one of the following:} \]
- Cooling tower design; Furnace design; Boiler design.

CPD4M2C Chemical Process Design IV: Plant Design (Module B) (Examination: Project and oral)
Prerequisite: CEM4M3C
Co-requisite: CPD4M1C
Syllabus:
1. Design method, design alternative, cost estimation
2. Simulate a continuous flow process using a rigorous package i.e. CHEMCAD/ ASPEN/ PROII
4. Engineering economics
5. HAZOPS
6. Progress and final reports, and oral presentation

Chemical Process Industries

1 Syllabus

MODULES: NQF LEVEL 6

CPI271Y Chemical Process Industries II (Examination: 1 x 3 hour paper)
Prerequisite: CHE181T
Syllabus:
- Compulsory: Flow diagrams; coal technology; petroleum processing; heavy chemicals; iron and steel
- Optional: agrochemicals; rubber industries; paper and pulp; plastics; sugar refining.

Chemical Plant

1 Syllabus

MODULES: NQF LEVEL 7

CHP311A Chemical Plant III (Module A) (Examination: 1 x 3 hour paper)
Prerequisite: CHE181T
Syllabus:
- Heat transfer with change of phase: Boiling, condensation, freezing and melting
- Mass Transfer:
  - Fundamentals of mass transfer: Mass transfer operations, molecular diffusion in fluids, coefficients, analogies between heat, mass and momentum transfer, Simultaneous mass and heat transfer, equilibrium, diffusion between phases, material balances, stages.

CEM4M3C Chemical Engineering Technology IV: UNIT OPERATIONS (Module C) (Examination: 1 x 3 hour paper)
Prerequisite: ND Engineering; Chemical Syllabus:
- Distillation:
  - Revision based on McCabe Thiele: basic theory, batch, continuous
  - Multiple feed and sidestream (iterations)
  - poncho and Savarit: varying reflux, varying heat state of feed, iterations for optimal feed and reflux
  - Multi-component (spread sheet solutions, iterations) : shortcuts and basic rigorous methods, varying reflux ratios, calculating minimum reflux, varying relative volatility, azeotropes, with easy to understand examples, e.g. benzene-toluene

Evaporation:
- Revision of single effect evaporation
- Multiple effect evaporation: forward feed, reverse feed, parallel feed

Absorption:
- Introduction
- Design of fixed-bed column
- Countercurrent flow of solids

Absorption (revision):
- Equilibrium solubility
- Gas absorption revisited
- Material balances
- Countercurrent multistage operations
- Continuous contact equipment: Two film theory
- Transfer coefficients
- Absorption equipment: Plate columns, packed columns, towers, centrifugal absorbers
- Types of absorption equipment
- Graphical design methods

Multicomponent Absorption/Striping

Crystallisation

Fluidisation

CHE4PRA Chemical Engineering IV (Practical)
Prerequisite: RTE401C, PCT401C
Syllabus: Practical component of the BTech subjects

NB No formal written examination - design to be handed in and an oral presentation. It is the responsibility of the student to find access to the design packages such as CHECAD or ASPEN, which is necessary for this subject. If you don’t have access to the above packages, please contact 011 471 2048 before registering for this subject.
1 General Information

- MODULES FOR WHICH PRACTICAL WORK IS PRESCRIBED
  Practical work for the subjects listed below is normally prescribed only for specified modules, and students who register for such modules are required to do practical work during the year as indicated in the relevant sections below. See also the prerequisites and co-requisites under the relevant subject.

Note that in many cases, depending on the subject, the practical work and the practical examinations must be done in PRETORIA or POTCHEFSTROOM at specified times. Prospective students must, therefore, be in a position to make the necessary leave and travel arrangements. Information about accommodation in Potchefstroom and the cost thereof will be supplied to the students concerned on registration (or soon thereafter).

The cancellation of a student's registration for modules with a practical component CANNOT be considered on grounds of his/her being unable to comply with the requirements in respect of the practical work and/or the practical examinations.

2 Syllabus

MODULES: NQF LEVEL 5

CHE181T Chemistry I (Theory) (Examination: 1 x 2 hour paper) (S1 and S2)
Prerequisite: Grade 12 Science (HG 40% or SG 50%), or Engineering Science N3 (50%)
Co-requisite: CHE1PRA
Syllabus: Matter; scientific measurements; atomic structure; chemical bonding; gases, liquids and solids; chemical formulas and stoichiometry; rates of chemical reactions; the gaseous phase: chemical equilibrium; the liquid phase: solutions; the liquid phase: ionic equilibrium; oxidation and reduction reactions; electrochemistry; introduction to organic chemistry; introduction to inorganic chemistry. Appropriate laboratory work

CHE1PRA Chemistry I (Practical) (Year module)
Syllabus: Appropriate laboratory work.

1 Syllabus

MODULES: NQF LEVEL 7

CYA101C Child and Youth Care/Youth Work Administration and Management I (Examination: 1 x 2 hour paper) (offered for the last time in 2010)
Prerequisite: CYC201C, CYC1PRA or YTW201C, YTW2PRA and ACY201C, ACY2PRA
Syllabus: Administration and Management theory, approaches and practice within CYC or YW.

CYA201C Child and Youth Care/Youth Work Administration and Management II (Examination: 1 x 2 hour paper) offered for the last time in 2010)
Prerequisite: CYC301C, CYC3PRA or YTW301C, YTW3PRA and ACY301C, ACY3PRA
Syllabus: Advanced Administration and Management theory, approaches and practice within CYC or YW.

Child and Youth Care/Youth work in Residential and Secure Care

1 Syllabus

MODULES: NQF LEVEL 7

CYR101C Child and Youth Care/Youth Work in Residential and Secure Care I (Examination: 1 x 2 hour paper) (offered for the last time in 2010)
Prerequisite: CYC201C, CYC2PRA or YTW201C, YTW2PRA and ACY201C, ACY2PRA
Syllabus: CYC or YW theory, approaches and practice within the specialised field of service.

CYR201C Child and Youth Care/Youth Work in Residential and Secure Care II (Examination: 1 x 2 hour paper) (offered for the last time in 2010)
Prerequisite: CYC301C, CYC3PRA or YTW301C, YTW3PRA and ACY301C, ACY3PRA
Syllabus: Advanced CYC or YW theory, approaches and practice within the specialised field of service.
## Circuit Analysis

### 1 Syllabus

**MODULES: NQF LEVEL 8**

**CAN401E  Circuit Analysis IV** *(Examination: 1 x 3 hour paper)*  
**Prerequisite:** MAT3700 or MAT301W  
**Co-requisite:** CAN4PRA  
**Syllabus:** Laplace transforms, analysis in complex plane, networks and systems in state space, state equations of electrical networks, differential equations, computer solutions.

## Collective Bargaining and Negotiation

### 1 Syllabus

**MODULES: NQF LEVEL 8**

**CBN401L  Collective Bargaining and Negotiation** *(Examination: 1 x 2 hour paper)*  
**Syllabus:** The collective bargaining course provides employer-based and trade union industrial relations practitioners with in-depth knowledge of collective bargaining and basic negotiation skills. The focus is on developing both the practitioner’s understanding of the factors affecting labour-management bargaining and their grasp of modern negotiating techniques. The subject matter includes material on collective bargaining law, structures, styles, techniques, levels, policy development issues and the parties to collective bargaining in the labour relations arena.

## Communication Science

### 1 Syllabus

**MODULES: NQF LEVEL 5**

**COP1501  Communication Science for Public Relations I** *(Examination: 1 x 2 hour paper)*  
**Syllabus:** Defining communication; the communication process; communication forms; communication models; interpersonal communication; inter subjectivity; communication conduciveness and stumbling blocks; verbal and non-verbal code systems; listening, communication theory, communication by objectives, practical application.

**MODULES: NQF LEVEL 6**

**COP2601  Communication Science for Public Relations II** *(Examination: 1 x 2 hour paper)*  
**Prerequisite:** COS121X or COP1501  
**Syllabus:** Mass communication; mass communication institutions; study of the media; persuasive communication, practical application.

**MODULES: NQF LEVEL 7**

**COP3701  Communication Science for Public Relations III** *(Examination: 1 x 2 hour paper)*  
**Prerequisite:** COS241Z or COP2601  
**Syllabus:** Organisational communication, small group communication, intercultural communication, media choice, learnership and management, practical application.

## Communication in Business Contexts

### 1 General Information

Students registering for the BCompt degree are advised to take this module as part of their curriculum as a recommended alternative for the module INM1024.

### 2 Syllabus

**MODULES: NQF LEVEL 5**

**CBC1501  Communication in Business Contexts (S1 and S2)**  
**Purpose:** Students credited with this module are aware that communication forms an integral part of the role of the accounting practitioner in a business context. Students are sensitised to the variables influencing communication situations in the accounting environment and know how to respond appropriately.

## Computer Aided Draughting

### 1 Syllabus

**MODULES: NQF LEVEL 5**

**CAD161S  Computer Aided Draughting I** *(Examination: 1 x 3 hour paper)*  
**Prerequisite:** MED161Q  
**Syllabus:** Computer-aided draughting.

## Computer Networks

### 1 Syllabus

**MODULES: NQF LEVEL 8**

**CMN401E  Computer Networks IV** *(Examination: 1 x 3 hour paper)*  
**Prerequisite:** JCT261Z, ICT2613 or (PRG2M1E, PRG2M2E)  
**Syllabus:** Apart from the technical aspects such as topologies, network switching, etc. that will be covered, network management and recent network environment developments will also be addressed. Once registered for this subject, you can access the relevant material at http://www.unisa.ac.za. You will receive no hard copies of the material and you must submit your assignments via the Internet. Access to a Personal Computer with a CD-ROM, Windows 2000/XP operating system minimum, Internet and e-mail facilities are compulsory.

## Computer Security

### 1 Syllabus

**MODULES: NQF LEVEL 8**

**CPS401I  Computer Security IV** *(Examination: 1 x 3 hour paper)*  
**Prerequisite:** National Diploma in Information Technology  
**Syllabus:** Security is a major issue in the computing environment – even more so with the expansion of the Internet and multi-computer networked environments in the commercial scenario. Therefore, the aim of this course
is to sensitize students to issues regarding security in different areas of computing (operating systems, databases, networks, etc). Broadly stated, students should be able to recognize threats as posed from a security point of view, as well as countermeasures to be applied in order to eliminate/manage these threats.

**Computer Usage**

1 Syllabus

MODULES: NQF LEVEL 6

- NB These modules have been replaced by IAD2M1X and IAD2M2X respectively.

- CUS2M1V Computer Usage II (Theory)
- CUS2M2V Computer Usage II (Practical)

**Concrete Technology**

1 Syllabus

MODULES: NQF LEVEL 8

- CNT401C Concrete Technology IV
  (Examination: 1 x 4 hour paper)
  Prerequisite: As part of the BTech: Engineering: Civil (Transportation):
  SRC211Q, TPE381V, DCM371Y, GTE331Q
  Co-requisite: CNT4PRA, CNT4PJT
  Syllabus: Properties and materials, production and supply, special applications,
  testing.

  - NB This subject may not be taken in combination with CMT401C CONSTRUCTION
    MATERIALS IV

**Construction Methods**

1 Syllabus

MODULES: NQF LEVEL 5

- CMD101C Construction Methods I
  (Examination: 1 x 3 hour paper) (S1 and S2)
  Syllabus: Construction methods; construction plant; codes and building
  regulations; safety.

**Consumer Behaviour**

(offered by the Department of Marketing and Retail Management)

1 Syllabus

MODULES: NQF LEVEL 5

- MND204T Consumer Behaviour I
  (Examination: 1 x 2 hour paper)
  Syllabus: Introduction to consumer behaviour, individual, social and cultural
  influences on consumer behaviour, the diffusion and adoption process,
  application of consumer behaviour in marketing decision-making, the
  consumer decision-making process, certain issues in consumer behaviour.

**Continual Quality Improvements**

1 Syllabus

MODULES: NQF LEVEL 8

- CQI401Q Continual Quality Improvements IV
  (Examination: 1 x 2 hour paper)
  Syllabus: Introduction to TQM, ISO 9000 and TQM, business philosophies,
  QFD, QPD, BPR, QIS, quality costs, customer satisfaction survey, teamwork
  and motivation.

  Similar study units/modules: TIP301Q

**Construction Materials Technology**

1 Syllabus

MODULES: NQF LEVEL 8

- CMT401C Construction Materials Technology IV
  (Examination: 1 x 3 hour paper)
  Prerequisite: As part of the BTech: Engineering: Civil (Geotechnical):
  SRC211Q, GTE331Q, DCM371Y
  Co-requisite: CMT4PJT

**Contract Management: Civil**

1 Syllabus

MODULES: NQF LEVEL 8

- CMC401C Contract Management: Civil IV
  (Examination: 1 x 3 hour paper)
  Prerequisite: PJM401C, FNM301C, ENT401I and LRL241P or MHB201Q
  Co-requisite: CMC4PJT
  Syllabus: Contract documentation; contract specifications; pre-tender
  procedures; tender preparation; tender award; commencement of contract/
Control Systems

1 Syllabus

MODULES: NQF LEVEL 7

CSY391B Control Systems III (Examination: 1 x 3 hour paper)
Prerequisite: ECT261Z, ECT2PRA, ELE281X, ELE2PRA, (MAT3700 or MAT301W)
Co-requisite: CSY3PRA
Syllabus: Mathematical modelling of physical systems, stability of linear feedback systems, time domain analysis of control systems, root locus method, frequency domain analysis, design of control systems.

Correctional Services Administration

1 Transitional Arrangements

- Students who passed modules under the ‘previous code’ may not register for the corresponding module.
- The subject Correctional Services Administration are phased out gradually and replaced with corresponding modules as indicated below.
- Students who have not passed the ‘previous code’ column below, must register for and pass the module under the column ‘corresponding module’.

<table>
<thead>
<tr>
<th>Previous code</th>
<th>Terminated as from:</th>
<th>Corresponding module</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSA111A</td>
<td>2008</td>
<td>PEN1036</td>
</tr>
<tr>
<td>PEN1025</td>
<td>2010</td>
<td>PEN1502</td>
</tr>
<tr>
<td>CSA211A</td>
<td>2009</td>
<td>PEN2601</td>
</tr>
<tr>
<td>CSA221B</td>
<td>2009</td>
<td>PEN2602</td>
</tr>
<tr>
<td>CSA311A</td>
<td>2010</td>
<td>PEN2603</td>
</tr>
<tr>
<td>CSA321B/PEN206D</td>
<td>2010</td>
<td>PEN3706</td>
</tr>
</tbody>
</table>

2 Syllabus

MODULES: NQF LEVEL 8

CSA4M1C Module A: Fundamental Influence (Examination 1 x 2 hour paper)
Syllabus: In this module attention is given to the demography of the countries that figure in the comparative study of correctional services systems. The origins of the systems are examined in terms of the respective constitutions of the countries and of any other laws that may have an influence on the systems. Lastly, the module focuses on the interaction between role-players in the criminal justice system such as the police, justice and correctional institutions.

CSA4M1V Module I (Examination 1 x 2 hour paper, Open book examination)
Prerequisite: National Diploma
Syllabus: Management ethics, social responsibility, learning organisations, organisation culture, and human resource management.

CSA4M2V Module II (Examination 1 x 2 hour paper, Open book examination)
Prerequisite: National Diploma
Syllabus: Right of existence, overall objectives and organisation planning, policy formulation, organisation renewal (organising), external organisational communication, and negotiations and negotiation skills.

AST441DE Strategic correctional services management (Examination 1 x 2 hour paper, Open book examination)
Prerequisite: National Diploma
Syllabus: An introduction to strategic management, the mission, vision, key success factors and corporate goals, external and internal environment analysis, forecasts, choice of strategies, strategy implementation, compiling a strategic plan. Special emphasis is placed on the application of these issues in a correctional environment.
Credit Management

1 Syllabus

MODULES: NQF LEVEL 5

CMG111C  Credit Management I (Examination: 1 x 2 hour paper)
Syllabus: Basic credit terms and credit terminology, the origin of credit, credit - socio-economic perspective, the place of credit in the enterprise, the meaning of credit, cost of credit, the various types of credit, introduction to the credit function, evaluation of the creditworthiness of an applicant, the collection systems and procedures and credit practice - practical experience.
Similar study unit/modules: CCT131Y

MODULES: NQF LEVEL 6

CMG211C  Credit Management II (Examination: 1 x 2 hour paper)
Prerequisite: CMG111C
Syllabus: Credit and collections policy, factors/components of the credit and collections policy, the analysis of credit information, the role of credit agencies in the credit investigation, analysis of the financial statements of an enterprise, credit risk/standard, decisions regarding credit granting, coordination between sales and credit and the interdependence between credit and marketing/customer service, interest on overdue accounts, documents and records of credit transactions, effective management and control/supervision regarding credit and collections and credit practice - practical experience.

MODULES: NQF LEVEL 7

CMG311C  Credit Management III (Examination: 1 x 2 hour paper)
Prerequisite: CMG211C
Syllabus: The influence of the total business environment on credit management, the role and management task of the credit manager, the financing of debtors, influence of credit and collections on the current/working capital position of the enterprise, credit reporting, the effectiveness of the credit and collections policy, aids to collect debtors as quickly as possible - alternative collection procedures, insolvency, credit insurance and credit practice - practical experience.

MODULES: NQF LEVEL 8

CMG411C  Credit Management IV (Examination: 1 x 3 hour paper)
Prerequisite: CMG311C
Syllabus: Introduction to strategic credit management, link the goals and objectives of the organisation and the credit function, assess the present status of the credit department, scan the environment, formulating credit strategies, implement credit plans, consider and select a strategy and evaluation of credit strategy.

Database Systems

MODULES: NQF LEVEL 8

DBS401I  Database Systems IV (Examination: 1 x 3 hour)
Prerequisite: National Diploma in Information Technology or National Diploma in Engineering
Syllabus: This course assumes knowledge of databases and builds on this existing database knowledge by presenting database design and technology concepts. Fundamental database concepts are covered as well as relational database models and normalisation; entity-relationship modeling; transaction management and concurrency control; distributed database management systems; object-orientated databases; client/server systems; data warehousing and also databases in electronic commerce.

Design Project

1 Syllabus

MODULES: NQF LEVEL 7

DPI391U  Design Project III (No examination: project only)
Prerequisite: 10 study units on level 1 or 2, as well as 2 study units on level 3
Syllabus: The design, construction, testing and documentation of a complete project compatible with the level in the particular discipline.

NB
This study unit is compulsory for the ND Engineering: Electrical

Development Software

MODULES: NQF LEVEL 8

DEV401I  Advanced Development Software IV
(Examination: 1 x 3 hour paper)
Prerequisite: DSO401I
Syllabus: This subject builds on Development Software IV. Topics covered include: Advanced Java, C++, CORBA, Object-Orientation patterns and UML.

DSO401I  Development Software IV
(Examination: 1 x 3 hour paper)
Prerequisite: National Diploma in Information Technology
Syllabus: This subject covers object-oriented programming using Java as well as design patterns and distributed computing programming applications (CORBA).

Digital Control Systems

1 Syllabus

MODULES: NQF LEVEL 8

DCS401E  Digital Control Systems IV
(Examination: 1 x 3 hour paper)
Prerequisite: SY391B, SY3PRA, DIG221X, DIG2PRA
Syllabus: Discrete-time systems and the z-transform, sampling, and reconstruction, open-loop discrete-time-system; system time-response characteristics; stability analysis techniques; digital controller design.
## Digital Signal Processing

### 1 Syllabus

**MODULES: NQF LEVEL 8**

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Name</th>
<th>Prerequisite</th>
<th>Co-requisite</th>
<th>Syllabus</th>
</tr>
</thead>
<tbody>
<tr>
<td>DSP401E</td>
<td>Digital Signal Processing IV</td>
<td>MAT3700 or MAT301W</td>
<td>DSP4PRA</td>
<td>Overview of signals and systems; transforms; discrete and continuous time signals; digital filter design; state variables.</td>
</tr>
</tbody>
</table>

## Digital Systems

### 1 Syllabus

**MODULES: NQF LEVEL 5**

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Name</th>
<th>Prerequisite</th>
<th>Co-requisite</th>
<th>Syllabus</th>
</tr>
</thead>
<tbody>
<tr>
<td>DIG111Z</td>
<td>Digital Systems I (Theory)</td>
<td></td>
<td>DIG1PRA</td>
<td>The decimal number systems; binary number systems; representation of signed numbers; binary arithmetic using complements; octal number systems; hexadecimal number system; digital codes.</td>
</tr>
</tbody>
</table>

## Drawing: Chemical Engineering

### 1 Syllabus

**MODULES: NQF LEVEL 5**

<table>
<thead>
<tr>
<th>Module Code</th>
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<th>Prerequisite</th>
<th>Co-requisite</th>
<th>Syllabus</th>
</tr>
</thead>
<tbody>
<tr>
<td>DCE131G</td>
<td>Drawing: Chemical Engineering I</td>
<td></td>
<td></td>
<td>Introduction; drawing equipment; starting to draw; SA standard code of drawing; SABS0111; lettering (letters, numerals &amp; symbols); sketching or free-hand drawing; practical geometry; basic loci and simple mechanisms; conic sections; orthographic projection; isometric and oblique projection; auxiliary views; lines of interpretation; surface development; sectioning; fasteners; detail drawings; assembly drawings.</td>
</tr>
</tbody>
</table>

## Econometrics

### 1 Syllabus

**MODULES: NQF LEVEL 7**

<table>
<thead>
<tr>
<th>Module Code</th>
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<th>Prerequisite</th>
<th>Co-requisite</th>
<th>Syllabus</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECM301E</td>
<td>Econometrics</td>
<td>SFE201E</td>
<td></td>
<td>Section A: Correlation theory: Methodology, Correlation theory, Simple regression model, Multiple regression and other extensions. Section B: Second-order tests of the assumptions of the linear regression model: Assumptions, Autocorrelation and multicollinearity, Time as a variable, Lagged variables.</td>
</tr>
</tbody>
</table>

## Education Subjects

### 1 Syllabus

**MODULES: NQF LEVEL 8**

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Name</th>
<th>Prerequisite</th>
<th>Co-requisite</th>
<th>Syllabus</th>
</tr>
</thead>
<tbody>
<tr>
<td>LWE101E</td>
<td>Law of Education I</td>
<td></td>
<td></td>
<td>Introduction to law governing education, conditions of service, disciplinary procedures, legal action and statutes for formal schooling, schools/colleges authority and acts, rules within the school/college, criminal offences, labour relations, role of the teacher/lecturer and parents.</td>
</tr>
</tbody>
</table>
**Electrical Distribution**

**1 Syllabus**

**MODULES: NQF LEVEL 7**

**ELD371R** Electrical Distribution III  
(Examination: 1 x 3 hour paper)  
Prerequisite: ELE281X, ELE2PRA  
Co-requisite: ELD3PRA  
Syllabus: Power generation; power transmission; power distribution.

**Electrical Engineering**

**1 Syllabus**

**MODULES: NQF LEVEL 5**

**ELE171U** Electrical Engineering I (Theory)  
(Examination: 1 x 3 hour paper) (S1 and S2)  
Co-requisite: ELE1PRA  
Syllabus: International system of measurement, Introduction to electric systems; simple dc circuits; capacitance and capacitors; electromagnetism; simple magnetic circuits; inductance in a direct current circuit; alternating voltage and current; single phase series circuits; batteries.  
Similar study unit: ELC161X

**ELE1PRA** Electrical Engineering I (Practical)  
(Examination: 1 x 3 hour paper) (year module)

**MODULES: NQF LEVEL 6**

**ELE281X** Electrical Engineering II (Theory)  
(Examination: 1 x 3 hour paper) (S1 and S2)  
Prerequisite: ELE171U, ELE1PRA  
Co-requisite: ELE2PRA  
Syllabus: SI units; derivations of proofs on circuit models; electric circuits solution by means of complex quantities; resonance in single phase alternating current series and parallel circuits; power and power factor in single-phase alternating current circuits; power and power factor in ac circuits; circuit theorems alternating and direct current theory; polyphase alternating current circuits – Delta, Star and associated power theory; measurement of power in polyphase systems; waveform synthesis harmonics Fourier’s theorem; transformers; alternating current motors.  
Similar study unit: ELC271S

**ELE2PRA** Electrical Engineering II (Practical) (year module)

**MODULES: NQF LEVEL 7**

**ELE391X** Electrical Engineering III  
(Examination: 1 x 3 hour paper)  
Prerequisite: ELE281X, ELE2PRA  
Co-requisite: ELE3PRA  
Syllabus: Polyphase circuits; three phase circuits; power measurement in three phase circuits; symmetrical components; interconnected systems; per unit systems; alternating and direct current distributors; illumination.  
Similar study unit: ELC391A

**Electrical Engineering Practice**

**1 Syllabus**

**MODULES: NQF LEVEL 5**

**EPR101E** Electrical Engineering Practice I (year module)  
Prerequisite: 10 study units towards the ND Engineering: Electrical Syllabus: 24 weeks experiential learning under supervision of a qualified supervisor in the following fields: Orientation; safety and first aid; basic hand skills; measuring instruments; electrical and electronic components; circuit diagrams; power sources; programmable devices; general administration; report writing.

**Electrical Machines**

**1 Syllabus**

**MODULES: NQF LEVEL 6**

**EMM261R** Electrical Machines II (Theory)  
(Examination: 1 x 3 hour paper) (S1 and S2)  
Co-requisite: EMM2PRA  
Syllabus: D.C. machines; transformers; induction machines.

**EMM2PRA** Electrical Machines II (Practical) (year module)

**MODULES: NQF LEVEL 7**

**EMM371R** Electrical Machines III (Examination: 1 x 3 hour paper)  
Prerequisite: ELE281X, ELE2PRA, EMM261R, EMM2PRA  
Co-requisite: EMM3PRA  
Syllabus: Insulators; Three-phase transformers; temperature-rise; Three-phase induction motors; faults & failures.

**MODULES: NQF LEVEL 8**

**EMM401E** Electrical Machines IV (Examination: 1 x 3 hour paper)  
Prerequisite: EMM371R, EMM3PRA  
Co-requisite: EMM4PRA  
Syllabus: Synchronous machines, power; synchronous motors; salient-pole synchronous alternator; design; induction motors, faults and failures.

**Electrical Protection**

**1 Syllabus**

**MODULES: NQF LEVEL 7**

**ELM381Z** Electrical Protection III (Examination: 1 x 3 hour paper)  
Prerequisite: ELE281X, ELE2PRA  
Co-requisite: ELM3PRA  
Syllabus: Basic principles: fault calculations; fuses; circuit breakers; current and voltage transformers; time-grade over-current protection.
Electronic Communication

1 Syllabus

MODULES: NQF LEVEL 6

ECM291Z   Electronic Communication II (Theory) (Examination: 1 x 3 hour paper) (S1 and S2)
Co-requisite: ECM2PR, ECM2PRA
Syllabus: Passive circuits; transmission lines; noise; receivers; amplitude modulation; single side-band modulation; pulse modulation; digital communications; transmission lines and cables; radio-wave propagation; antennas.

ECM2PRA   Electronic Communication II (Practical) (Examination: 1 x 3 hour paper) (year module)

MODULES: NQF LEVEL 8

ECM401E   Electronic Communication IV (Examination: 1 x 3 hour paper)
Prerequisite: RAE341X, RAE3PRA
Co-requisite: ECM4PRA
Syllabus: Spectral analysis, random variables and process, digital modulation techniques, noise in communication systems, data transmission.

Electronic Measurements

1 Syllabus

MODULES: NQF LEVEL 7

EKM341X   Electronic Measurements III (Examination: 1 x 3 hour paper)
Prerequisite: ECT261Z, ECT2PRA
Co-requisite: EKM3PRA, MTR341X, MTR3PRA
Syllabus: Oscilloscopes; signal resources; measuring devices; general measuring techniques and faultfinding.

Electronics

1 Syllabus

MODULES: NQF LEVEL 5

ECT151R   Electronics I (Theory) (Examination: 1 x 3 hour paper) (S1 and S2)
Co-requisite: ECT1PRA
Syllabus: SI units; Ohm’s law; resistors, network Theorems, capacitors, inductors and transformers; alternating current; atom theory; PN semiconductors; semi-conductor theory; Rectifier theory; Power supplies; PN junction transistor; transistor circuits; Power amplification; operational amplifiers; electric measurements.

ECT1PRA   Electronics I (Practical) (Examination: 1 x 3 hour paper) (year module)

MODULES: NQF LEVEL 6

ECT261Z   Electronics II (Theory) (Examination: 1 x 3 hour paper) (S1 and S2)
Prerequisite: ECT151R, ECT1PRA
Co-requisite: ECT2PRA
Syllabus: Semi-conductor theory: rectification; semi-conductor theory; diode rectifier, power supplies, theory, and calculations; power supply filters, theory and derivation of formulae, rectifier and power supply calculations, load-line, theory and calculations; diodes.

ECT261Z   Electronics II (Practical) (Examination: 1 x 3 hour paper) (year module)

MODULES: NQF LEVEL 7

ECT381A   Electronics III (Examination: 1 x 3 hour paper)
Prerequisite: ECT261Z, ECT2PRA
Co-requisite: ECT3PRA
Syllabus: BJT as a switch, power supplies, three terminal regulators, negative feedback, passive filters, active filters, dc analysis; ac analysis, transducers.

MODULES: NQF LEVEL 8

ECT401E   Electronics IV (Examination: 1 x 3 hour paper)
Prerequisite: ECT381A, ECT3PRA
Co-requisite: ECT4PRA
Syllabus: Theory, analysis, design, simulation, prototyping, testing.

End-user Computing

1 Syllabus

MODULES: NQF LEVEL 5

EUC131T   End-user computing I: Theory (Examination: 1 x 2 hour paper) (S1 and S2)
Syllabus: The objective of the theoretical module is to obtain a thorough insight into and knowledge of computers and computer technology, the hardware and software which are used and how computers can be effectively utilized in the private sector, workplace or at home. All study materials will be provided on registration.

EUP1501   End-user computing (Practical) (year module)
Purpose: to provide students with practical end-user computing skills.
Advice: Exemption with credit for EUP1501 will be granted to students who possess one of the following qualifications:
(a) CEM101A or EUCPRAC (or equivalent) PLUS EUC131T (or equivalent)
(b) MOS (Microsoft Office Specialist) Certification for Excel, Outlook, Powerpoint and Word issued within the past five years
(c) a qualification that, at the discretion of the Executive Dean, is equivalent to that of (a) or (b) above.
Exemption without credit for EUP1501 will also be granted to students who have passed:
1. Computer Studies at Matriculation level,
2. Computer Application Technology or Information Technology with an NQF rating of 4 at Matriculation level and who can provide proof via the Dean’s office that the syllabus of EUP1501 has been covered satisfactorily.
In the above cases students will be required to take INF1520 in place of EUP1501.

Engineering Design Project

1 Syllabus

MODULES: NQF LEVEL 8

EDP401M   Engineering Design Project IV (Examination: Project and Oral)
Syllabus: Learner to select one topic from any of the mechanical engineering sub-disciplines. Project can be a mechanical system or component design.

process design or a research and development project. A minimum of 200 hours must be spent on the project.

**Engineering Management**

**1 Syllabus**

**MODULES: NQF LEVEL 6**

**EMA201E**  
**Engineering Management II (two modules)**

**EMA2M1E  Module A:** (Examination: 1 x 2 hour paper) (S1 and S2)  
Syllabus: Principles of general management; the business environment and strategic management; human resource management; managing people; marketing; the principles; principles of project management; accounting, economics and financial management basics; operational budgeting and cost estimation.  
**Similar modules:** MSA1M1U, PMW1M1T, MEM3M1Y, MNG2M1Y

**EMA2M2E  Module B:** (Examination: 1 x 2 hour paper) (S1 and S2)  
Syllabus: Managing labour relations; law of contract; total quality management; managing technology and knowledge; the engineer, user of information systems; entrepreneurship.  
**Similar modules:** MSA1M2U, PMW1M2T, MEM3M2Y, MNG2M2Y

**MODULES: NQF LEVEL 6**

**EMA301E**  
**Engineering Management III (Examination: 1 x 3 hour paper) (year module) (offered for the last time in 2015)**  
**Prerequisite:** EMA2M1E, EMA2M2E  
Syllabus: Industrial legislation; basic principles of the law of contract; types of business; entrepreneurs; managing information; negotiations.  
**Similar study units:** MNG331Y, MME371A

**MODULES: NQF LEVEL 7**

**ENM401E**  
**Engineering Management IV (Examination: 1 x 3 hour paper) (year module)**  
**Syllabus:** Principles of general management; managing people; marketing; law of contract; project management; managing technology and knowledge; accounting, economics and financial management basics; operational budgeting and cost estimating; time value of money and capital budgeting.

**Engineering Mathematics**

**1 Syllabus**

**MODULES: NQF LEVEL 8**

**EMT4801 (EMT401E)**  
**Engineering Mathematics IV (Examination: 1 x 3 hour paper) (year module)**  
**Prerequisite:** MAT3700 or MAT301W  
Syllabus: Convergence of series; power series; complex analysis; Laplace transforms revisited; Z-transforms and difference equations; transfer functions; state space representation

**Engineering Physics**

**1 General Information**

- **MODULES FOR WHICH PRACTICAL WORK IS PRESCRIBED**  
Practical work for the subjects listed below is normally prescribed only for specified modules, and students who register for such modules are required to do practical work during the year as indicated in the relevant sections below. See also the prerequisites and co-requisites under the relevant subject.

Note that in many cases, depending on the subject, the practical work and the practical examinations must be done in PRETORIA or POTCHEFSTROOM at specified times. Prospective students must, therefore, be in a position to make the necessary leave and travel arrangements. Information about accommodation in Potchefstroom and the cost thereof will be supplied to the students concerned on registration (or soon thereafter).

The cancellation of a student’s registration for modules with a practical component CANNOT be considered on grounds of his/her being unable to comply with the requirements in respect of the practical work and/or the practical examinations.

**2 Syllabus**

**MODULES: NQF LEVEL 6**

**ENP291Q**  
**Engineering Physics II (Examination: 1 x 2 hour paper)**  
(S1 and S2)

**Prerequisite:** FIC181C, FIC1PRA  
**Co-requisite:** ENP2PRA

**Syllabus:** Magnetic forces and fields; electromagnetic induction; motors and generators; electromagnetic waves; interference and the wave nature of light; particles and waves; the nature of the atom; electronic devices; alternating current circuits; nuclear physics and radioactivity; the transfer of heat; fluids.

**ENP2PRA**  
**Engineering Physics II (Practical) (year module)**  
**Co-requisite:** ENP291Q  
**Syllabus:** This is the practical work of Module ENP291Q and need to be taken simultaneously with ENP291Q or after it has been passed. Compulsory laboratory sessions between 1-3 days need to be attended at a University in South Africa. The information will be announced at a later point in time in a tutorial letter.

**Engineering Practice: Civil**

**1 Syllabus**

**MODULES: NQF LEVEL 6**

**PEC201C**  
**Engineering Practice: Civil II**  
**Prerequisite:** All study units of part 1 and 2 of the ND Engineering: Civil

**Syllabus:** One year experiential training under supervision of a qualified supervisor in four or more of the following: Administration; drawing; surveying; design; contracts; construction; materials testing.

**MODULES: NQF LEVEL 7**

**PEC301C**  
**Engineering Practice: Civil III**  
**Prerequisite:** All study units of part 1, 2 and 3 of the ND Engineering: Civil

**Syllabus:** One year experiential training under supervision of a qualified supervisor in four or more of the following: Administration; drawing; surveying; design; contracts; construction; materials testing.
**Engineering Work Study**

1 Syllabus

**MODULES: NQF LEVEL 5**

**EWS121Q**  
**Engineering Work Study I**  
(Examination: 1 x 3 hour paper)

Syllabus: Introduction to work study; productivity; choice of method study techniques; work measurement; human factors; ergonomics; working conditions and environment; jigs and fixtures; computer applications.

**MODULES: NQF LEVEL 6**

**EWS271L**  
**Engineering Work Study II** (Examination: 1 x 3 hour paper)  
(year module)

Syllabus: Introduction; choice of method study techniques; method study techniques (high level); work measurement (high level); ergonomics (high level); value analysis; performance index of factors of production (low level); incentive schemes; work study in the administrative function.

**Environmental Engineering: Civil**

1 Syllabus

**MODULES: NQF LEVEL 7**

**EWS381G**  
**Engineering Work Study III** (Examination: Oral)  
(year module)

Prerequisite: EWS121Q  
Syllabus: Introduction; systems analysis and design; performance improvement programmes; computerisation.

**Entrepreneurship**

1 Syllabus

**MODULES: NQF LEVEL 6**

**ETP2M1E**  
**Entrepreneurship II Module 1: Entrepreneurship and entrepreneurial skills**  
(Examination: 1 x 2 hour paper)

Prerequisite: BSM1501, BSM1602  
Syllabus: Decision-making skills, creativity and innovation, problem-solving, goal-setting (business and personal), negotiation, communication, assertiveness skills, interpersonal skills, cognitive skills (lateral thinking), transferable skills – practical application of skills, action orientation, change management orientation, networking and time management.

**ETP2M2E**  
**Entrepreneurship II Module 2: Human Resource management for entrepreneurs**  
(Examination: 1 x 2 hour paper)

Prerequisite: BSM1501, BSM1602  
Syllabus: General introduction, understanding yourself and the individual employee, the South African Legislative framework, preparing to staff your organisation; recruitment, selection and orientation, leading and motivating people for performance, developing a small business, the South African labour relations system, managing labour relations in South Africa.

**MODULES: NQF LEVEL 7**

**ETP301E**  
**Entrepreneurship III** (Examination: 1 x 2 hour paper)

Prerequisite: ETP2M1E, ETP2M2E  
Syllabus: Introduction to small business and entrepreneurship: strategic entrepreneurship, the nature and development of entrepreneurship, the entrepreneur; entrepreneurial process: creativity and business opportunity, window of opportunity, business plan, resource requirements and legal and related aspects, getting started, financial and entrepreneurial venture and networking and support; alternative routes to entrepreneurship: entering the family business, buying a franchise and the business buyout; post-start-up challenges: managing growth, growth strategies and options, business failure and turnaround measures, harvesting and exiting the venture, international business opportunities and e-commerce and the entrepreneur; corporate venturing; intrapreneurship.

**Environmental Management**

1 Syllabus

**MODULES: NQF LEVEL 7**

**ENV301E**  
**Environmental Management III**  
(Examination: 1 x 3 hour paper)

Syllabus: Fundamental organic and inorganic chemistry; fundamentals of toxicology; waste disposal technology; health and safety of plant staff; effluent, solid waste disposal, atmospheric discharge management; environmental legislation; environmental programmes and impact studies.

Similar study unit: EEN101M
Environmental Management for Engineering: Civil

1 Syllabus

MODULES: NQF LEVEL 8

EGE401C  Environmental Management for Engineering: Civil IV
(Examination: 1 x 3 hour paper)

**NB**
This module is compulsory for all BTech specialisation options.

Prerequisite: As part of the BTech: Engineering: Civil (Environmental): SRC211Q, DCM371Y, WEN361F, TPE381Y

Co-requisite: EGE4PJT

Syllabus: ISO14 000: Introduction to ISO 9000 & 14000 suit of standards. Environmental impact and assessment: Introduction to EIA for engineering projects; EIA baseline studies; EIA legislation and regulations; Scheduled projects; EIA procedures; EIA reporting; Environmental Impact Statement; EIA Check lists, etc. Integrated environmental management: IEM: Theory and practice; Principles of integrated environmental management; Multidisciplinary nature of IEM. Environmental Audits: Environmental auditing: Theory and practise.

EGE4PJT  Environmental Management for Engineering: Civil IV
(Examination: 1 x 3 hour paper)

Syllabus: Case Studies: Selected case studies on EIA, IEM and EA. Project.

Explosives

1 Syllabus

MODULES: NQF LEVEL 5

EXP1501 (EXP101D)  Explosives I
(Examination: 1 x 3 hour paper)

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

MODULES: NQF LEVEL 6

EXP3701 (EXP201G)  Explosives II
(Examination: 1 x 3 hour paper)

Prerequisite: EXP101D

Syllabus: Utilise primary high explosives, secondary high explosives and propellants appropriately according to their properties and performance.

MODULES: NQF LEVEL 7

EXP 3701 (EXP301K)  Explosives III
(Examination: 1 x 3 hour paper)

Prerequisite: EXP201G

Syllabus: Apply technologies pertaining to pyrotechnics used in SA explosives industry. Understand the history, development and current use of commercial explosives in South Africa.

MODULES: NQF LEVEL 8

EXP4801 (EXP401N)  Explosives IV
(Examination: 1 x 3 hour paper)

Prerequisite: EXP301K

Explosives Industrial Practice

1 Syllabus

MODULES: NQF LEVEL 7

EXI301L  Explosives Industrial Practice III
(Examination: 1 x 3 hour paper)

Syllabus: Integrate explosives sciences with supervisory skills to improve total quality in the workplace. Combine explosives and managerial technologies, skills and knowledge with the principles of entrepreneurship to make innovative improvements in the workplace.

Facility Layout and Materials Handling

1 Syllabus

MODULES: NQF LEVEL 6

FLM271S  Facility Layout and Materials Handling
(Examination: 1 x 3 hour paper) (year module)

Syllabus: Defining facility requirements; product, process and schedule design; flow space and activity relationships; personnel requirements; material handling; layout planning; warehouse operations; manufacturing systems; facilities systems; facilities planning models; evaluating and selecting a facilities plan; preparing, presenting, implementing and maintaining facility plans.

Financial Accounting

1 Syllabus

MODULES: NQF LEVEL 5

FAC1501 (FAC1M1X)  Introductory financial accounting
(S1 and S2)

Purpose: to introduce students to the fundamental concepts and principles of financial accounting; the purpose and use of business documents; the recording of cash and credit transactions; bank reconciliation; inventory; trial balance; final accounts; adjustments and the elementary financial statements of a sole trader.

FAC1502 (FAC1M2X)  Financial accounting concepts, principles and procedures (S1 and S2)

Purpose: to introduce students to the fundamental concepts and principles of accounting; the collecting and processing of accounting data of an enterprise; the accounting treatment and disclosure of non-current assets and current assets, non-current liabilities and current liabilities, sole enterprises, non-profit organisations and the recording of transactions from incomplete records.
FAC1601 (FAC2M2V)  Financial accounting reporting  
(S1 and S2)  
Prerequisite: FAC1502 or ACN101M  
Purpose: to introduce students to underlying accounting transactions and the accounting treatment and disclosure of partnerships, close corporations, the equity of companies, cash flow statements, branch accounts, the analysis and interpretation of financial statements as well as the time value of money.  

MODULES: NQF LEVEL 6  
FAC2601 (FAC2M1V)  Financial accounting for companies  
(S1 and S2)  
Prerequisite: (FAC1502 or ACN101M) and (FAC1601 or FAC1503 or ACN102N)  
Purpose: to gain knowledge of and insight into the following subject matter as well as the ability to apply this knowledge when preparing a set of annual financial statements: Companies Act requirements in respect of the preparation of a set of financial statements; the accounting framework; presentation of financial statements; share- and dividend transactions; introduction to financial instruments; property, plant and equipment; inventories; revenue; finance- and operating leases in the financial statements of lessees; the preparation of a set of financial statements with accompanying notes for a company in accordance with the requirements of the Companies Act and GAAP.  

FAC2602 (FAC2M2V)  Selected accounting standards and simple group structures (S1 and S2)  
Prerequisite: (FAC1502 or ACN101M) and (FAC1601 or FAC1503 or ACN102N)  
Advice: First registration for this module is preferable in a semester which follows first registration for FAC2601.  
Purpose: to gain knowledge and insight into the following subject matter as well as the ability to apply this knowledge when preparing a set of financial statements and consolidated group statements: Introduction to group financial statements (simple group structures; elimination of intercompany transactions; dividends and preference shareholding) and the statement of cash flows.  

MODULES: NQF LEVEL 7  
FAC3701  General financial reporting (S1 and S2)  
Prerequisite: FAC2601, FAC2602 and TXN203D (or TXN213F)  
Purpose: to gain knowledge of and insight into, as well as the ability to apply this knowledge to the preparation of financial statements, for the following subject matter: the accounting framework; the requirements for financial statement presentation taking into account certain items which affect the statement of comprehensive income and the statement of financial position; the accounting treatment and disclosure of income taxes and secondary tax on companies; revenue; profit or loss for the period, as well as the accounting treatment and disclosure of fundamental errors, and changes in accounting policies and estimates; events after the reporting date; provisions, contingent liabilities and contingent assets, and the tax implications of the preceding topics.  

FAC3702  Distinctive financial reporting (S1 and S2)  
Prerequisite: (FAC2601 and FAC2602) or (ACN201Q and ACN202R and TXN203D or TXN213F)  
Co-requisite: FAC3701 (or ACN301; ACN311)  
Purpose: to gain knowledge of and insight into, as well as the ability to apply this knowledge to the preparation of financial statements, for the following subject matter: the presentation, recognition and measurement of financial instruments; the accounting treatment and disclosure of foreign exchange transactions; property, plant and equipment; investment properties; intangible assets; impairment of assets (excluding cash generating units); non-current assets held for sale and discontinuing operations, and the tax implications of the preceding topics.  

FAC3703  Specific financial reporting (S1 and S2)  
Prerequisite: (FAC2601 and FAC2602) or (ACN201Q and ACN202R and TXN203D or TXN213F)  
Co-requisite: FAC3701 (or ACN301; ACN311)  
Purpose: to gain knowledge of and insight into, as well as the ability to apply this knowledge to the preparation of financial statements, for the following subject matter: the accounting treatment and disclosure of leases; earnings per share; borrowing costs; segment reporting; related parties; government grants; construction contracts and employee benefits, as well as the tax implications of the preceding topics.  

FAC3704  Group financial reporting (S1 and S2)  
Prerequisite: (FAC2601 and FAC2602) or (ACN201Q and ACN202R and TXN203D or TXN213F)  
Purpose: to gain knowledge of and insight into, as well as the ability to apply this knowledge to the preparation of financial statements, for the following subject matter: the consolidation procedures required for the preparation and presentation of group financial statements namely, business combinations, intercompany transactions, losses of a subsidiary, horizontal groups, vertical groups, consolidated cash flow statements, changes in ownership, and the accounting treatment and disclosure of associates and joint ventures including any relevant deferred tax implications.  

MODULES: NQF LEVEL 8  
FAC4M16  Financial Accounting IV: Module 1 (Examination: 1 × 2 hour paper) (offered for the last time in 2012)  
Prerequisite: FNA3M1Y, FNA3M23  
Syllabus: The preparation and presentation of financial statements of companies and groups of companies, complying with the requirements of the Companies Act, and Statements of Generally Accepted Accounting Practice.  

FAC4M28  Financial Accounting IV: Module 2 (Examination: 1 × 2 hour paper) (offered for the last time in 2012)  
Prerequisite: FNA3M1Y, FNA3M23  
Syllabus: Capital structure, liquidations, reconstruction schemes, group statements, cash flow statements, valuations and analysis and interpretation techniques at an advanced level, including selected Statements of Generally Accepted Accounting Practice.  

Financial Accounting Aspects  

1 Syllabus  

MODULES: NQF LEVEL 5  
FAC1501 (AAF481R)  Introductory financial accounting  
(Examination: 1 × 2 hour paper)  
Syllabus: Introduction to accounting, the books of primary entry, the ledger, fixed assets, results of operations and financial position, elementary company accounts, cash-flow statements and analysis and interpretation of financial statements.  

Financial Management  

1 Syllabus  

MODULES: NQF LEVEL 7  
FMA3M1X  Financial Management III: Module 1  
(Examination: 1 × 2 hour paper)  
Prerequisite: FMA2M1W, FMA2M2W  
Syllabus: This module covers the time value of money, risk and return, capital budgeting techniques: certainty, risk and some refinements, the cost of capital, dividend policy, hybrid and derivative securities.  

MODULES: NQF LEVEL 8  
FMA401V  Financial Management IV  
(Examination: 1 × 3 hour paper)  
Prerequisite: None  
Syllabus: Task and terrain of the financial manager; the capital structure of the business; capital budgeting and the time value of money; working capital policy; the budgetary process; financial analysis and planning, inflation and its effect on financial decision-making, taxation and its effects on financial decision making, dividend policy, acquisitions, mergers, prediction of business failure and issues and concepts in financial management.
Fluid Mechanics

1 Syllabus

MODULES: NQF LEVEL 6

FMC201U Fluid Mechanics II (Theory) (Examination: 1 x 3 hour paper) (year module)
Prerequisite: PHY1501 or AMC141R
Co-requisite: FMC2PRA, AMC1PRA
Syllabus: Fluid properties: pressure in fluids; hydrostatic forces; buoyancy; hydrostatic machines; fluid flow; flow in pipes; flow measurement.

FMC2PRA Fluid Mechanics II (Practical) (Examination: 1 x 3 hour paper) (year module)

MODULES: NQF LEVEL 7

FMA301A Fluid Mechanics III (Examination: 1 x 3 hour paper) (year module)
Prerequisite: FMC201U, FMC2PRA
Co-requisite: FMA3PRA
Syllabus: Pipe friction; introduction to pumps; piping systems; canal flow; viscous flow; vortices; force exerted by a moving fluid.

Forensic Investigation

1 Introduction

This degree was developed to address the need for a professional qualification for investigators in the police and corporate environment. The BTech- and M Tech: Forensic Investigation degrees could offer opportunities for specialists in all areas of investigation. The qualification will improve the skills of investigators, enhance opportunities for promotion and contribute to better service delivery.

The BTech: Forensic Investigation comprises of six investigation related subjects namely: Forensic Methods & Techniques IV (FOM401F), Forensic Interviewing IV (FOI401F), Identification IV (IDE401F), Intelligence IV (INL401F), Litigation Process IV (LTP401F) and Scene of Incident IV (SCI401F).

2 Syllabus

MODULES: NQF LEVEL 5

FOR1501 Forensic Methods and Techniques (S1 and S2) (Examination: 1x2 hour paper)
Syllabus: This module will provide an overview of investigative forensic terminology, basic principles, methods and techniques and concepts and to develop investigation competencies regarding forensic investigation methods and techniques in respect of crimes and other irregularities/incidents. This module is focussed on practical detective work and not the forensic laboratory scientist.

FOR1502 Investigation of selected crimes and transgressions (S1 and S2) (Examination: 1x2 hour paper)
Co-requisite: FOR1501
Syllabus: This module is for students to gain a general understanding regarding the investigation of selected crimes and transgressions, namely intimidation, perjury, absenteeism, misuse of company property, sexual harassment, nepotism and racism within the ambit of the South African criminal justice system, common law, statutory law and company policies.

This module is focussed on practical detective work and not the forensic laboratory scientist.

FOR1503 Information gathering (S1 and S2) (Examination: 1x2 hour paper)
Syllabus: This module will be useful to students in the field of corporate, private and public service law enforcement agencies who gather information during the investigation process and who need to develop competencies to successfully investigate crimes or incidents within the ambit of the South African constitution.

MODULES: NQF LEVEL 8

FOM401F Forensic Methods & Techniques (Examination: Submission of portfolio of evidence)
Purpose: Successful prosecution depends on effective investigation. Effective investigation involves the utilization of different methods and techniques during the investigation process. During the investigation the investigator can utilize different methods like identification, interviewing and intelligence, each with its own techniques which will assist the investigator to bring the perpetrator to man. This subject provides the learner the opportunity to decide on any method or technique he/she wants to specialize in. The offering is research based. The learner decide on the method of technique (topic) and research that. Two assignments will be submitted followed by the submission of the final research report on the topic in the form of a mini dissertation which will be evaluated on same principles as a dissertation.

FOI401F Forensic Interviewing IV (Examination: Submission of portfolio of evidence)
Purpose: Interviewing is a method used in investigation to get information from people involved in the incident under investigation. If not properly done it might result the outcome of the interview is not admissible in court or that the content of the statement is so poor that it cannot be used in the investigation. This subject provides the learner the opportunity to decide on any technique that can be used during the interviewing process in which he/she wants to specialize. The offering is research based. The learner decide on the technique (topic) and research that. Two assignments will be submitted followed by the submission of the final research report on the topic in the form of a mini dissertation which will be evaluated on same principles as a dissertation.

IDE401F Identification IV (Examination: Submission of portfolio of evidence)
Purpose: Identification is probable the most important method in forensic investigation. An investigator must have the ability, when listening to the victim to identify the crime and when visiting the scene to identify clues and physical evidence which could be used to solve the crime under investigation. This subject provides the learner the opportunity to decide on any technique that can be used during the identification process he/she wants to specialize in. The offering is research based. The learner decide on the technique (topic) and research that. Two assignments will be submitted followed by the submission of the final research report on the topic in the form of a mini dissertation which will be evaluated on same principles as a dissertation.

INL401F Intelligence (Examination: Submission of portfolio of evidence)
Purpose: Intelligence is a method in forensic investigation. No investigation can be successful without information. Some information is easy to obtain, others more difficult and needs the utilization of sophisticated techniques, such as informers, agents, surveillance, etc. This subject provides the learner the opportunity to decide on any technique that can be used during the intelligence gathering process he/she wants to specialize in. The offering is research based. The learner decide on the technique (topic) and research that. Two assignments will be submitted followed by the submission of the final research report on the topic in the form of a mini dissertation which will be evaluated on same principles as a dissertation.

LTP401F Litigation Process IV (Examination: Submission of portfolio of evidence)
Purpose: Forensic investigation means court aimed investigations. The whole investigation process can be regarded as part of the litigation process because it is aimed at gathering evidence that will stand the scrutiny of the court. The investigator plays a vital role in the process. It is his/her duty to gather the evidence by using techniques that will be admissible in court, to liaise with the prosecutor, testifying and assist the prosecutor in presenting
the evidence. This subject provides the learner the opportunity to decide on any technique that can be used during the litigation process he/she wants to specialize in. The offering is research based. The learner decide on the technique, formulate a topic and research that. Two assignments will be submitted followed by the submission of the final research report on the topic in the form of a mini dissertation which will be evaluated on same principles as a dissertation.

SCI401F Scene of Incident IV (Examination: Submission of portfolio of evidence)

Purpose: The scene of incident is the starting point of all illicit transactions or actions. Based on the Locard Principle evidence will be found on the scene that can link the perpetrator to the illegal transaction. It is a challenge to the investigator to find these hidden tracks. This subject provides the learner the opportunity to decide on any technique that can be used in working through the scene he/she wants to specialize in. The offering is research based. The learner decide on the technique, formulate a topic and research that. Two assignments will be submitted followed by the submission of the final research report on the topic in the form of a mini dissertation which will be evaluated on same principles as a dissertation.

MODULES: NQF LEVEL 9

FOU501F Forensic Auditing (Examination: Submission of portfolio of evidence)

Purpose: After an investigation auditors submit an opinion report indicating a strong possibility of irregularities in specific business transaction or accounts. For successful prosecution these opinions must be transformed into evidence that can serve before a court. The aim of this subject is to allow the learner the opportunity to research techniques by which the opinion in a report can be transformed in real evidence for prosecution purposes. The learner can decide on any technique or research any techniques that can be useful and supply evidence to support the opinion in court. The offering is research based. The learner decide on the technique, formulate a topic and research that. Two assignments will be submitted followed by the submission of the final research report on the topic in the form of a mini dissertation which will be evaluated on same principles as a dissertation.

FOM501F Forensic Methods and Techniques (Examination: Submission of portfolio of evidence)

Purpose: Successful prosecution depends on effective investigation. Effective investigation involves the utilization of different methods and techniques during the investigation process. During the investigation the investigator can utilize different methods like identification, interviewing and intelligence, each with its own techniques which will assist the investigator to bring the perpetrator to man. This subject provides the learner the opportunity to decide on any method or technique he/she wants to specialize in. The offering is research based. The learner decide on the method or technique (topic) and research that. Two assignments will be submitted followed by the submission of the final research report on the topic in the form of a mini dissertation which will be evaluated on same principles as a dissertation.

IFO501F Intelligence (Examination: Submission of portfolio of evidence)

Purpose: Intelligence is a method in forensic investigation. No investigation can be successful without information. Some information is easy to obtain, others more difficult and needs the utilization of sophisticated techniques, such as informers, agents, surveillance, etc. This subject provides the learner the opportunity to decide on any technique that can be used during the intelligence gathering process he/she wants to specialize in. The offering is research based. The learner decide on the technique, formulate a topic and research that. Two assignments will be submitted followed by the submission of the final research report on the topic in the form of a mini dissertation which will be evaluated on same principles as a dissertation.

Foundation Engineering

1 Syllabus

MODULES: NQF LEVEL 8

FEN401C Foundation Engineering IV (Examination: 1 x 3 hour paper)

Prerequisite: As part of the BTech: Engineering: Civil (Geotechnical): SRC211Q, GTE331Q, DCM371Y
Co-requisite: FEN4PIT
Syllabus: Shallow and deep foundation design, lateral earth support.

Geology: Mining

1 Syllabus

MODULES: NQF LEVEL 6

GM1351X Geology: Mining III (Examination: 1 x 3 hour paper) (year module)

Prerequisite: MGY291S
Syllabus: Revision of previous work; structural geology.

Geometric Design

1 Syllabus

MODULES: NQF LEVEL 8

GDS401C Geometric Design IV (Examination: 1 x 4 hour paper)

Prerequisite: As part of the BTech: Engineering: Civil (Urban Engineering): SRC211Q, DCM371Y, WEN361F, TPE381V
Co-requisite: GDS4PIT
Syllabus: Principles and practice of road alignment, environmental impact control, design control and criteria, elements of design (geometrics, safety), intersection and interchange design, drainage design, earthworks design, design project.

Geotechnical Engineering

1 Syllabus

MODULES: NQF LEVEL 6

GTE281Q Geotechnical Engineering II (Examination: 1 x 3 hour paper)
Co-requisite: GTE2PRA
Syllabus: Introduction to geology; engineering geology; engineering soils.

MODULES: NQF LEVEL 7

GTE331Q Geotechnical Engineering III (Examination: 1 x 3 hour paper)

Prerequisite: GTE281Q, GTE2PRA
Co-requisite: GTE3PRA
Syllabus: Soil mechanics; site investigation; computer applications.
High Voltage Engineering

1 Syllabus

MODULES: NQF LEVEL 8

HVE401E  High Voltage Engineering IV
(Examination: 1 x 3 hour paper)
Prerequisite: ELE391X, ELE3PRA, ELD371R, ELD3PRA
Co-requisite: HVE4PRA
Syllabus: Electrical breakdown of solids, liquids and gases, high voltage and current generation, measurements and testing.

Hydrology

1 Syllabus

MODULES: NQF LEVEL 8

HDG401C  Hydrology IV (Examination: 1 x 3 hour paper)
Prerequisite: As part of the BTech: Engineering: Civil (Water): SRC211Q, WEN361F, DCM371Y
Co-requisite: HDG4PJT
Syllabus: Introduction to meteorology, ground water, surface water, flood analysis, water resources analysis, SA hydrology.

Human Resources Management

1 Syllabus

MODULES: NQF LEVEL 6

MHB201Q  Human Resources Management II (Examination: 1 x 2 hour paper)
Syllabus: General concepts in the management of human resources, human resources management functions aimed at the non-personnel practitioner (for example manpower planning, recruitment, selection, induction, training and development, performance appraisal, compensation, career management, absenteeism and labour turnover), behaviour and the importance of interpersonal skills, the dynamics of self-disclosure in human relations, skills for influencing interpersonal behaviour and organizational performance, such as interpersonal trust, group and communication processes, conflict resolution.

Industrial Electronics

1 Syllabus

MODULES: NQF LEVEL 6

INE211E  Industrial Electronics II (Theory) (Examination: 1 x 3 hour paper) (S1 and S2)
Prerequisite: ECT151R, ECT1PRA
Co-requisite: INE2PRA
Syllabus: Semi-conductor principles: multiple connection of diodes, principles of rectification; thyristor devices; triggering and commuting of thyristors; power transistors; power dissipation and cooling; protection.
INE2PRA  Industrial Electronics II (Practical) (Examination: 1 x 3 hour paper) (year module)

Hydraulic Machines

1 Syllabus

MODULES: NQF LEVEL 7

FMA331B  Hydraulic Machines III (Examination: 1 x 3 hour paper) (year module)
Prerequisite: FMA301A, FMA3PRA
Co-requisite: FMA3PRB
Syllabus: Positive displacement pumps; centrifugal pumps; fans and fan systems; water turbines; hydraulic amplifiers, accumulators.

Industrial Engineering Practice

1 Syllabus

MODULES: NQF LEVEL 5

IDP101E  Industrial Engineering Practice I
Prerequisite: At least 10 study units at level I and II towards the ND Engineering: Industrial.
Syllabus: Work scheme; projects and tasks; induction course; workshop practice; work study projects and tasks.

IDP201E  Industrial Engineering Practice II
Prerequisite: At least 15 study units at level I and II towards the ND Engineering: Industrial.
Syllabus: Work scheme; projects and tasks; work study; quality assurance; production; systems; facility layout and material handling.

Hydraulics

1 Syllabus

MODULES: NQF LEVEL 8

HDL401C  Hydraulics IV (Examination: 1 x 3 hour paper)
Prerequisite: As part of the BTech: Engineering: Civil (Water): SRC211Q, WEN361F, DCM371Y
Co-requisite: HDL4PJT
Syllabus: Hydronamics, hydraulic machinery, hydraulic models, open channel hydraulics, fluvial hydraulics, wave hydraulics.

Industrial Project

1 Syllabus

MODULES: NQF LEVEL 8

IPR401E  Industrial Project IV (Examination: Project)
Prerequisite: DPJ391U, and at least 4 electrical study units at level IV.
Syllabus: An integrated project with an industry-oriented approach which will promote an entrepreneurial attitude in respect of technological innovation and analysis. The project may incorporate teamwork. It need not be original nor unique.
Industrial Relations

1 Syllabus

MODULES: NQF LEVEL 5

INR131Y   Industrial Relations I (Examination: 1 x 2 hour paper)
Prerequisite: Labour Law should be taken prior to or concurrently with this study unit.
Syllabus: Section A: The principles of labour economics: Early wage theories: a general overview, functioning of the labour market, problems of the labour market, labour policy in South Africa. Section B: Definition of the concept of industrial relations, historical development of industrial relations in South Africa, labour policy in South Africa, the development of trade unions and employers’ organizations, trends in the trade union movement, the role of the government in industrial relations, relations between management and unions, the role of the personnel manager, industrial relations as a subsystem of the economic, social and political systems, the role of communication in industrial relations.

MODULES: NQF LEVEL 6

INR251X   Industrial Relations II (Examination: 1 x 2 hour paper)
Prerequisite: INR131Y
Syllabus: Labour relations theories and perspectives, the history of labour relations in South Africa, Environmental influences on labour relations, Salary and wage determination, South African Labour Market Policy. The implications of Labour Legislation for the performance of the labour market, trade unions: goals, strategies and organization, management strategy and employer associations, the role of the state, government strategies and the state as employer, collective bargaining forums, employee participation, workplace agreements and procedures, conciliation, arbitration and labour court adjudication, the negotiation process, strikes and lockouts, sexual harassment.

Information Administration

1 Syllabus

MODULES: NQF LEVEL 6

IAD2M1X   Information Administration II: Theory (Examination: 1 hour project submission practical)
Prerequisite: IAD121Z, IADPRAC

IAD2M2X   Information Administration II: Practical (Examination: 1 hour practical project submission)
Prerequisite: IAD121Z, IADPRAC
Syllabus: This module covers the Microsoft Certified Applications Specialist (MCAS) international certificate but on an Intermediate level only for Word 2007, Excel 2007 and Access 2007. The PowerPoint 2007 Advanced level will be covered in this module as well

MODULES: NQF LEVEL 7

IAD3M1Y   Information Administration III: Theory (Examination: 1 x 2 hour written paper )
Prerequisite: IAD2M1X, IAD2M2X
Syllabus: Operational systems, management information and decision support systems, knowledge management and specialized information systems. Pervasive computing, systems analysis, systems design, security, privacy and ethical issues in Information Systems.

Information and Technology Management

1 Syllabus

MODULES: NQF LEVEL 5

EUP1501 (CEM101A)   End-user computing (Practical) (year module)
See ‘Computer Science and Information Systems for the Colleges of Science, Engineering and Technology, and Human Sciences’, Purposes: to provide students with practical end-user computing skills of an Internationally Certified standard.

COS1511 (COS111U)   Introduction to programming 1 (S1 and S2)
Advice: Students who do not have any programming experience are advised to complete ICT1512 before enrolling for COS1511.
Co-requisite: EUP1501 or CEM101A
Purpose: to provide students with an introduction to programming and to cover the fundamentals of control structures, problem-solving techniques, and the incremental testing of programs.

ICT1512   Introduction to interactive programming
Co-requisite: ICT1513
Purpose: to enable a novice programmer to add interactive functionality to web pages.

ICT1513   Introduction to web design
Co-requisite: EUP1501 or CEM101A
Purpose: to enable a novice web developer to evaluate, build and maintain web pages.

ICT1521   Introduction to databases
Co-requisite: EUP1501 or CEM101A
Purpose: to enable a novice database designer to design and implement simple database applications.
ICT1531  Workstation technical skills  
Purpose: to provide students with the basic knowledge, skills and values needed to install, support and maintain software products and systems.

ICT1532  Network technical skills  
Co-requisite: ICT1531  
Purpose: to provide students with the basic knowledge, skills and values needed to install, support and maintain network products and systems.

ICT1541  Business informatics 1  
Purpose: to provide a novice business analyst with an introduction to basic information communication technology systems concepts. The student will be able to analyse the components of an ICT system, and describe the flow of information in an organization.

MODULES: NQF LEVEL 6

ICT2611  Graphical user interface programming (S1 and S2)  
Prerequisite: COS1511, ICT1513  
Purpose: to enable an intermediate level programmer to design and implement graphical user interfaces for business software systems.

ICT2612  Interactive programming (S1 and S2)  
Prerequisite: COS1511, ICT1512, ICT1513  
Purpose: to enable an intermediate level programmer to design, develop and maintain appropriate multimedia solutions that meet the needs of clients in a changing environment.

ICT2613  Internet programming (S1 and S2)  
Prerequisite: COS1511, ICT1512, ICT1513  
Purpose: to enable an intermediate level web developer to design, develop and maintain appropriate web-based solutions that meet the needs of clients in a changing environment.

ICT2621  Structured systems analysis and design (S1 and S2)  
Prerequisite: ICT1541, ICT1521  
Purpose: to enable an intermediate level systems analyst to analyse information systems, and design computerized solutions using structured analysis and design techniques.

ICT2622  Object-oriented analysis (S1 and S2)  
Prerequisite: ICT1541, ICT1521  
Co-requisite: ICT2621  
Purpose: to enable an intermediate level systems analyst to analyse information systems according to the object oriented approach using the tools, techniques and methodologies of systems development.

ICT2631  Operating systems practice (S1 and S2)  
Prerequisite: ICT1531, ICT1532  
Purpose: to enable an intermediate level operating systems administrator to select an appropriate operating system, and to install, customize and maintain systems software to meet specifications.

ICT2632  Digital logic (S1 and S2)  
Prerequisite: ICT1531, ICT1532  
Purpose: to provide students with mathematical knowledge of the principles of electronic logic required for the development of specialized technical solutions to scientific and business problems.

ICT2641  Business informatics 2A (S1 and S2)  
Prerequisite: ICT1541  
Co-requisite: FAC1502  
Purpose: to enable an intermediate level business analyst to understand business processes from the client’s perspective, analyse a business from a financial and business process perspective, and propose a business solution.

ICT2642  Business informatics 2B (S1 and S2)  
Prerequisite: ICT1541  
Co-requisite: FAC1502, ICT2641  
Purpose: to enable an intermediate level business analyst to understand information systems and management strategies, explain how to manage data resources and identify the role of appropriate technologies in a business environment, describe the enterprise applications and integrations of business processes, and enhance decision making in the organization. Students will be equipped to interpret information into appropriate business information systems.

ICT3611  Advanced graphical user interface programming (S1 and S2)  
Prerequisite: ICT2611  
Purpose: to enable a programmer to analyse, design, implement and maintain advanced graphical user interfaces for business software systems.

ICT3612  Advanced internet programming (S1 and S2)  
Prerequisite: ICT2612, ICT2613  
Purpose: to enable an internet programmer to analyse, design, develop and maintain internet solutions in environments such as industrial process systems, commerce and organizational information systems.

ICT3713  Information and communication technology project proposal (S1 and S2)  
Prerequisite: ICT2621, ICT2622, ICT2641, ICT2642  
Co-requisite: ICT3722, ICT3621, and INF3708  
Purpose: to provide a beginning qualified ICT professional with experience in the analysis of a problem scenario in a novel environment, design of an ICT solution underpinned by theoretical arguments, and presentation of a proposal for an ICT solution.

ICT3714  Information and communication technology project implementation (S2)  
Prerequisite: ICT2611, ICT2612, ICT2613, ICT2621, ICT2622, ICT2631, ICT2641, ICT2642, ICT3713  
Co-requisite: ICT3611, ICT3722, ICT3621 and INF3708  
Purpose: to provide a beginning qualified ICT professional with experience in the implementation and evaluation of an ICT project. The student will implement, evaluate and present the proposed design developed in ICT313.

ICT3722  Database practice (S1 and S2)  
Prerequisite: ICT2621, ICT2622  
Co-requisite: ICT3621  
Purpose: to enable a systems analyst and programmer to apply the steps of the database life cycle to effectively implement database structures to solve client problems according to specific standards.

ICT3621  Database design (S1 and S2)  
Prerequisite: ICT2621, ICT2622  
Co-requisite: ICT3722  
Purpose: to enable a systems analyst to apply the steps of the database life cycle to effectively design database structures to support ICT business systems.

ICT3631  Advanced operating systems practice (S1 and S2)  
Prerequisite: ICT2631  
Purpose: to enable an ICT professional to select, customize and maintain an operating system in order to provide an effective and secure business infrastructure. The student will be able to install and maintain servers in a real life, hostile business environment.

ICT3641  Business informatics 3A (S1 and S2)  
Prerequisite: ICT2641, ICT2642  
Purpose: to provide a business analyst with an understanding of electronic commerce and its role in the creation of new products and services, and of its role in the improvement of business activities.

ICT3642  Business informatics 3B (S1 and S2)  
Prerequisite: ICT2641, ICT2642  
Co-requisite: ICT3641  
Purpose: to enable a business analyst to develop and implement electronic commerce online business strategies to facilitate efficient electronic business.

INF3708 (INF308J)  Software project management (S1 and S2)  
Prerequisite: (ICT2621, ICT2622) or (INF206D, INF207E)  
Purpose: to enable students to manage all phases of a software development project which includes project initiation and process analysis, resource planning and allocation, project design, risk management, monitoring and control of a project, managing people and teams, implementation and coordination of projects.
Information Retrieval

1 Syllabus

NB

The module IRE391B will be discontinued in 2012.

MODULES: NQF LEVEL 7

IRE391B Information retrieval III (Examination: 1 x 2 hour paper) (offered for the last time in 2012)
Prerequisite: EU131T, EU1PRAC or EU1501
Syllabus: Machine readable cataloguing (MARC21), authority control, co-operative cataloguing, organisation of cataloguing routines and the management of the cataloguing department; reference work in the electronic environment; bibliographic networks; organisation and the management of the reference department.

Internal Auditing

1 Transitional Arrangements

- Students who wish to transfer from Unisa-TSA programmes to Unisa-degree programmes will receive credit for the following study units.
- Credits will only be considered in respect of completed study units.

2 Syllabus

MODULES: NQF LEVEL 5

AUE1501 (IOU191Y) Introduction to Auditing
(Examination: 1 x 2 hour paper)
Prerequisite: AUI2016 or AUD2M1W and AUD2M2W
Purpose: An introduction to internal auditing, the role of the internal auditor, statutory and professional requirements for an internal audit function and the internal auditor, internal controls and internal controls and internal audit working papers.

MODULES: NQF LEVEL 6

AUI2016 Introduction to internal auditing
(Examination: 1 x 2 hour paper)
Prerequisite: AUE1501 or AUD2M1W and AUD2M2W
Purpose: to enable students to gain insight into the environment of the internal auditor; the nature, scope, objectives, history and development of internal auditing; the place, role and function of the internal audit function in an organisation; the interrelationship, between internal auditing, external auditing and accounting; control in and over the internal auditing profession; co-operation between the internal and external auditor. The competencies and skills of the internal auditor: the qualifications, qualities, powers, duties and liabilities of the internal auditor; management and control of the internal audit department. The basis of internal auditing; the primary aids or tools available for conducting an internal audit; audit evidence; types of internal audits; different internal audit approaches.

AUE202M Introduction to performing of the audit process
(Examination: 1 x 2 hour paper)
Prerequisite: AUE1501 or AUD2M1W, and AUD2M2W
Syllabus: Audit of business cycles; identify and evaluate controls in the computer information systems environment (general controls, application controls, electronic funds transfers, electronic data interchange and use of the internet); identification of fraud. Similar study unit/modules: AUD3M25

MODULES: NQF LEVEL 7

AUI302B Practice of internal auditing
(Examination: 1 x 3 hour paper)
Prerequisite: IOU3M1V, IOU3M2V
Purpose: to enable students to gain insight into the establishment of the internal audit function; foundation for the establishment of an internal audit function, professional guidelines for the practice of internal auditing; management of the internal audit function; administration and management of the audit department, control over the internal audit assignment, personnel component: legal aspects and the practice of internal auditing:

Inorganic Chemistry

1 General Information

- MODULES FOR WHICH PRACTICAL WORK IS PRESCRIBED
  Practical work for the subjects listed below is normally prescribed only for specified modules, and students who register for such modules are required to do practical work during the year as indicated in the relevant sections below. See also the prerequisites and co-requisites under the relevant subject.

Note that in many cases, depending on the subject, the practical work and the practical examinations must be done in PRETORIA or POTCHEFSTROOM at specified times. Prospective students must, therefore, be in a position to make the necessary leave and travel arrangements. Information about accommodation in Potchefstroom and the cost thereof will be supplied to the students concerned on registration (or soon thereafter).

The cancellation of a student’s registration for modules with a practical component CANNOT be considered on grounds of his/her being unable to comply with the requirements in respect of the practical work and/or the practical examinations.

2 Syllabus

MODULES: NQF LEVEL 6

INC251U Inorganic Chemistry 2 (Theory) (Examination: 1 x 2 hour paper) (S1 and S2)
Prerequisite: CHE181T
Co-requisite: INC2PRA

Syllabus: Chemical bonding; a more advanced study of ionic bonding; introduction to chemical reactions and factors that determine their possibility and rate; acids and bases; precipitate and complex formation in aqueous solutions; redox chemistry and derivation of oxidation state diagrams; hydrogen; group I (Na, Li, K); group II (Mg, Ca); group III (B, Al); group IV (C, Si, Ge, Sn, Pb); group V (N, P); group VI (O, S); group VII (F, Cl, Br, I). Appropriate laboratory work.

INC2PRA Inorganic Chemistry 2 (Practical) (Examination: 1 x 2 hour paper) (S1 and S2)
Prerequisite: CHE1PRA
Syllabus: Appropriate laboratory work.

Information Systems Auditing

1 Syllabus

MODULES: NQF LEVEL 8

AUE304S Computer Auditing and the use of the computer in performing the audit process
(Examination: 1 x 3 hour paper)
Syllabus: Information systems strategies, policies and procedures; hardware, platforms, networks and telecommunications; data processing; systems development, acquisition and maintenance; information systems security and contingency planning.

my Modules @ Unisa 2011 203
A person credited with this module will be able to:
- Collect or gather admissible evidence within the ambit of the South African constitution.
- Successfully control and coordinate the scenes of crimes or incidents.
- Apply this theory to the investigation process, developing competencies to successfully handle enquiries relating to vehicle collisions and missing persons within the ambit of the South African constitution.

Private and public service law enforcement agencies who administer cases.

Purpose:
This module will be useful to students in the field of corporate, private and public service law enforcement agencies who investigate a variety of cases at an advanced level and deal with other incidents which may not amount to a specific crime or attributed to an individual as well as developing competencies to successfully handle enquiries relating to vehicle collisions and missing persons within the ambit of the South African constitution.

A person credited with this module will be able to:
- Investigate independently within the judicial system of South Africa.
- Investigate a variety of crimes at an advanced level.
- Handle and investigate different incidents including those that cannot be attributed to a specific crime or individual.

MODULES: NQF LEVEL 5

OVM1501 Investigative principles for policing I (Examination 1 x 2 hour paper) (Module 1) (S1 and S2)

Purpose: This module will be useful to students in the field of corporate, private and public service law enforcement agencies who administer cases and who need to develop competencies to successfully investigate crimes or incidents within the ambit of the South African constitution.

A person credited with this module will be able to:
- Assess and identify the nature of an incident or crime scene.
- Secure and control a scene in relation with the nature of the scene.
- Record information in a given case study.
- Conduct an initial investigation of incident or crime scene.
- Interview role-players.
- Deal with persons at the scene in a given scenario.
- Identify search methods in relation to the type of incident or crime committed.
- Write a statement.
- Fill out a case docket.

A person credited with this module will be able to:
- Administer a case docket for investigation purposes.

OVM1502 Investigative principles for policing I (Examination 1 x 2 hour paper) (Module 2) (S1 and S2)

Recommendation: It is strongly recommended that students complete OVM 1501 successfully before registering for OVM 1502.

Purpose: This module will be useful to students in the field of corporate, private and public service law enforcement agencies who administer cases and who need to develop competencies to successfully investigate crimes or incidents within the ambit of the South African constitution and complete a case docket.

A person credited with this module will be able to:
- Acquire knowledge of the principles of investigation.
- Apply investigative methods, principles and techniques in the processing of collecting and presenting evidence to be used as evidence in court.
- Control and coordinate all activities and resources at the crime scene.
- Manage the crime scene.
- Identify and facilitate collection of physical evidence.
- Acquire necessary knowledge and skills to use different techniques to trace suspects.
- Acquire knowledge and skills to apply the techniques of investigation during the investigation process.

MODULES: NQF LEVEL 6

OVM2601 Investigative principles for policing IIA (Module 1) (Examination 1 x 2 hour paper) (S1 and S2)

Prerequisite: OVM151R or, OVM1501 and OVM1502

Purpose: This module will be useful to students in the field of corporate, private and public service law enforcement agencies who investigate cases and who need to understand the theory of investigative principles, be able to apply this theory to the investigation process, develop competencies to successfully control and coordinate the scenes of crimes or incidents and collect or gather admissible evidence within the ambit of the South African constitution.

A person credited with this module will be able to:
- Acquire knowledge of the principles of investigation.
- Apply investigative methods, principles and techniques in the process of collecting and processing evidence to be used as evidence in court.
- Control and coordinate all activities and resources at the crime scene.
- Manage the crime scene.
- Identify and facilitate collection of physical evidence.
- Acquire necessary knowledge and skills to use different techniques to trace suspects.
- Acquire knowledge and skills to apply the techniques of investigation during the investigation process.

OVM2602 Investigative principles for policing IIB (Module 1) (Examination 1 x 2 hour paper) (S1 and S2)

Prerequisite: OVM151R or, OVM1501 and OVM1502

Purpose: This module will be useful to students in the field of corporate, private and public service law enforcement agencies who investigate a variety of cases at an advanced level and deal with other incidents which may not amount to a specific crime or attributed to an individual as well as developing competencies to successfully handle enquiries relating to vehicle collisions and missing persons within the ambit of the South African constitution.

A person credited with this module will be able to:
- Investigate independently within the judicial system of South Africa.
- Investigate a variety of crimes at an advanced level.
- Handle and investigate different incidents including those that cannot be attributed to a specific crime or individual.

MODULES: NQF LEVEL 7

OVM3701 Investigative principles for policing IIIA (Examination 1 x 2 hour paper) (S1 and S2)

Prerequisite: OVM2601 and OVM2602

Purpose: The purpose of this third-level module is to build on the foundation of Investigative Principles for Policing I and II by deepening and refining existing knowledge, skills and values, so that the student will be able to investigate and solve specific crimes successfully. Essentially, the subject is aimed at enabling the student to determine the true events that took place in a particular case, uncover all possible information, and present as much evidence as possible to a court of law.

OVM3702 Investigative principles for policing IIIB (Examination 1 x 2 hour paper) (S1 and S2)

Prerequisite: OVM2601 and OVM2602

Purpose: This module will be useful to students in the field of corporate, private and public service law enforcement agencies who investigate a variety of cases at an advanced level and deal with other incidents which may amount to a specific crime or attributed to an individual as well as developing competencies to successfully handle enquiries relating to vehicle collisions and missing persons within the ambit of the South African Constitution.

A person credited with this module will be able to:
- Investigate independently within the judicial system of South Africa.
- Investigate a variety of crimes at an advanced level.
- Handle and investigate different incidents including those that cannot be attributed to a specific crime or individual.

MODULES: NQF LEVEL 8

IJC401P Investigation of crime IV (Examination 1 x 2 hour paper)

Purpose: To enable learners to manage the investigation process, develop investigation of crime as a science and to enhance investigative techniques and skills in order to contribute more towards the crime problem in general. Learners are assisted in researching relevant and practical research topics.

OVM3701 Investigative principles for policing IIIB (Module 1) (Examination 1 x 2 hour paper) (S1 and S2)

Prerequisite: OVM2601 and OVM2602

Purpose: This module will be useful to students in the field of corporate, private and public service law enforcement agencies who investigate a variety of cases at an advanced level and deal with other incidents which may amount to a specific crime or attributed to an individual as well as developing competencies to successfully handle enquiries relating to vehicle collisions and missing persons within the ambit of the South African Constitution.

A person credited with this module will be able to:
- Investigate independently within the judicial system of South Africa.
- Investigate a variety of crimes at an advanced level.
- Handle and investigate different incidents including those that cannot be attributed to a specific crime or individual.

LECG01L Labour Economics (Examination: 1 x 2 hour paper)

Syllabus: In this subject the student is accompanied through various aspects of the labour market with specific reference to the characteristics of the South African labour market, external factors that could influence the functioning of the labour market as well as the supply and demand of labour in South Africa. Emphasis is placed on current issues such as wage...
determination, migration, unemployment, discrimination and inequalities, productivity and human capital.

The purpose of the subject is to equip students to analyse, interpret, and solve labour market issues in practice. They must be able to determine and calculate the effect of day-to-day labour market issues in respect of their working environment.

**Labour Management**

**1 Syllabus**

**MODULES: NQF LEVEL 5**

**LMN101C**  Labour Management (Examination: 1 x 2 hour paper)

Syllabus:
Section B: Industrial Relations: Introduction to labour relations, the parties to the tripartite system, collective bargaining structures, content of procedural agreements, industrial conflict, collective bargaining and collective bargaining (practical).

**Labour Relations and Law**

**1 Syllabus**

**MODULES: NQF LEVEL 6**

**LRL241P**  Labour Relations and Law II (Examination: 1 x 2 hour paper)

Syllabus:
Section B: Industrial Relations: Introduction to labour relations, the parties to the tripartite system, collective bargaining structures, contents of procedural agreements, industrial conflict, collective bargaining and collective bargaining - practical.

**Labour Relations Management**

**1 Syllabus**

**MODULES: NQF LEVEL 8**

**LRM401L**  Labour Relations Management (Examination: 1 x 2 hour paper)

Syllabus: This subject will enable learners to evaluate labour relations issues in a societal context, with an understanding of how the rights and interests of employers and employees are established and regulated within a policy framework. Learners acquire knowledge of the structures and processes through which industrial relationships are managed, and insight into the skills which need to be developed by participants in industrial relations processes; also an understanding of the interrelationship between law and equity and of the mechanisms of workplace control and conflict resolution.

**Library and Information Practice**

**1 Syllabus**

**MODULES: NQF LEVEL 7**

**LIP351U**  Library and Information Practice III (Examination: 1 x 2 hour paper) (offered for the last time in 2012)

Syllabus: The environmental context, characteristics and dynamics of library and information service organisations; supervisory practices; and research-in-practice.

**Library and Information Professional Practice**

**1 Syllabus**

**MODULES: NQF LEVEL 7**

**IPP301L**  Library and Information Professional Practice (Experiential learning component) (offered for the last time in 2012)

Syllabus: Project topics include:
- Care and housing of library material
- Layout, maintenance, security of physical facilities
- Circulation routines
- A reference interview and information search
- Evaluation of web sites

**Logistics Engineering**

**1 Syllabus**

**MODULES: NQF LEVEL 8**

**LGE401I**  Logistics Engineering IV (Examination: 1 x 3 hour paper)

Prerequisite: ND Engineering: Industrial
Machine Design

1 Syllabus

MODULES: NQF LEVEL 7

MEA361B  Machine Design III (Examination: Design project)
Prerequisite: At least 12 study units towards the ND Engineering: Mechanical.
Syllabus: Specific mechanical component, system or process design; or research and development project.

NB
This study unit is required for registration as registered technician with ECSA.
This study unit is a prerequisite for admission to the BTech: Engineering: Mechanical.

Management Accounting

1 Syllabus

MODULES: NQF LEVEL 5

MAC1501 (CTA101A)  Introduction to management accounting
(Examination: 1 x 2 hour paper)
Prerequisite: MAC1501 or CTA101A
Syllabus: An introduction to Cost and Management Accounting, covering topics such as cost classification and concepts, cost elements, cost behaviour, job costing and break-even analysis.

MODULES: NQF LEVEL 6

CTA2M1A  Cost Accounting II: Module 1
(Examination: 1 x 2 hour paper)
Prerequisite: MAC1501 or CTA101A
Syllabus: This module covers the study of job costing, integrated and interlocking accounting systems, contract costing and budgeting.

CTA2M2A  Cost Accounting II: Module 2
(Examination: 1 x 2 hour paper)
Prerequisite: MAC1501 or CTA101A
Syllabus: This module covers the study of direct and absorption costing, pricing decisions, standard costing, process costing and joint and by-products.

Management

1 Syllabus

MODULES: NQF LEVEL 5

MCL191S  Management: Civil I
(Examination: 1 x 3 hour paper)
Syllabus: Composition of civil engineering industry; parties involved in the construction business; types of contracts; theory of management: office and site organisation; productivity; quality management; elementary economic concepts; basic accounting applications. (To be converted to modules – one offered by Department of Business Management and other by the Department of Civil Engineering)
MODULES: NQF LEVEL 6

MCL221S Management: Civil II (Examination: 1 x 3 hour paper)
Prerequisite: MCL191S
Syllabus: Contract planning; planning techniques; financial planning and control; computer applications; labour legislation.

Management Economics

1 Syllabus

MODULES: NQF LEVEL 7

BEK342S Management Economics III (Examination: 1 x 2 hour paper) (offered for the last time in 2011)
Syllabus: Introduction to microeconomics, the market, elasticity, market forms, a practical macro-economic framework and economic policy.

Management Practice

1 Syllabus

MODULES: NQF LEVEL 8

MGP437U Management Practice IV
(Examination: 1 x 3 hour paper)
Syllabus: Management approaches, the business environment, the functions of management: Planning, organizing, leading and controlling, decision-making and problem-solving, strategic management, management by objectives, corporate communication, small business management, international management, politics, ethics and social responsibility and case studies.

Management Services Practice

1 Syllabus

MODULES: NQF LEVEL 7

MSP301M Management Services Practice
(Examination: 1 x 2 hour paper)
Prerequisite: ORR301S, EUC131T, and (EUP1501 or CEM101A)
Syllabus: An introduction to operations management, provision of ten topics for a project on project management, exposure to the experiential learning component of management services practice, learners to submit a completed project in a report form as the experiential learning component of the subject, an introduction to productivity accounting.

Management of Training

1 Syllabus

MODULES: NQF LEVEL 5

MOT141R Management of Training I
(Examination: 1 x 2 hour paper)
Prerequisite: MOT141R
Syllabus: The historical development and the underlying philosophy of training, the education system in South Africa, the importance of industrial training, legislation pertaining to Education, Training and Development, introduction to the training process and the various components of the training process, developing learning programmes, learning facilitation, learner problems, evaluation of training, quality assurance in training.

Marketing

1 Syllabus

MODULES: NQF LEVEL 5

MNM1503 (MAR111Y) Marketing I (Examination: 1 x 2 hour paper) (S1 and S2)
Syllabus: Introduction to marketing, product, pricing, distribution, wholesaling, basic principles of retailing, marketing communication.

MODULES: NQF LEVEL 6

MAR221U Marketing II (Examination: 1 x 2 hour paper)
Prerequisite: MNM1503 or MAR111Y
Syllabus: Revision of product, pricing, distribution and marketing communication and an overview of marketing audit, marketing planning, marketing strategies, marketing coordination, marketing control and guidance.

MODULES: NQF LEVEL 7

MAR332S Marketing III (Examination: 1 x 2 hour paper)
Prerequisite: MAR221U
Syllabus: Strategic marketing planning and services marketing

MODULES: NQF LEVEL 8

MAR4M2Z Marketing IV: Strategic Marketing (Examination: No examination - practical project to be submitted during the examination)
Prerequisite: MAR332S
Syllabus: This module focuses on the application of strategic management according to career direction.

Marketing Management

1 Syllabus

MODULES: NQF LEVEL 7

MMG362T Marketing Management III
(Examination: 1 x 2 hour paper)
Syllabus: Marketing’s role in the enterprise, the marketing environment, marketing mix, drafting of a marketing plan and case studies.
1 Syllabus

**Marketing Research**

**MODULES: NQF LEVEL 7**

MNNM3025  Marketing Research III (Examination: 1 x 2 hour paper)
Syllabus: Definition and scope of marketing research, the research process, statistical analysis, applied research fields (advertising, product and attitudes).

**Mathematics**

1 Syllabus

**MODULES: NQF LEVEL 5**

MAT1581 (MAT181Q)  Mathematics I (Examination: 1 x 2 hour paper) (S1 and S2)
Prerequisite: Mathematics Gr 12 (HG 40%, SG 50%), or Mathematics (NSC) with a rating of at least 4, or N3 50% or MAT0511
Syllabus: Algebra; trigonometry; calculus; complex numbers; co-ordinate geometry; analytic geometry; matrices; determinants.

**MODULES: NQF LEVEL 6**

MAT2691 (MAT291X)  Mathematics II (Examination: 1 x 2 hour paper) (S1 and S2)
Prerequisite: MAT1581
Syllabus: Differentiation: partial differentiation, series; integration solutions of first-order differential equations; numerical methods; statistics.

**MODULES: NQF LEVEL 7**

MAT3700 (MAT301W)  Mathematics III (Examination: 1 x 3 hour paper) (S1 and S2)
Prerequisite: MAT2691
Syllabus: Laplace transforms; Fourier Series and Fourier Analysis; linear algebra; first order differential equations; higher order linear differential equations; numerical solutions of differential equations.

1 Syllabus

**Mechanical Engineering Drawing**

**MODULES: NQF LEVEL 5**

MED161Q  Mechanical Engineering Drawing I (Examination: 1 x 4 hour paper) (S1 and S2)
Syllabus: Introduction; drawing equipment; starting to draw; SA standard code of drawing: SABS0111; lettering (letters, numerals & symbols); sketching or free-hand drawing; practical geometry; basic loci and simple mechanisms; conic sections; orthographic projection; isometric and oblique projection; auxiliary views; lines of interpenetration; surface development; sectioning; fasteners; detail drawings; assembly drawings.
Similar study unit: DCE131G

1 Syllabus

**Mechanical Engineering Practice**

**MODULES: NQF LEVEL 5**

MCP101E  Mechanical Engineering Practice I
Syllabus: 26 Weeks experiential learning under supervision of a qualified supervisor in the following fields: orientation, First Aid, drawing interpretation, workshop practice, on-the-job training

**MODULES: NQF LEVEL 6**

MCP201E  Mechanical Engineering Practice II
Syllabus: 26 Weeks experiential learning under supervision of a qualified supervisor in the following fields: Project and system development work, engineering equipment and systems

1 Syllabus

**Mechanical Manufacturing Engineering**

**MODULES: NQF LEVEL 5**

MME141X  Mechanical Manufacturing Engineering I
(Examination: 1 x 3 hour paper)
Co-requisite: MME1PRA
Syllabus: Safety and safety legislation; identification and application of materials; elementary measuring equipment; elementary hand and machine tools

**MODULES: NQF LEVEL 6**

MME251U  Mechanical Manufacturing Engineering II
(Examination: 1 x 3 hour paper)
Prerequisite: MME141X
Co-requisite: MME2PRA
Syllabus: Fault diagnosis; failure analysis and measuring equipment; test methods; interpretation and action; powder metallurgy; metal forming; erosion; castings; plastics - moulding and machining; welding and joining; obtaining finish and accuracy
MODULES: NQF LEVEL 7

MME381B Mechanical Manufacturing Engineering III
(Examination: 1 x 3 hour paper) (year module)
Prerequisite: MME251U
Syllabus: Numerical control; computer-aided design/computer-aided manufacturing; planning; organizing and supervising of physical layout and production methods.

Mechanics of Machines

1 Syllabus

MODULES: NQF LEVEL 6

MOM251Z Mechanics of Machines II (Theory) (Examination: 1 x 3 hour paper) (year module)
Prerequisite: PHY1501 or AMC141R
Co-requisite: MOM2PRA, AMC1PRA
Syllabus: Advanced dynamics.

MOM2PRA Mechanics of Machines II (Practical) (Examination: 1 x 3 hour paper) (year module)

MODULES: NQF LEVEL 7

MOM371A Mechanics of Machines III (Theory) (Examination: 1 x 3 hour paper) (year module)
Prerequisite: MOM251Z, MOM2PRA
Co-requisite: MOM3PRA
Syllabus: Kinematics; balancing; gears.

MOM3PRA Mechanics of Machines III (Practical) (Examination: 1 x 3 hour paper) (year module)

MODULES: NQF LEVEL 8

MOM401M Mechanics of Machines IV (Examination: 1 x 3 hour paper)
Prerequisite: MOM381B, MOM3PRB
Syllabus: Introduction to vibrations; torsional vibrations; forced vibrations; damped and undamped vibrations; vibrations in beams; vibration control; practical vibration measurement and analysis; random vibrations.

Media and Public Relations: Tourism

1 Syllabus

MODULES: NQF LEVEL 5

MPR101T Media and Public Relations: Tourism I
(Examination: 1 x 2 hour paper)
Syllabus: The definition of advertising, its place in the marketing process and the concept of mass communication, the organization and functions of the advertiser's advertising department and the advertising agency, overview of an advertising campaign, situation analysis, objectives and creative strategy, copywriting, art and layout, mechanical production of advertisements, economic, social and ethical issues, legal and voluntary controls, media planning, budgeting, coordinating advertising with other elements of the marketing mix, advertising and media research, definition, role and techniques of sales promotion, controlling sales promotion expenditure and measuring results, an introduction to public relations.

Media Studies

1 Syllabus

MODULES: NQF LEVEL 5

MDS181Z Media studies for Public Relations I (Examination: 1 x 2 hour paper)
Syllabus: Ethical considerations, gathering news, newspapers, magazines, feature writing, radio, television, house journals.

MODULES: NQF LEVEL 6

MDS291R Media studies for Public Relations II (Examination: 1 x 2 hour paper)
Prerequisite: MDS181Z
Syllabus: Editing and design (theory and practice), photography (theory and practice), advanced writing, audio-visual production, and introduction to desktop publishing.

Medical Equipment

1 Syllabus

MODULES: NQF LEVEL 7

MEQ3003 Medical Equipment III (Two modules):
MEQ3116 Medical Equipment III A (Examination: 1 x 3 hour paper)
Co-requisite: MEQ3P1C
Syllabus: Introduction to transducers, detectors and sensors. Diagnostic equipment and systems: temperature measuring instruments, blood pressure measurement, electrocardiography, electroecephalography, electromyography, lung function and spirometry, cardiac output monitoring, specialised systems. Therapeutic equipment and systems: infusion pumps, dialysis machines, ventilation.

MEQ3128 Medical Equipment III B (Examination: 1 x 3 hour paper)
Co-requisite: MEQ3P2D
Syllabus: Electrical safety of medical equipment and systems, testing for performance of systems and faultfinding, non-ionizing radiation: production and detection, introduction to clinical engineering management.

Metrology

1 Syllabus

MODULES: NQF LEVEL 7

MTR341X Metrology III (Examination: 1 x 3 hour paper)
Prerequisite: ECT261Z, ECT2PRA
Co-requisite: MTR3PRA, EKM341X, EKM3PRA
Syllabus: Metrological methods; fundamentals of instruments and measurements; characteristics – static, dynamic and general; measurement evaluation.
Microbiology

1 General Information

- MODULES FOR WHICH PRACTICAL WORK IS PRESCRIBED

Practical work for the subjects listed below is normally prescribed only for specified modules, and students who register for such modules are required to do practical work during the year as indicated in the relevant sections below. See also the prerequisites and co-requisites under the relevant subject.

Note that in many cases, depending on the subject, the practical work and the practical examinations must be done in PRETORIA or POTCHEFSTROOM at specified times. Prospective students must, therefore, be in a position to make the necessary leave and travel arrangements. Information about accommodation in Potchefstroom and the cost thereof will be supplied to the students concerned on registration (or soon thereafter).

The cancellation of a student’s registration for modules with a practical component CANNOT be considered on grounds of his/her being unable to comply with the requirements in respect of the practical work and/or the practical examinations.

2 Syllabus

MODULES: NQF LEVEL 5

MCB1501 (MCB141Q) Microbiology I (Theory) (Examination: 1 x 2 hour paper) (S1 and S2)
Syllabus: Introduction; microscopy; general properties and differences of the Protista, Myceta and Monera, Eucariots, Procariots and viruses; general principles of microbial nutrition, growth and culture media; sterilization and control of micro-organisms; aseptic techniques and pure culture techniques; basic terminology and principles of microbial metabolism; practicals.

MCB1502 (MCB1PRA) Microbiology I (Practical) (Examination: 1 x 3 hour paper) (year module)
Syllabus: The preparation of different culture media; the isolation of micro-organisms in pure culture using different techniques; the inoculation of media using several techniques, e.g. inoculation of liquid cultures from a plate culture; the direct examination of a specimen; the preparation, fixation and staining of microorganisms for light microscopy; differential staining techniques staining of specific structures; microscopic examination of micro-organisms.

Mine Engineering

1 Syllabus

MODULES: NQF LEVEL 5

MEN251W Mine Engineering II
(Examination: 1 x 3 hour paper) (S1 and S2)
Prerequisite: SMI181IQ
Syllabus: Technical drawings; machinery components; applied energy conversion; machinery safety; materials technology.

MODULES: NQF LEVEL 6

MIE301E Mine Engineering III
(Examination: 1 x 3 hour paper) (S1 and S2)
Prerequisite: MEN251W
Syllabus: Revision and extension of previous applied engineering science; men, material and rock transport; drilling technology; machinery maintenance; civil constructions; reticulation design; water treatment; machinery specifications; structures and functions of engineering services.

Mine Engineering Practice

1 Syllabus

MODULES: NQF LEVEL 5

MPR101E & MPR201E Mine Engineering Practice I and II
Syllabus: Experiential learning on the job.

Mine Survey

1 Syllabus

MODULES: NQF LEVEL 5

MSG211Q Mine Survey II
(Examination: 1 x 3 hour paper) (S1 and S2)
Prerequisite: MEP171X
Syllabus: Coordinate systems; traversing; resection; trilateration; tacheometry; area and volumes determination; major and minor dips; curves; computer applications.

MODULES: NQF LEVEL 6

MSG342S Mine Survey III
(Examination: 2 x 3 hour paper) (year module)
Prerequisite: MSG211Q
Syllabus: Missing data calculation; satellite stations; ore passes; area determination; shaft surveying; curves; survey instruments and practical surveying; legal knowledge.
### Mine Surveying Practice

**1 Syllabus**

**MODULES: NQF LEVEL 5**

**MSP101R/MSP242S/MSP352T** Mine Surveying Practice I (WIL), II (WIL), III (WIL)

*Prerequisite:* Student must be employed on a mine in a surveying department.

*Syllabus:* Experiential learning on the job on a mine.

### Mine Survey and Valuation

**1 Syllabus**

**MODULES: NQF LEVEL 5**

**SAV231Y** Mine Survey and Valuation II  
(Examination: 1 x 3 hour paper) (year module)

*Prerequisite:* MEP171X

*Syllabus:* Traversing; tacheometry; triangulation; resection; areas and volumes; major dips; minor dips; sampling; averaging; calculations of tonnage and mineral content; ore flow; grade control; life of mine calculations.

**MODULES: NQF LEVEL 6**

**SAV301U** Mine Survey and Valuation III  
(Examination: 1 x 3 hour paper) (year module)

*Prerequisite:* SAV231Y

*Syllabus:* Revision of solution of triangles; join calculations; traversing and tacheometry; triangulation and resection (continued); levelling and gradient calculations; major and minor dips; mine plans; simple curves; mining economics (continued).

### Mine Valuation

**1 Syllabus**

**MODULES: NQF LEVEL 5**

**MVA231Q** Mine Valuation II  
(Examination: 1 x 3 hour paper) (S1 and S2)

*Prerequisite:* MEP171X

*Syllabus:* Sampling; averaging; tonnage and mineral content; ore flow; grade control; life of mine; evaluation of mineral deposits.

**MODULES: NQF LEVEL 6**

**MVA382Y** Mine Valuation III  
(Examination: 2 x 2 hour paper) (year module)

*Prerequisite:* MVA231Q

*Syllabus:* Management control factors; present values and compound interest; laws and regulations governing mining leases; taxation and leases; borehole evaluation; statistical distribution; probability; regression; statistical valuation; computer applications.

### Mineral Beneficiation

**1 Syllabus**

**MODULES: NQF LEVEL 5**

**MBE201E** Mineral Beneficiation II  
(Examination: 1 x 3 hour paper) (year module)

*Prerequisite:* MEP171X

*Syllabus:* Ore handling; mineral treatment and concentration; metal extraction techniques; coal beneficiation, general processes; flow sheets – gold, coal, diamond; ISO symbols; ore and waste handling; classification; liquid/solid separation; separation processes; hydro metallurgical processes; residue and effluent control; value analysis.

**MODULES: NQF LEVEL 6**

**MVA382Y** Mineral Beneficiation III  
(Examination: 2 x 2 hour paper) (year module)

*Prerequisite:* MVA231Q

*Syllabus:* Sampling; averaging; tonnage and mineral content; ore flow; grade control; life of mine; evaluation of mineral deposits.

### Mineral Exploitation

**1 Syllabus**

**MODULES: NQF LEVEL 5**

**MEP171X** Mineral Exploitation I  
(Examination: 1 x 4 hour paper) (S1 and S2)

*Prerequisite:* MEP171X

*Syllabus:* Mining: geology; surveying; metallurgy.

### Mining Engineering Practice

**1 Syllabus**

**MODULES: NQF LEVEL 5**

**MPR101E** Mining Engineering Practice I (WIL) (year module)

*Prerequisite:* Must be employed in a mine or related operation.
Syllabus: At least 12 months experiential learning. See National Diploma: Mining Engineering in the College calendar

MODULES: NQF LEVEL 6

MPR201E Mining Engineering Practice II (WIL) (year module)
Prerequisite: Must be employed in a mine or related operation
Co-requisite: MPR101E
Syllabus: Experiential learning. See National Diploma: Mining Engineering in the College calendar

Mining Geology

(offerred by the School of Engineering)

1 Syllabus

MODULES: NQF LEVEL 6

MGY291S Mining Geology II (Examination: 1 x 3 hour paper)
Prerequisite: MEP171X
Syllabus: South African stratigraphy; occurrence of economic deposits

Mining: Surface

1 Syllabus

MODULES: NQF LEVEL 5

MSU201S Mining: Surface II (Examination: 1 x 3 hour paper)
Prerequisite: MEP171X
Syllabus: Alluvial mining; rockbreaking; integrated environmental management for mines; equipment, fundamentals of earthmoving.

MODULES: NQF LEVEL 6

MSU301S Mining: Surface III (Examination: 1 x 3 hour paper)
Prerequisite: MSU201S
Syllabus: Geographical and geological features; dragline; selection geometrical considerations; pit limits; production planning; law.

Mining Technical Services

1 Syllabus

MODULES: NQF LEVEL 6

MTS351X Mining Technical Services III (Examination: 1 x 3 hour paper)
Prerequisite: MTS351X
Syllabus: Environmental control; rock mechanics

Networks

MODULES: NQF LEVEL 8

NTW401I Networks IV (Examination: 1 x 3 hour paper)
Prerequisite: National Diploma in Information Technology or National Diploma in Engineering
Syllabus: Apart from the technical aspects such as topologies, network switching, etc. that will be covered, network management and recent network environment developments will also be addressed.

Operations Management Techniques

1 Syllabus

NB
Access to a personal computer with spreadsheet software is a prerequisite for all these modules.

MODULES: NQF LEVEL 6

OMT2601 (OMT101M) Operations management techniques II (Examination: 2 x 2 hour paper)
Prerequisite: OMT101M or STA191Q or STA1610
Purpose: to introduce the student to basic statistics and to familiarise the student with decision analysis, linear programming models, transportation and assignment models, networks and project management.

MODULES: NQF LEVEL 6

OMT3701 Operations management techniques III (Examination: 2 x 2 hour paper)
Prerequisite: OMT201M or OMT101M or OMT2601
Purpose: to familiarise the student with the use of selected techniques from operations research, including quality control, simulation, linear and non-linear programming.

Operating Systems

MODULES: NQF LEVEL 8

OPS401I Operating Systems IV (Examination: 1 x 3 hour paper)
Prerequisite: National Diploma in Information Technology or National Diploma in Engineering
Syllabus: Operating systems that control the different computer resources will be attended to, with emphasis on CPU scheduling and memory management, co-ordination of processes, multiprocessing and multitasking, etc.

Operations Research

1 Syllabus

Department of Decision Sciences

MODULES: NQF LEVEL 6

OMT2601 (OMT101M) Operations management techniques II (Examination: 2 x 2 hour paper)
NB
Access to a personal computer with spreadsheet software is a prerequisite.

Prerequisite: QTC171R
Purpose: to introduce the student to basic statistics and to familiarise the student with decision analysis, linear programming models, transportation and assignment models, networks and project management.

### School of Engineering

**MODULES: NQF LEVEL 7**

**OPR371S** Operational Research III (Examination: 1 x 3 hour paper) (year module)
Prerequisite: PEI281S, QUT151Z
Syllabus: Operations research and industrial engineering: decision trees; linear programming; Markov analysis; Heuristic concepts; simulation; dynamic programming; game theory and applications; use of software packages.

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**Organisational Development**

### 1 Syllabus

**MODULES: NQF LEVEL 8**

**ODV401H** Organisational Development IV (Examination: 1 x 2 hour paper)
Syllabus: The course deals with the science and practice of organization development (OD) in the workplace. The following aspects of OD are discussed: strategic OD, leadership, the OD consulting process, OD interventions, communication in high performing companies, OD in the new world of work, skills development and learning, change management, learning organization, knowledge management, technology and OD, business ethics, diversity and employment equity, performance management, employee well-being and emotional intelligence.

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**Opto-Electronics**

### 1 Syllabus

**MODULES: NQF LEVEL 8**

**OPE401E** Opto-Electronics IV (Examination: 1 x 3 hour paper)
Prerequisite: ECT381A, ECT3PRA
Co-requisite: OPE4PRA
Syllabus: Optical fibre waveguides, optical sources, optical detectors, optical fibre systems.

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**Organic Chemistry**

### 1 Syllabus

**MODULES: NQF LEVEL 6**

**ORC221F** Organic Chemistry 2 (Theory) (Examination: 1 x 2 hour paper) (S1 and S2)
Prerequisite: CHE181T
Co-requisite: ORC2PRA
Syllabus: Introduction - structure and properties; organic nomenclature; alkanes; alkylides; alkenes; alkynes; benzene; alcohols; ethers; phenols; aldehydes and ketones; carboxylic acids; derivatives of carboxylic acids; amines. Appropriate laboratory work.

**ORC2PRA** Organic Chemistry 2 (Practical) (Examination: 1 x 2 hour paper) (S1 and S2)
Prerequisite: CHE1PRA

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**Organisational Effectiveness**

### 1 Syllabus

**MODULES: NQF LEVEL 5**

**ORE1M1M** Organizational Effectiveness I: Module 1
(Examination: 1 x 2 hour paper)
Syllabus: Introduction to the concept of work-study, its origins and definitions, introduction to the concept of method study, an explanation of productivity, a discussion of worker behaviour and group behaviour, introduction to the concept of method study, description of the four phases of method study.

**ORE1M2M** Organizational Effectiveness I: Module 2
(Examination: 1 x 2 hour paper)
Syllabus: Introduction to report writing, different of types of reports, introduction to the concept of work measurement, the structure and techniques of work measurement, the execution of a time study, discussion of the selection of a place of establishment, principles of workplace layouts, and the development of a layout.

**MODULES: NQF LEVEL 6**

**ORE202M** Organizational Effectiveness II
(Examination: 2 x 2 hour papers)
Prerequisite: ORE1M1M, ORE1M2M or ORE101M
Syllabus: Productivity and its measurement, course development, theory and practice of work measurement techniques such as PMTS, synthesis, activity sampling and analytical estimating, restricted and unrestricted work, wage-payment plans and incentive systems, labour control, the measurement and control of indirect work and form design.

**ORE301M** Organizational Effectiveness III
(Examination: 1 x 2 hour paper)
Prerequisite: ORE202M
Syllabus: Theory of work, principles of research, ergonomics, system analysis and design, job evaluation, analysis and design, organisation development, the execution of an organisation study.

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**Organisational Behaviour**

### 1 Syllabus

**MODULES: NQF LEVEL 8**

**OBE461V** Organisational Behaviour IV
(Examination: 1 x 2 hour paper)
Syllabus: Introduction to organisational behaviour, research methods in organisational behaviour, individual, group and organisational effectiveness, diagnostic approach to organisational behaviour, leadership behaviour, motivational and communication behaviour, organisational design, the organisation as a social system, working life, human relationships and skills training.

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**Organisational Management**

### 1 Syllabus

**MODULES: NQF LEVEL 7**

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OGM3M2D  Organisational Management III: Module 2
(Examination: 1 x 2 hour paper)
Syllabus: This module focuses on the human resource management functions and general concepts and principles essential for line management in the management of human resources. The following aspects of human resource management are discussed: introduction to human resource management, strategic human resource planning, job analysis, recruitment, selection, socialisation and orientation, training and development, performance evaluation, job evaluation, compensation and employee benefits, career management, absenteeism, labour turnover, labour legislation and change management.

Pavement Technology

1 Syllabus

MODULES: NQF LEVEL 8

PVT401C  Pavement Technology IV
(Examination: 1 x 4 hour paper)
Prerequisite: As part of the BTech: Engineering: Civil (Transportation): SRC211Q, TPE381V, DCM371Y, GTE331Q
Co-requisite: PVT49P
Syllabus: Pavement design, pavement construction, pavement evaluation and rehabilitation, pavement management, project.

Personal Selling

1 Syllabus

MODULES: NQF LEVEL 5

MNB1501 (PSS161Z)  Personal Selling I
(Examination: 1 x 2 hour paper)
Syllabus: This subject deals with the role of sales in the marketing mix, the task of the salesperson, the purchasing process, methods to increase professionalism in sales, particular problems in the selling of consumer and industrial goods and services, sales office administration and negotiation skills.

Personnel Management

1 Syllabus

MODULES: NQF LEVEL 5

PMA111W  Personnel Management I
(Examination: 1 x 2 hour paper)
Syllabus: Section A: Individual behaviour - individual differences, nature of human abilities, perception, learning, memory, personality, frustration and conflict, stress, alcoholism, drug dependency.
Section B: Social processes - attitudes, role theory, conformity, group dynamics, cohesiveness, social perception.
Section C: Introduction to personnel management - historical development of personnel management, the role and nature of personnel management, an overview of the personnel management function.

PMA221S  Personnel Management II
(Examination: 1 x 2 hour paper)
Prerequisite: PMA111W

Physics

1 Syllabus

MODULES: NQF LEVEL 5

FIC181C  Physics I
(Examination: 1 x 2 hour paper)
Prerequisite: Entry requirement into the College of Science, Engineering and Technology
Co-requisite: FIC1PRA
Syllabus: One dimension linear motion, two-dimensional linear motion; Uniform circular motion; Rotational kinematics; Newton’s laws in motion; Work and energy; Impulse and momentum; Elasticity; Hydrostatics; Buoyancy; Dynamic fluids; Heat; Electric forces and the electric fields; Direct current circuits; Laws of reflections and mirrors, Lenses, Refraction of light, The ideal gas law. The laws of thermodynamics. Waves. Introduction to nuclear physics.

FIC1PRA  Physics I (Practical) (year module)
Co-requisite: FIC181C
Syllabus: This is the practical work of module FIC181C. It has to be taken simultaneously with FIC181C or after FIC181C has been passed. Students must attend a compulsory laboratory session of between 1-3 days at a University in South Africa. Information will be announced in the tutorial letter at a later point in time.
Syllabus:
A person accredited with this module will be able to:
- Understand policies for policing
- Understand the policy for service delivery
- Understand Community Policing

POL1501 Crime prevention principles for policing I (Module 1) (S1 and S2) (Examination: 1 x 2 hour paper)
Syllabus: This module will be useful to students in the field of corporate, private and public service law enforcement agencies who apply the theory and principles of crime prevention in the context of law enforcement.

A person accredited with this module will be able to:
- Understand crime prevention
- Understand property in relation to crime prevention
- Understand the use of government vehicles in relation to crime prevention

POL1502 Crime prevention principles for policing I (Module 2) (S1 and S2) (Examination: 1 x 2 hour paper)
It is also strongly recommended that students complete POL1501 successfully before registering for POL1502.
Syllabus: This module will be useful to students in the field of corporate, private and public service law enforcement agencies who apply the theory and principles of crime prevention in the context of law enforcement.

A person accredited with this module will be able to:
- Understand crime prevention
- Assess and identify the institutional and individual factors that contribute towards professional conduct.

POL2601 Crime prevention principles for policing IIA (Module 1) (Examination: 1 x 2 hour paper) (S1 and S2)
Prerequisite: PLC101P or (POL1501 and POL1502).
Syllabus: This module will be useful to students in the field of corporate, private and public service law enforcement agencies who can discern crime prevention policies and initiatives; determine the significance of community crime prevention and explain the concept of victim empowerment in crime prevention – in the South African policing context.

POL2602 Crime prevention principles for policing IIB (Module 2) (Examination: 1 x 2 hour paper) (S1 and S2)
Prerequisite: PLC101P or (POL1501 and POL1502).
Syllabus: This module will be useful to students in the field of corporate, private and public service law enforcement agencies who apply crime prevention theory and principles, specifically conflict resolution in the South African policing context.

PRF2601 Introduction to professionalism for Policing IA (Examination: 1 x 2 hour paper) (S1 and S2)
Advice: This module must be studied before or together with Professionalism PRF2602.
Purpose: This module will be useful to students in the field of corporate, private and public service law enforcement agencies who need to develop competencies to conduct themselves in their work environment in a professional and ethical manner within the ambit of the South African Constitution, and within the scope of the United Nations Global Compact.

A person accredited with this module will be able to:
- Develop an understanding of what constitutes ethical conduct
- Assess situations and contexts and identify possible ethical dilemmas

PRF2602 Professionalism for policing (S1 and S2) (Examination: 1 x 2 hour paper)
Prerequisite: PRF2601.
Purpose: This module will be useful to students in the field of corporate, private and public service law enforcement agencies who need to develop advanced competencies to conduct themselves in their work environment in a professional and ethical manner within the ambit of the South African Constitution.

POL3701 Crime prevention principles for policing IIIA (S1 and S2) (Examination: 1 x 2 hour paper)
Prerequisite: PLC201P or (POL2601 and POL2602).
Syllabus: Students who complete this module can apply problem-solving models in crime prevention contexts; illustrate the significance of information in crime prevention; and explain networks and stakeholder engagement in crime prevention.

POL3702 Crime prevention principles for policing IIIB (S1 and S2) (Examination: 1 x 2 hour paper)
Prerequisite: PLC201P or (POL2601 and POL2602).
Syllabus: Students who complete this module can identify the role of media in crime prevention; illustrate the significance of media liaison in crime prevention; conduct an evaluation of a station for human, physical and human resources functionality in the quest of crime prevention. And lastly, can use innovative entrepreneurial approaches to crime prevention.

CRI3701 Crime information systems for policing (S1 and S2) (Examination: 1 x 2 hour paper)
Prerequisite: CRI2601.
Syllabus: The purpose of this module is to demonstrate the importance of crime information systems that are used to fight crime. Students who are in a supervising position, when they complete this module are expected to manage data and information, interpret information, analyse information, safeguard information, conduct threat analysis, develop policing strategies, plan and implement operations by using crime information management systems in the South African policing environment.

PRF3701 Professionalism for policing (S1 and S2) (Examination: 1 x 2 hour paper)
Prerequisite: PRF2601 and PRF2602.
Syllabus: Students who complete this module will contribute to the transformation of society in that they will be able to recognise unethical behaviour and act in an ethical way themselves. This module will be useful to students in the field of policing in the public service law enforcement agencies who need to conduct themselves in a professional and ethical manner in their work environment within the ambit of the South African Constitution.

PRF3702 Professionalism for policing (S1 and S2) (Examination: 1 x 2 hour paper)
Prerequisite: PRF2601 and PRF2602.
Syllabus: Students who complete this module successfully will contribute to the transformation of society in that they will be able to analyse unethical behaviour, make suggestions on how ethical behaviour can be promoted in law enforcement environments and act in an ethical way themselves. This module will be useful to students in the field of policing in the public service law enforcement agencies who need to develop advanced competencies to conduct themselves in their work environment in a professional and ethical manner within the ambit of the South African Constitution.
Power Electronics

1 Syllabus

MODULES: NQF LEVEL 7

PCE361U Power Electronics III (Examination: 1 x 3 hour paper)
Prerequisite: ELE281X, ELE2PRA, EMM261R, EMM2PRA
Co-requisite: PCE3PRA
Syllabus: AC-drives; rectifying circuits and converter operation; problems related to rectifiers, converters, inverters, and ac motor drives; direct current drives: UPS, harmonics.

MODULES: NQF LEVEL 8

PCE401E Power Electronics IV (Examination: 1 x 3 hour paper)
Prerequisite: PCE361U, PCE3PRA
Co-requisite: PCE4PRA
Syllabus: Review of semiconductor devices, converters, applications; DC-motors; AC-motor control.

Power Systems

1 Syllabus

MODULES: NQF LEVEL 8

PSY401E Power Systems IV (Examination: 1 x 3 hour paper)
Co-requisite: PSY4PRA
Syllabus: Basic principles in power systems; symmetrical components; power transformers; transmission line parameters; steady state operation of transmission lines, power flow; power system controls; transient stability.

Principles of Management Economics

1 Syllabus

MODULES: NQF LEVEL 7

BEK342S Principles of Management Economics III (Examination: 1 x 2 hour paper) (offered for the last time in 2011)
Syllabus: Introduction to microeconomics, the market, elasticity, market forms, a practical macro-economic framework and economic policy.

Project

MODULES: NQF LEVEL 8

PRJ4M1I Project IV: Practical Project (Examination: The final exam consists of the demonstration of the final product and the evaluation thereof).
Syllabus: An advanced system is to be designed and implemented.

PRJ4M2I Project IV: Research Script (Examination: No examination: submission of research script).
Prerequisite: National Diploma in Information Technology and RME101Q
Syllabus: The research script and the practical project need not be related in any way, although it is allowed. The research script comprises the collection, analysis, organisation, critical evaluation and presentation of information in the form of a research script, using an appropriate research methodology.

Process Control

1 Syllabus

MODULES: NQF LEVEL 7

PCT381H Process Control III (Examination: 1 x 3 hour paper)
Prerequisite: MAT1581
Syllabus: Process and instrumentation diagrams II; Instrumentation: Level, pressure and temperature measurement; Control valves; Control: Define process control technology; Open and closed loop control; P, PI, PD and PID control; Feedforward and feedback control; Typical control systems: Cascade control; Ratio control; Selective control; Split-range control; Reactor control; Boiler control; Control systems documentation; Process safety mechanisms: Alarms, safety trips and interlocks; Hazard analyses and operability studies.

MODULES: NQF LEVEL 8

PCT401C Process Control IV (Chemical) (Examination: 1 x 3 hour paper)
Prerequisite: PCT381H, (MAT301W or MAT3700)
Syllabus: Examples of mathematical models of chemical engineering systems; analogue simulation; digital simulation; time-domain dynamics; laplace-domain dynamics; time-domain synthesis; laplace-domain synthesis.

Process Instrumentation

1 Syllabus

MODULES: NQF LEVEL 5

PRS131P Process Instrumentation I (Theory) (Examination: 1 x 3 hour paper) (S1 and S2)
Co-requisite: PRS1PRA
Syllabus: Instrumentation fundamentals; radiation detectors; pressure and pressure measurement; level and level measurement; temperature and temperature measurement; strain gauges.

PRS1PRA Process Instrumentation I (Practical) (Examination: 1 x 3 hour paper) (year module)

MODULES: NQF LEVEL 6

PRS241S Process Instrumentation II (Theory) (Examination: 1 x 3 hour paper) (S1 and S2)
Prerequisite: PRS131P, PRS1PRA
Co-requisite: PRS2PRA
Production Engineering: Industrial

1 Syllabus

MODULES: NQF LEVEL 5

PEI191IV  Production Engineering: Industrial I (Examination: 1 x 3 hour paper)
Syllabus: Operating strategies for competitive advantage; managing quality; forecasting; process planning and design; trade-off analysis; automated processes; facility location; layout strategy; aggregate planning; master production schedules; inventory systems; material requirements planning; lot-sizing for MRP and CRP; enterprise materials planning

MODULES: NQF LEVEL 6

PEI281S  Production Engineering: Industrial II (Examination: 1 x 3 hour paper) (year module)
Prerequisite: PEI191IV
Syllabus: Capacity management; forecasting; linear programming; transportation algorithms; assignment problems; scheduling product focused; planning and scheduling of manufacturing and services; JIT manufacturing; activity scheduling; MRP I and MRP II; project planning and control; scheduling batch processing; design and scheduling flow; processing systems; material and purchasing.

Production Technology

1 Syllabus

MODULES: NQF LEVEL 8

PRT401I  Production Technology IV (Examination: 1 x 3 hour paper)
Prerequisite: ND Engineering: Industrial

NB
Compulsory study unit for the B Tech: Engineering: Industrial

Professional Skills Development

1 Transitional Arrangements

- Students who passed modules under the 'previous code' may not register for the corresponding module.
- The subject Professional Skills Development (Module codes PSK1M1R and PSK1M2R) has been terminated as from 2008.
- Students who have not registered for or passed the optional subject required at first year must register for Introduction to Fundamental Penalogy (PEN1501 (PEN1014)) and Correctional Skills (PEN1503 (PEN1048)).
- Students who have passed only one of the two modules of the subject Professional Skills Development, must register for and pass the outstanding module under the column 'corresponding module'.

Previous code
PSK1M1R, PEN1014
PSK1M2R, PEN1048

Corresponding module
PEN1501
PEN1503
1 Syllabus

Department of Business Management

MODULES: NQF LEVEL 8

RME101Q  Research methodology (Examination: 1 x 2 hour paper)

Syllabus: The curriculum for this subject is aimed at equipping the student with the fundamental knowledge and competencies to approach the solution to any work-related problems in a scientifically justifiable way. Students are trained to be conversant with the underlying nature and meaning of scientific research and how such fundamental principles can be operationalised to address relevant social issues in an applied and objective manner. Core content of this instructional offering: The aims of research, the research topic, title and research problem, literature review, research design; population and sampling types, types of quantitative research designs, validity of conclusions, data-collecting methods and measuring instruments in quantitative research, qualitative research designs, data analysis and interpretation of results, report writing and the research proposal.

PRT4M2Q  Project IV: Project (Examination: No examination – practical project)
Prerequisite: RME101Q

PCE401C  Project: Chemical Engineering IV (Examination: Project and oral)
Prerequisite: ND Engineering: Chemical
Syllabus:
1. Finding a suitable research problem
2. Literature research: find a suitable research problem
3. Decide on methodology
4. Collect relevant data or run appropriate experiments
5. Analyse or diagnose data
6. Obtain results
7. Write a progress report
8. Write a final report
9. Give an oral presentation

PPE171Y  Property Economics and Finance I (Examination: 1 x 2 hour paper)
Prerequisite: Mathematics is a recommended subject
Syllabus: Introduction, basic principles of property economics, financial mathematics, use of the financial pocket calculator and time value of money.

PPE281Z  Property Economics and Finance II (Examination: 1 x 2 hour paper)
Prerequisite: PEF171Y
Building maintenance, life-cycle costs, energy and water saving, safety and
tax.

**Syllabus:** Basic principles of economics, principles of economics with special
reference to property economics, further principles of property economics, urban markets.

**MODULES: NQF LEVEL 7**

**PEF361V Property Economics and Finance III (Examination: 1 x 2 hour paper)**
Co-requisite: PEF281Z
Prerequisite: PEF361V, RME101Q
Syllabus: Urban finances, principles of property finance, sources and forms of
property finance, cost of capital and budget techniques, principles of
property investment and tax.

**MODULES: NQF LEVEL 8**

**PEF4M1Z Property Economics and Finance IV (Theory) (Examination: 1 x 2 hour paper)**
Prerequisite: PEF361V, RME101Q
Syllabus: Risk analysis, investment portfolio planning, economic viability
studies, financial viability studies and a dissertation.

**PEF4M2Z Property Economics and Finance IV (Practical) (Examination: No examination – practical research project must be handed in on the 1st day of the examination)**
Prerequisite: PEF361V, RME101Q
Syllabus: Draw up a research proposal and successfully complete a research project.

**Property Valuation**

**1 Syllabus**

**MODULES: NQF LEVEL 5**

**PVA141X Property Valuation I (Examination: 1 x 2 hour paper)**
Prerequisite: PVA371W, RME101Q
Syllabus: The valuer, value, standard of valuations, the Surveyor-General, the
Registrar of deeds, local authorities, land use plans, town-planning schemes,
calculation of areas, the valuer’s records, factors influencing supply and
demand in the property market, different types of fixed property, factors
influencing the value of different types of properties, appreciation and
depreciation, different approaches to valuation, value of improvements,
valuation of a single residential property, the valuation report and practical
valuation of a single residential property.

**MODULES: NQF LEVEL 6**

**PVA201U Property Valuation II (Examination: 1 x 2 hour paper)**
Prerequisite: PVA141X, PEF171Y
Syllabus: General principles relating to map interpretation, mass valuations,
potential and its influence on value, highest and best use of a property,
influence of the wrong development on the market value of a property,
influence of leases on value, rentals, the valuation of income-producing
properties, the valuation report, valuation for insurance purposes and
practical valuation of an income-producing property.

**MODULES: NQF LEVEL 7**

**PVA371W Property Valuation III (Examination: 1 x 2 hour paper)**
Co-requisite: PVA201U
Syllabus: Expropriation, servitudes, influence of rezoning on value, discounted
cash-flow studies, residual valuations, feasibility studies, valuation of farm
land: Part I, the establishment and valuation of townships, valuation of special
properties, the valuation report and practical valuation of an undeveloped
property (residual method).

**MODULES: NQF LEVEL 8**

**PVA4M1Q Property Valuation IV (Theory) (Examination: 1 x 2 hour paper)**
Prerequisite: PVA371W, RME101Q
Syllabus: Valuation of farm land: Part II, probability theory, advanced
feasibility studies and development appraisal, accounts method of valuation,
valuation of usually non-negotiable properties, valuation of large shopping
centres, valuation of air space, valuation of mining rights, valuation of
properties subject to particular legislation, valuation of special properties
and a dissertation on one of the above subjects.

**PVA4M2Q Property Valuation IV (Practical) (Examination: No examination – practical research project must be handed in on the 1st day of the examination)**
Prerequisite: PVA371W, RME101Q
Syllabus: Draw up a research proposal and successfully complete a research project.

**Property Practice**

**1 Syllabus**

**MODULES: NQF LEVEL 5**

**PPR161S Property Practice I (Examination: 1 x 2 hour paper)**
Prerequisite: PPR161S
Syllabus: Professional consultants, organizations in the property industry,
building maintenance, life-cycle costs, energy and water saving, safety and
security, insurance, personnel management, parking.

**MODULES: NQF LEVEL 6**

**PPR241X Property Practice I (Examination: 1 x 2 hour paper)**
Prerequisite: PPR161S
Syllabus: Property valuation and management principles.

**MODULES: NQF LEVEL 7**

**PPR391B Property Practice III (Examination: 1 x 2 hour paper)**
Co-requisite: PPR241X
Syllabus: Legal aspects of security, insurance, rental levels, tenancy and
tenants, leases, financial management, marketing of management services
and management principles.

**MODULES: NQF LEVEL 8**

**PPR451H Property Practice IV (Examination: 1 x 2 hour paper)**
Prerequisite: PPR391B
Syllabus: Township development, residential, commercial and industrial
property development.
Protection Technology

1 Syllabus

MODULES: NQF LEVEL 8

PRT401E Protection Technology IV (Examination: 1 x 3 hour paper)
Prerequisite: ELM381Z, ELM3PRA
Co-requisite: PRT4PRA
Syllabus: Impedance model and network calculations; symmetrical faults; symmetrical components and sequence networks; unsymmetrical faults.

Public Relations

1 Syllabus

MODULES: NQF LEVEL 5

PRO131V Public relations I (Examination: 1 x 2 hour paper)
Syllabus: The nature of Public Relations; historical origins; ethics; role of PR in the organisation; the public relations practitioner; public relations resources and their applications; introduction to the public relations process; practical work/assignments/case studies.

QUALITATIVE TECHNIQUES

1 Syllabus

MODULES: NQF LEVEL 5

QUT151Z Qualitative Techniques I (Examination: 1 x 3 hour paper) (S1 and S2)
Syllabus: Introduction; Total Quality Management principles and practices; fundamentals of statistics; control charts for variables and attributes; acceptance sampling systems; reliability

Quality Assurance

1 Syllabus

MODULES: NQF LEVEL 6

QAS221U Quality Assurance II (Examination: 1 x 3 hour paper) (year module)
Prerequisite: QUT151Z
Syllabus: Definitions and concepts; assessment of quality status; quality improvement and cost reduction; operational quality planning and sales income; control of quality; strategic quality management; developing a quality culture; understanding customer needs; designing for quality; quality in the manufacturing sector

MODULES: NQF LEVEL 8

QAS401I Quality Assurance IV (Examination: 1 x 3 hour paper)
Prerequisite: ND Engineering: Industrial
Quality Management

1 Syllabus

MODULES: NQF LEVEL 7

TQM101T Quality Management I (Examination: 1 x 2 hour paper)
Syllabus: Apply quality management principles in the working environment.

PAPER: NQF LEVEL 9

QMNS01B Quality Management (Examination: 1 x 3 hour paper)
Syllabus: Quality management and quality concepts, quality strategies, value based management and quality, building quality into organisations.

Quality Management Systems

1 Syllabus

MODULES: NQF LEVEL 7

QMS301Q Quality Management Systems III (Examination: 1 x 2 hour paper)
Syllabus: Basis of organisational management, basis of quality management and quality concepts, ISO 9000: 2000 systems, introduction to internal auditing, ISO 14000, 17025 – others as applicable.

Quality Planning and Implementation

1 Syllabus

MODULES: NQF LEVEL 8

QPI401Q Quality Planning and Implementation IV (Examination: 1 x 3 hour paper)
Syllabus: Quality gurus, awards, excellence models, service quality, change management, CPA and GAP analysis, review integrated management systems, ISO 9001, 14001, 18001 and risk management.

Quality Techniques

1 Syllabus

MODULES: NQF LEVEL 8

QLT401Q Quality Techniques IV (Examination: 1 x 3 hour paper)
Syllabus: Advanced SPC, design of experiments, taguchi, anova and software.

Radio Engineering

1 Syllabus

MODULES: NQF LEVEL 7

RAE341X Radio Engineering III (Examination: 1 x 3 hour paper)
Prerequisite: ECM291Z, ECM2PRA

Co-requisite: RAE3PRA
Syllabus: Tuned small-signal amplifiers, mixers and active filters, oscillators; receivers; amplitude modulation; single side-band modulation; angle modulation; digital communications; transmission lines and cables; radio wave propagation; antennae.

MODULES: NQF LEVEL 8

RAE401E Radio Engineering IV (Examination: 1 x 3 hour paper)
Prerequisite: RAE341X, RAE3PRA
Co-requisite: RAE4PRA
Syllabus: Spectral analysis; phase locked loops; noise; antennae; cellular radio; meteor burst communications; spread spectrum techniques.

Reactor Technology

1 Syllabus

MODULES: NQF LEVEL 8

RTE401C Reactor Technology IV (Examination: 1 x 3 hour paper)
Prerequisite: ND Engineering: Chemical
Syllabus:
Mole balances:
Definition of rate of reaction
General mole balance equation
Batch reactors, continuous-flow, continuous-stirred tank reactor, tubular reactor, industrial reactors.
Conversion and reactor sizing
Definition of conversion
Design equations
Batch and flow systems
Applications of the design equations
Reactors in series
Rate laws and stoichiometry:
Basic definitions: reaction rate constant, reaction order
Elementary reactions and molecularly, reversible reactions, non-elementary reactions
Present status of our approach to reactor sizing and design, stoichiometric table, batch systems, constant-volume reaction systems, flow systems, volume change with reaction, reactions with phase change
Collection and analysis of rate data:
Batch reactor data: Differential method of rate analysis, internal method, least-squares analysis
Experimental design: Finding the rate law, experimental planning
Isothermal reactor design:
Design structure for isothermal reactor: Batch operation, design of CSTRs, tubular reactors
Pressure drop in reactors: pressure drop and the rate law, flow through a packed bed, pressure drop in pipes
Reversible reactions
Multiple reactions:
Conditions for maximizing the desired product in parallel reactions
Maximizing the desired product in series reactions
Nonisothermal:
Nonisothermal continuous reactors at steady state
Equilibrium conversions
Multiple steady states
Catalysis and catalytic reactors:
Catalysts: Definitions, catalyst properties
Steps in a catalytic reaction, synthesizing rate law, mechanism, rate-limiting step
Design of reactors for gas-solids reactions
Heterogeneous data analysis for reactor design
Distributions of residence times for chemical reactors
Refrigeration and Air Conditioning

1 Syllabus

MODULES: NQF LEVEL 8

RAC401M Refrigeration and Air Conditioning IV
(Examination: 1 x 3 hour paper)
Prerequisite: THD321B, THD3PRB
Syllabus: Thermal principles and applications of air-conditioning and refrigeration; psychrometry and wetted-surface heat transfer; heating and cooling load calculations; cooling and dehumidifying coils; vapour compression cycles and systems analysis; multipressure systems; absorption refrigeration; heat pumps; solar energy; cooling towers and evaporative condensers; acoustics and noise control.

Reinforced Concrete and Masonry Design

1 Syllabus

MODULES: NQF LEVEL 7

RCD301C Reinforced Concrete and Masonry Design III
(Examination: 1 x 3 hour paper)
Prerequisite: TST271Z, TST2PRA, SAN271Z
Co-requisite: RCD3PJT
Syllabus: Reinforced concrete; unreinforced masonry; computer applications.

Reinforced Concrete Design

1 Syllabus

MODULES: NQF LEVEL 8

RCD401C Reinforced Concrete Design IV
(Examination: 1 x 4 hour paper)
Prerequisite: As part of the BTech: Engineering: Civil (Structural): SRC211Q, RCD301C, SAN341H, SSD301C, GTE331Q
Co-requisite: RCD4PJT, CNT401C, CNT4PJT, CNT4PRA
Syllabus: Design of reinforced concrete structures, computer applications.

Research and Information Management

1 Syllabus

MODULES: NQF LEVEL 8

REI401P Research and Information Management IV
(Examination: 1 x 3 hour paper)
Syllabus: Conduct institutional research to evaluate policy alternatives. Communicate management information to managerial and legislative levels to ensure accountability. Environmental scanning, Scenario building.

Research Methodology

1 Syllabus

MODULES: NQF LEVEL 8

RME101Q Research methodology
(Examination: 1 x 2 hour paper)
Syllabus: The curriculum for this subject is aimed at equipping the student with the fundamental knowledge and competencies to approach the solution to any work-related problems in a scientifically justifiable way. Students are trained to be conversant with the underlying nature and meaning of scientific research and how such fundamental principles can be operationalised to address relevant social issues in an applied and objective manner. Core content of this instructional offering: The aims of research, the research topic, title and research problem, literature review, research design: population and sampling types, types of quantitative research designs, validity of conclusions, data-collecting methods and measuring instruments in quantitative research, qualitative research designs, data analysis and interpretation of results, report writing and the research proposal.

PAPER: NQF LEVEL 9

RME501H Research Methodology V
(Examination: 1 x 2 hour paper)
Syllabus: The curriculum of this subject is aimed at achieving as an outcome the completed compilation of a research proposal that will be of an acceptable quality to be submitted for consideration of approval.

Research Methodology (Child and Youth Care/Youth Work)

1 Syllabus

MODULES: NQF LEVEL 8

RMY101Q Research Methodology (Child and Youth Care/Youth Work) (Examination: 1 x 2 hour paper)
Syllabus: The aims of research, the research topic, title and research problem, literature review, research design: population and sampling types, quantitative and qualitative research methodology, validity of conclusions, data-collecting methods and measuring instruments in quantitative research, qualitative research designs, data analysis and interpretation of results, report writing and the research proposal.

REM4DIS Mini-dissertation (Examination: Mini-dissertation)
(offered for the last time in 2010)
Prerequisite: RMY101Q
Syllabus: students have to do a research project and write a mini-dissertation.
### Reticulation Design and Management

**1 Syllabus**

**MODULES: NQF LEVEL 8**

<table>
<thead>
<tr>
<th>RDM401C</th>
<th>Reticulation Design and Management IV (Examination: 1 x 3 hour paper)</th>
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<tbody>
<tr>
<td><strong>Prerequisite:</strong></td>
<td>SRC211G, DCM371Y, WEN361F, TPE381V</td>
</tr>
<tr>
<td><strong>Co-requisite:</strong></td>
<td>RDM4PJT, HDL401C, HDL4PJT</td>
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<tr>
<td><strong>Syllabus:</strong></td>
<td>This subject covers water, waste water, and stormwater reticulation systems. Hydraulic principles, design parameters, ancillary works, pumping installations, system operation, water management, waste management, environmental aspects, design project(s).</td>
</tr>
</tbody>
</table>

### Safety Principles and Practice

**1 Syllabus**

**MODULES: NQF LEVEL 5**

<table>
<thead>
<tr>
<th>SPP101S</th>
<th>Safety Principles and Practice I (Examination: 1 x 2 hour paper)</th>
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<tbody>
<tr>
<td><strong>Prerequisite:</strong></td>
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<tr>
<td><strong>Syllabus:</strong></td>
<td>Historical synopsis, safety as a science and an art, the philosophy of safety, hazard identification, incident investigations, reporting of incidents, safety reporting, basic safety training, safety propagation.</td>
</tr>
</tbody>
</table>

**MODULES: NQF LEVEL 6**

<table>
<thead>
<tr>
<th>SPP201S</th>
<th>Safety Principles and Practice II (Examination: 1 x 2 hour paper)</th>
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<tbody>
<tr>
<td><strong>Prerequisite:</strong></td>
<td>SPP101S</td>
</tr>
<tr>
<td><strong>Syllabus:</strong></td>
<td>Compiling basic safety system standards and criteria, safety processes basic risk analysis, basic management reporting, basic programme development and coordination, practical training skills.</td>
</tr>
</tbody>
</table>

### Risk Management

**1 Syllabus**

**MODULES: NQF LEVEL 5**

<table>
<thead>
<tr>
<th>RMN111Z</th>
<th>Risk Management I (Examination: 1 x 2 hour paper)</th>
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<tbody>
<tr>
<td><strong>Prerequisite:</strong></td>
<td></td>
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<tr>
<td><strong>Syllabus:</strong></td>
<td>Principles of risk management, the risk management function, risk identification methods, property loss exposures, net income loss exposures, legal liability loss exposures, personnel loss exposures, fundamentals of probability analysis, risk control techniques, risk financing techniques, capital budgeting framework.</td>
</tr>
</tbody>
</table>

**MODULES: NQF LEVEL 6**

<table>
<thead>
<tr>
<th>RSM271Z</th>
<th>Risk Management II (Examination: 1 x 2 hour paper)</th>
</tr>
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<tbody>
<tr>
<td><strong>Prerequisite:</strong></td>
<td>RMN111Z</td>
</tr>
<tr>
<td><strong>Syllabus:</strong></td>
<td>Concept of risk, development of risk management, risk management in an organisation, insurance and the theory of the firm, decision theory and risk management, liability risks and crisis, application of risk management principles to specific problems.</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>RMB201B</th>
<th>Risk Management II (Banking) (Examination: 1 x 2 hour paper)</th>
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<tbody>
<tr>
<td><strong>Syllabus:</strong></td>
<td>The concept of risk, risk management, introduction to portfolio theory, capital market theory, capital structure, weighted average cost of capital asset valuation, risk in capital budgeting, risk-reducing techniques, risk-reducing instruments, change management.</td>
</tr>
</tbody>
</table>

### Sales Management

**1 Syllabus**

**MODULES: NQF LEVEL 7**

<table>
<thead>
<tr>
<th>SMN372U</th>
<th>Sales Management III (Examination: 1 x 2 hour paper)</th>
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<tbody>
<tr>
<td><strong>Prerequisite:</strong></td>
<td>MNB1501 or PSS161Z</td>
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<tr>
<td><strong>Syllabus:</strong></td>
<td>An overview of the personal selling function, sales planning and organization, sales staff, guidance and control of sales staff and evaluation of sales staff.</td>
</tr>
</tbody>
</table>

### Satellite Communications

**1 Syllabus**

**MODULES: NQF LEVEL 8**

<table>
<thead>
<tr>
<th>SCM401E</th>
<th>Satellite Communications IV (Examination: 1 x 3 hour paper)</th>
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<tbody>
<tr>
<td><strong>Prerequisite:</strong></td>
<td>RAE341X, RAE3PRA</td>
</tr>
<tr>
<td><strong>Co-requisite:</strong></td>
<td>SCM4PRA</td>
</tr>
<tr>
<td><strong>Syllabus:</strong></td>
<td>History of satellite communications, orbital aspects of satellite communications, spacecraft, satellite link design, modulation and multiplexing techniques for satellite links, multiple access; propagation of satellite-earth links, earth station technology; space environment; space law</td>
</tr>
</tbody>
</table>

### Safety Management

**1 Syllabus**

**MODULES: NQF LEVEL 7**

<table>
<thead>
<tr>
<th>SMN301S</th>
<th>Safety Management III (Examination: 1 x 2 hour paper)</th>
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<tr>
<td><strong>Prerequisite:</strong></td>
<td>SPP201S, SPPPRAC</td>
</tr>
<tr>
<td><strong>Syllabus:</strong></td>
<td>General management principles, safety programme management, safety infrastructure management, safety project management, advanced hazard identification techniques, advanced risk analysis techniques.</td>
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</tbody>
</table>

**MODULES: NQF LEVEL 8**

<table>
<thead>
<tr>
<th>SMN401S</th>
<th>Safety Management IV (Examination: 1 x 3 hour paper)</th>
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<tbody>
<tr>
<td><strong>Prerequisite:</strong></td>
<td>SMN301S</td>
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<tr>
<td><strong>Syllabus:</strong></td>
<td>Integrating of related disciplines into general business processes, influencing skills, consultation skills, completing a research project in safety.</td>
</tr>
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</table>

### Science: Mining

**1 Syllabus**

**MODULES: NQF LEVEL 5**

<table>
<thead>
<tr>
<th>SM1181Q</th>
<th>Science: Mining I (Examination: 1 x 2 hour paper) (S1 and S2)</th>
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<tbody>
<tr>
<td><strong>Prerequisite:</strong></td>
<td>Gr 12 Science (HG 40% or SG 50%) or N3 Science (50%) or SCIENTP</td>
</tr>
</tbody>
</table>
Security Management

1 Syllabus

MODULES: NQF LEVEL 5

SEP1501 (SEP111A) Security principles and practices I (Examination 1 x 2 hour paper) (S1 and S2)
Purpose: to provide students with an introduction (basic understanding) and general orientation of security within the corporate environment or organisations (commerce and industry), and also to provide insight into the principles and practices of security, concepts and theory of security. Furthermore the module will cover appropriate ethics that guide the security industry.

SEP1502 (SEP141D) Fire prevention and safety strategies (Examination 1 x 2 hour paper) (S1 and S2)
Purpose: Security officers are often designated as a company or organisation’s Safety & Fire Officer in addition to their security duties. One of the successes of security officials has been their contribution to preventing and controlling fires in the industrial, commercial and public sectors, in order to ensure profitability and levels of service within the organisations where they are employed. This module aims at educating the security official regarding his or her specific role in the prevention and control of fires (particularly after hours).

SEP1503 (SEP131C) Corporate investigation I (Examination 1 x 2 hour paper) (S1 and S2)
Purpose: to provide students with an introduction and general orientation regarding the investigative terminology, basic principles and concepts. Furthermore the students will learn how to conduct investigations at the scene of a crime as well as how to take down statements.

SEP1504 Security risk control measures I (Examination 1 x 2 hour paper) (S1 and S2)
Purpose: to provide students with an introduction and general orientation to security risk control measures (recommendations and solutions to security risks). An overview of the various categories of security risk control measures and concepts is provided in order to contextualize this module in relation to the protective security risk control function as a whole. The student will learn how to identify and implement effective security risk control measures that must be applied in order that vulnerable assets can be protected from identified security (crime) risks. Furthermore the student will learn how to make recommendations regarding these identified security measures.

SEP1505 (SEP151E) Security technology and information security I (Examination 1 x 2 hour paper) (S1 and S2)
Purpose and syllabus: Introduction to basic security technological techniques or devices (aids) such as alarms, surveillance-CCTV cameras, detectors, X-rays for access control, identification systems (biometrics), etc. The objective of this module is to equip security supervisors with knowledge and skills to be able to apply these techniques and interpret the information gathered or detected for various security objectives, to apply basic principles of security technology and theory and to evaluate man (person)-machine (technology) interface and integrate technological and security systems such as the utilisation of the security control room. In addition a new unit on information security (2009) aims for them to apply such knowledge and skills gained within an integrated security system; to be able to assess threats to security technology systems (equipment and information/data) and formulate and implement basic protective measures for information/data security, in order to ensure the continued effective management and efficient functioning of integrated security technological systems.

MODULES: NQF LEVEL 6

SEP2601 (SEP281H) Industrial security principles (Examination 1 x 2 hour paper) (S1 and S2)
Prerequisite: SEP1501
Purpose: to provide successful students with a theoretical framework dealing with an overview of the present security scenario in South Africa and the basic operational security (risk control) principles and measures that security supervisors (junior managers) must be able to apply in order for a security system to function appropriately in an industrial security environment.

A person accredited with this module will be able, by working through and applying their acquired knowledge and skills to relevant case-studies and scenarios where necessary, to:

- Appraise and assess the present industrial security scenario in the country
- Analyse, and appraise the basic operational risk control measures which organisations implement to counter the ever-increasing crime risks that confront them
- Apply approved operational procedures
- Indicate the basic preparations and procedures to be applied to counter threats and deal with possible emergencies as presented in scenarios.

SEP2602 (SEP281H) Industrial security in practice: Module 2 (Examination 1 x 2 hour paper) (S1 and S2)
Prerequisite: SEP1501
Purpose: to enable successful students to apply sound supervisory, managerial and technical knowledge, values and skills of the basic security functions at different security workplaces as found in the highly diversified industrial security environment in South Africa. In addition, students will be analysing and evaluating the application of these various basic security functions expected of a security supervisor (junior manager).

SEP2603 (SEP221B) Corporate investigation II (Examination 1 x 2 hour paper) (S1 and S2)
Prerequisite: SEP1503
Purpose: for students to be equipped with the knowledge and skills of supervising corporate investigations, whether as security supervisors (security managers) or someone working as a corporate investigator.

A person credited with this module will, by applying their acquired knowledge and skills to relevant case-studies and scenarios where necessary, be able to:

- Identify certain investigative terminology, basic principles and concepts relating to corporate investigations;
- Establish and manage an internal investigation unit;
- Make use of forensic techniques and methods in corporate investigation;
- Investigate a disciplinary matter within a given context.

SEP2604 Security risk control measures II (Examination 1 x 2 hour paper) (S1 and S2)
Prerequisite: SEP1504
Purpose: to provide students with solutions to security risks/problems at a more advanced level. Overviews of various relevant theoretical concepts and principles which must act as tools when it comes to practical application are provided. This module on Security Risk Control Measures II is contextualized at a higher level (than the 1st year module) in relation to the protective security risk management function as a whole. A person accredited with this module will, by applying their acquired knowledge and skills to relevant case-studies and scenarios where necessary, be able to:

- Identify, recommend and apply relevant and risk specific risk control measures (solutions to crime risks/problems) in order that the vulnerable assets of an organisation can be cost-effectively protected from identified security (crime) risks.

SEP2605 Security technology and information security II (Examination 1 x 2 hour paper) (S1 and S2)
Prerequisite: SEP1505
Purpose: This module is divided into two sections namely Section A: Security Technology and Section B: Information Security. The purpose of Section A is to enable students to apply sound supervisory, managerial and technical knowledge, values and skills of various security technological aids (and the supporting technology) with specific reference to the various industries/sectors in the security environment. The purpose of Section B is to enable students to process and evaluate skills and knowledge pertaining to data and information protection.

A person credited with this module will, by applying their acquired knowledge and skills to relevant case-studies and scenarios where necessary, be able to:

- Identify and implement security technology aids which are appropriate to the industry needs in terms of retail, mining, banking, transportation, protection services, and event and campus security.
- Supervise/manage integrated security system components such as the control room, IPS, computers, cell phones, CCTV and wireless technology.
- Analyze the benefits and needs pertaining to data protection.
- Explain and identify risks pertaining to information security in terms of cybercrime, fraud, illegal personal investigation, industrial espionage, terrorism, and computer viruses.
- Analyze the risk involved in information security and apply appropriate data and information protection methods in terms of physical protection and cyber forensics.
- Perform corrective measures regarding information security as well as security aids needed in the various sectors of the security industry.

**MODULES: NQF LEVEL 7**

**SEP3701** Security practice III: Module 1 (Examination 1 x 2 hour paper) (S1 and S2)
Prerequisite: SEP2601 and SEP2602
Syllabus: Crime related risk assessments, crime related risk identification, techniques of risk identification, measurement and analyses of crime related risks in an organisation, risk control, physical and organisational elimination of crime related risks, reduction of crime related risks, insurance and other forms of risk transfer.

**SEP3702** Security practice III: Module 2 (Examination 1 x 2 hour paper) (S1 and S2)
Prerequisite: SEP2601 and SEP2602
Purpose: The purpose of this module is to provide students with a theoretical and practical framework in compiling a project plan, related to the security industry, as well as the implementation thereof. Furthermore a student will be able to conduct a return on investment exercise as a management tool in order to obtain capital expenditure for large projects. The student will also be capable of compiling, drafting and presenting an effective security risk management report to his/her clients. Finally, this module will enable security managers to identify, implement, evaluate and maintain cost-effective security measures.

**SEP3703:** Corporate Investigation III (Examination 1 x 2 hour paper) (S1 and S2)
Prerequisite: SEP2603
Purpose: to equip students with the knowledge and skills to supervise corporate investigations, whether as a supervisor or a security manager or someone working as a corporate investigator. These abilities are crucial for students to successfully investigate crime and other irregularities within the discipline of Security Sciences.

**SEP3704:** Security risk control measures III(Examination 1 x 2 hour paper) (S1 and S2)
Prerequisite: SEP2604
Purpose: to provide students with the ability to identify and measure security risks with the aid of statistics at a more advanced level. Students must also be empowered to be able to identify and recommend cost-effective solutions to identified and measured security risks and security weaknesses at a more advanced level. Overviews of various relevant theoretical statistical and security risk management theories, principles and concepts, which must be applied, are conveyed to students. This module is contextualized at a higher level (than the 2nd year module) in relation to the protective security risk management function as a whole. Furthermore this module will enable students to identify, measure and present relevant and more advanced security specific risk control measures (solutions to crime risks or problems) in order that the vulnerable assets of an organisation can be effectively protected from identified security risks on a cost-effective basis.

**SEP3705:** Security technology & Information security (Examination 1 x 2 hour paper) (S1 and S2)
Prerequisite: SEP2605
Purpose: to enable students to apply sound supervisory, managerial and technical knowledge, values and skills of various security technological aids (and the supporting technology) with specific reference to the various industries/sectors in the security environment. In addition, to enable students to process and evaluate skills and knowledge pertaining to data and information protection.

**MODULES: NQF LEVEL 8**

**ACH401S** Advanced corporate investigation (Examination 1 x 3 hour paper)
Prerequisite: SEP1503, SEP2603
Purpose: to provide qualifying students with the competencies to lead and manage an investigation unit and to enhance the investigation skills of corporate investigators, so that they can effectively investigate criminal and disciplinary matters relevant to their organizational objectives. This module is intended for managers who are familiar with the corporate investigation environment.

**SRM401S** Security risk management (Examination 1 x 3 hour paper)
Prerequisite: SEP3701 and SEP3702
Purpose: to enable students to apply in practice the Security Risk Management model developed to empower students at managerial in the security environment dealing with the practical implementation of improved security risk control measures in an integrated security system.

**SHE Management**

**1 Syllabus**

**MODULES: NQF LEVEL 6**

**TMA201L** SHE Management II (Examination: 1 x 2 hour paper)
Syllabus: Interpret and apply legal and safety requirements in an explosives environment.

**MODULES: NQF LEVEL 7**

**TMA301P** SHE Management III (Examination: 1 x 2 hour paper)
Prerequisite: TMA201L
Syllabus: Apply Safe, Health and Environmental (SHE) management principles when providing leadership and managing staff.

**Social Environmental Studies: Civil**

**1 Syllabus**

**MODULES: NQF LEVEL 8**

**SNS4M1C** Social Environmental Studies: Civil IV (Examination: 1 x 3 hour paper)
Prerequisite: As part of the BTech: Engineering: Civil (Environmental Engineering): SRC211Q, DCM371Y, WEN361F, TPE381V
Syllabus: Social theory, environmental issues, environmental economics, environmental policy and law, development studies, environmental ethics.

**Software Engineering**

**MODULES: NQF LEVEL 8**

**SED401I** Software Engineering and Design IV (Examination: 1 x 3 hour paper)
Prerequisite: National Diploma in Information Technology or National Diploma in Engineering
Syllabus: to introduce students to advanced topics in the analysis of information systems. This includes topics related to the software process, software engineering practice and the application of web engineering.
### Soil Classification

#### Syllabus

**MODULES:** NQF LEVEL 6

**SCL211A** Soil Classification II (Examination: 1 x 2 hour paper)

Syllabus: Introduction to geology; methods and principles of soil surveys and soil mapping; fundamental concepts in soil classification; soil forming factors and processes; the South African soil classification system; land evaluation; land resource data and crop requirements; classification of irrigation land and irrigation water; factors and processes in irrigation and drainage; soil-water relationships; evapotranspiration; irrigation scheduling.

### Solid Waste Management

#### Syllabus

**MODULES:** NQF LEVEL 8

**SWM401C** Solid Waste Management IV (Examination: 1 x 3 hour paper)

*Prerequisite:* As part of the BTech: Engineering: Civil (Urban Engineering): SRC211Q, DCM371Y, WEN361F, TPE381V

*Co-requisite:* SWM4PJT

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

### Statistics

#### Syllabus

**MODULES:** NQF LEVEL 5

**STA1510** Basic Statistics (S1 and S2)

**STA1610** Introduction to statistics (from 2011)

*Prerequisite:* Rule G13, Calendar Part 1.

Purpose: to ensure that students are introduced to the most important basic statistical concepts. After completion students should have an informed understanding of different visual descriptions of data, including graphical and tabular techniques; measures of central location, dispersion and association. They should be able to use probability as a tool to create discrete and continuous probability distributions, used extensively in statistical inference; determine confidence intervals and perform hypothesis testing involving sample means and proportions; apply different forms of Chi-square testing; understand simple linear regression and correlation.

### Statistical Quality Techniques

#### Syllabus

**MODULES:** NQF LEVEL 7

**SQT301Q** Statistical Quality Techniques III (Examination: 1 x 2 hour paper)

Syllabus: Fundamentals of statistics, basics of SPC and sampling techniques.
Strategic Management

1 Syllabus

MODULES: NQF LEVEL 9

STRBESC  Strategic Management
(Examination: 1 x 3 hour paper)
Prerequisite: students can only take STRBESC (Strategic management) if they also had MNG301A (Business Management 3A) or equivalent final year BCom module from another accredited education institution.
Purpose: to introduce learners to strategic management and its development as a management approach. This Unit Standard provides insight into the building blocks of strategic management and the interrelatedness of these building blocks. It covers the formulation, implementation and control of strategic plans and also affords learners with the opportunity to evaluate and develop a strategic plan.

PAPER: NQF LEVEL 9

STM501B  Strategic Management
(Examination: 1 x 3 hour paper)
Syllabus: How strategic ideas take root in organizations, the strategic planning process and strategic lenses, external environmental analysis, internal environmental analysis, value chains and value based management, strategic choices, evaluation of strategic alternatives, the strategy-culture relationship, organisational change.

Stress Analysis

1 Syllabus

MODULES: NQF LEVEL 8

STA401M  Stress Analysis IV (Examination: 1 x 3 hour paper)
Prerequisite: SOM381B, SOM3PRA
Syllabus: Energy methods; finite element analysis; modelling techniques; use of commercially available finite element programmes; stress concentrations; stresses in rotary machines.

Structural Analysis

1 Syllabus

MODULES: NQF LEVEL 8

SAN271Z  Structural Analysis II (Examination: 1 x 3 hour paper)
Prerequisite: TST271Z, TST2PRA
Syllabus: Analysis of statically determinate structures; axially loaded compression members; combined stresses; computer applications (where applicable).

MODULES: NQF LEVEL 7

SAN341H  Structural Analysis III (Examination: 1 x 4 hour paper)
Prerequisite: SAN271Z
Syllabus: Analysis of statically indeterminate structures; computer applications (where applicable).

MODULES: NQF LEVEL 8

SAN401C  Structural Analysis IV (Examination: 1 x 3 hour paper)
Prerequisite: SAN341H
Syllabus: Advanced structural analysis methods, applicable computer applications.

Strength of Materials

1 Syllabus

MODULES: NQF LEVEL 6

SOM251R  Strength of Materials II (Theory) (Examination: 1 x 3 hour paper) (year module)
Prerequisite: MCA141Z
Co-requisite: SOM2PRA, MCA1PRA
Syllabus: Analysis of simple structures; simple stress and strain; shearing force (SF) and bending moment (BM); thin cylinders; torsion; helical springs; standard tests.

SOM2PRA  Strength of Materials II (Practical) (Examination: 1 x 3 hour paper) (year module)

MODULES: NQF LEVEL 7

SOM381A  Strength of Materials III (Examination: 1 x 3 hour paper) (year module)
Prerequisite: SOM251R, SOM2PRA
Co-requisite: SOM3PRA
Syllabus: Bending stress; shear stress; temperature stress; strain energy; fatigue and creep.

Structural Geology

1 Syllabus

MODULES: NQF LEVEL 6

STG381S  Structural Geology III (Examination: 1 x 3 hour paper) (year module)
Prerequisite: MGY291S
Syllabus: Geological maps; solving of structural problems; orthographic projection; location of displaced reef blocks.
Structural Masonry Design

1 Syllabus

MODULES: NQF LEVEL 8

SMD401C Structural Masonry Design IV
(Examination: 1 x 3 hour paper)
Prerequisite: As part of the BTech: Engineering: Civil (Structural): SRC211Q, RCD301C, SAN341H, SSD301C, GTE331Q
Co-requisite: SMD4PJT
Syllabus: Design of unreinforced and reinforced masonry structures, detailing.

Structural Steel Design

1 Syllabus

MODULES: NQF LEVEL 8

SSD401C Structural Steel Design IV
(Examination: 1 x 3 hour paper)
Prerequisite: As part of the BTech: Engineering: Civil (Structural): SRC211Q, RCD301C, SAN341H, SSD301C, GTE331Q
Co-requisite: SSD4PJT
Syllabus: Design of structural steel structures, computer applications.

Structural Steel and Timber Design

1 Syllabus

MODULES: NQF LEVEL 7

SSD301C Structural Steel and Timber Design III
(Examination: 1 x 4 hour paper)
Prerequisite: TST271Z, TST2PRA, SAN271Z
Co-requisite: SSD3PJT
Syllabus: Structural loading; timber design; structural steel design; computer applications (where applicable).

Study units for the Baccalaureus Technologiae: Animal Health

1 Syllabus

MODULES: NQF LEVEL 5

BSM1501 (BSM1M1P) Business Management I: Module 1
(Examination: 1 x 2 hour paper) (S1 and S2)
Syllabus: Entrepreneurship and the profile of the entrepreneur, small business management, business ideas and servicing a niche market, feasibility study, assessment of risk, business plan, establishment of a business, legal issues in the establishment of a small business.

BSM1M2P Business Management I: Module 2
Syllabus: Business functions in a small business, management functions in a small business, management functions and business functions in perspective and management techniques.

NB
The following study unit may be taken as a gap module for non-degree purposes as prescribed by the lecturer.

EAH121T Epidemiology: Animal Health I (Examination: 1 x 2 hour paper) (year module)
Syllabus: Introductory concepts of epidemiology; uses of epidemiology; epidemiological approach towards diseases; disease occurrence; disease transmission; introductory biostatistics; methodology of epidemiology; serological epidemiology; epidemiological investigations; data management
Study units for the Baccalaureus Technologiae: Horticulture

1 Syllabus

MODULES: NQF LEVEL 8

RMY101Q Research Methodology (Examination: research project only) (year module)
Syllabus: Purpose, nature and significance of research; measurements and evaluation: statistics and analysis; evaluation by means of an approved research project.

AND401D Animal diseases (Examination: 1 x 2 hour paper) (year module)
Purpose: to be equipped with the knowledge and skills to diagnose various diseases and disease conditions affecting domestic and nondomestic animals in southern Africa and to identify the occurrence, cause, transmission mechanisms, predisposing factors, symptoms, and diagnostic procedures relating to the relevant disease. They will also be able to suggest measures for the prevention and treatment of these diseases. These skills will enable them to contribute to the production of a sustainable food supply in the country.

EPD401J Epidemiology IV (Examination: 1 x 2 hour paper) (year module)
Purpose: to perform risk assessment and apply it to the management of a domestic animal population, and use epidemiological information as a tool in quality assurance systems.

VPH401L Veterinary public health IV (Examination: 1 x 2 hour paper) (year module)
Purpose: to be equipped with specific knowledge of the principles of hygiene with regard to the primary and secondary production of food of animal origin, and will be able to apply the principles of quality assurance systems in food production at different levels. The students will be able to apply their knowledge to effectively support farmers and other role players in the production of food of animal origin, thereby contributing to producing a sustainable food supply in South Africa.

NB These study units are offered ONLY in the first cycle.

2 Practical Contact Courses

BTN001P First Practical Contact Course
BTN002P Second Practical Contact Course
BTN003P Third Practical Contact Course
Study units for the National Diploma: Agricultural Management

1 Syllabus

All theoretical modules for this qualification are offered in both semester 1 and 2 (S1 and S2), except for practical and work-integrated learning modules which are offered as year modules.

MODULES: NQF LEVEL 5

AGE111A Agricultural Engineering I
(Examination: 1 x 2 hour paper)
Syllabus: Soil protection; irrigation; land utilization practices; tractors and implements; calibration of spraying equipment; surveying; animal housing; stock-watering troughs.

AGM111A Agricultural Management I
(Examination: 1 x 2 hour paper)
Syllabus: Management by objectives; co-operatives; organized agriculture; forms of land use; land prices and evaluation of assets; agricultural production systems.

ASC111A Agricultural Soil Science I
(Examination: 1 x 2 hour paper)
Syllabus: Soil chemistry; soil physics; soil biology; soil genesis, classification and mapping (introduction); plant nutrition; fertilization and fertilizer requirement.

ANP111A Animal Production I
(Examination: 1 x 2 hour paper)
Syllabus: Introduction; resource utilization; feeding.

EUC131T End-user computing
Syllabus: See End-user computing

OMN101N Operations Management
Syllabus: See Operations Management

PAS111A Pasture Science I
(Examination: 1 x 2 hour paper)
Syllabus: Plant communities; growth and production of the grass plant; grass land management; pasture establishment; selection of pastures; management systems.

PLA111A Personnel Management: Agriculture I
(Examination: 1 x 2 hour paper)
Syllabus: Personnel planning; personnel utilization; communication; labour relations.

PTP111A Plant Production I
(Examination: 1 x 2 hour paper)
Syllabus: Plant morphology; plant physiology; introduction to pest control.

MODULES: NQF LEVEL 6

AGM211A Agricultural Management II
(Examination: 1 x 2 hour paper)
Prerequisite: AGM111A
Syllabus: Management information and decision-making environment; decision making and planning under conditions of risk and uncertainty; agricultural marketing; processing.

ANP211A Animal Production II
(Examination: 1 x 2 hour paper)
Prerequisite: ANP111A
Syllabus: Breeding; herd management; management of risk; economic principles.

CIA211A Computer Applications: Agriculture II
(Examination: 1 x 2 hour paper)
Prerequisite: EUC131T, and (EUP1501 or CEM101A)
Syllabus: Advanced electronic spread sheets; linear programming; application of agricultural programmes.

NB Access to a computer; printer and the necessary software is essential (± 2 hours per week).

PTP211A Plant Production II
(Examination: 1 x 2 hour paper)
Prerequisite: PTP111A
Syllabus: Plant pathology; entomology; identification and control.

SCL211A Soil Classification II

MODULES: NQF LEVEL 7

ANP311A Animal Production III
(Examination: 1 x 2 hour paper)
Prerequisite: ANP211A
Syllabus: Milk production; meat production; fibre production; stud breeding.

PTP311A Plant Production III
(Examination: 1 x 2 hour paper)
Prerequisite: PTP211A
Syllabus: Horticulture; horticultural crops; grain crops.

2 Work-integrated learning

GPM201A Agricultural Production Management II
(Work-integrated learning: No formal examination. Complete prescribed projects)

AGT201A Agricultural Production Techniques II
(Work-integrated learning: No formal examination. Complete prescribed projects)

AGP301A Agricultural Practice III
(Work-integrated learning: No formal examination. Complete prescribed projects)

See par. 1.3 as well as the notes under the curriculum of this diploma in the College calendar.

NB Courseware comprises a single guide/logbook for all three study units.

3 Practical Contact Courses

NB Use the subject code next to the date and venue you would like to attend when you register for the practical contact course. See table in the College calendar.

See par 1.5 as well as the notes under the curriculum of this diploma in the College calendar.

PRA003 Beginner’s Practical
PRA004 Advanced Practical
Study units for the National Diploma: Animal Health

1 Syllabus

NB All modules for this qualification are offered as year modules, except for Management, Communication and Computer Modules in both semester 1 and 2 (S1 and S2).

MODULES: NQF LEVEL 5

PAH131S Anatomy And Physiology: Animal Health I (Examination: 1 x 2 hour paper) (year module)
Co-requisite: AHPRV2G Practical contact course
Syllabus: Conformation and body measurements of domestic animals; animal cells, cell types and tissues; cardio-vascular and lymphatic system; digestive system; urinary system; respiratory system; integumentary system; reproductive system; endocrine system; central nervous system; movement and skeletal system.

AND1016 Animal Diseases: Animal Health I (Examination: 1 x 2 hour paper) (year module)
Co-requisite: PAH131S
Syllabus: Introduction: Commercial and traditional farming, role of animal health technicians, acts, common terms; handling of domestic animals (livestock and companion animals); facilities, catching and handling, transport and bruising, examinations; short introductory overview about game; farming, transport and handling; disease prevention (principles, immunity and resistance, parasite control); animal first aid and correct use of medicine & equipment, including overview of basic equipment used (names, description including graphics, function and use); disease investigations; livestock production (cattle, sheep, goats, poultry, pigs, horses, game, ostriches, aquaculture).

EUC131T See End-user computing

EPD101T Epidemiology: Animal Health I (Examination: 1 x 2 hour paper) (year module)
Syllabus: Introduction to epidemiology: disease as a phenomenon; epidemiological surveillance: basic descriptive epidemiology; description according to agent-environment-animal model.

LDS141Q Laboratory Diagnostics I (Examination: 1 x 2 hour paper) (year module)
Co-requisite: PAH131S
Syllabus: Laboratory diagnostic procedures (smears, faecal samples, bacteriology, skin scrapings); laboratory methodology; chemical pathology and toxicology; serology; microscopy.

OCA101Q Occupational Communication: Animal Health I (Examination: 1 x 2 hour paper) (year module)
Syllabus: MODULE I: Introduction to communication concepts; culture and intercultural communication; verbal and non-verbal communication; communication models; interpersonal communication; small-group communication; organisational communication; reading and writing skills 1; effective speaking and listening skills; advanced correspondence 1; meetings and meeting procedures; report writing.

MODULE II: Mass communication; public relations and advertising; style, tone and register; non-verbal communication 1 & 2; Reading and writing skills 2; advanced correspondence 2; job interviews; effective speaking and listening skills 2; persuasion; handling conflict; negotiations; career skills; needs analysis and decision making.

Similar study unit: KVH71LY

PNH151U Pasture And Nutrition: Animal Health I (Examination: 1 x 2 hour paper) (year module)
Syllabus: Pasture management: ecological principles; veldtypes of Southern Africa; characteristics of veldtypes; feeding habits and selective feeding; dividing of veld into homogenous ecological units; principles of pasture management; principles of the resting of veld; invasive plants; planted pastures.

Nutrition: chemical composition of feeds; energy and protein standards of feeds; digestion of feeds; nutritional requirements of farm animals; classification and nutritional values of feeds; feeding of various groups of animals.

TLG1016 Legislation: Animal Health I (Examination: 1 x 2 hour paper) (year module)
Syllabus: General principles of legislation; interpretation of legislation; relevant aspects of the Criminal Procedure Act; reporting a crime; practical application of the law in courts; specific legislation: Animal Diseases, Pharmacology, Veterinary Public Health; special legislation for Namibia.

MODULES: NQF LEVEL 6

AEA271V Agricultural Economics: Animal Health I (Examination: 1 x 2 hour paper) (year module)

Prerequisite: AND1016
Syllabus: The food chain; agriculture in the national framework; price formation in agriculture; profitability; farming structure; farming income; international trade in agricultural products; technological progress; supply and demand curves.

AND201A Animal Diseases: Animal Health II (Examination: 1 x 2 hour paper) (year module)
Prerequisite: AND1016
Syllabus: Ruminants: Internal parasites of ruminants and their effective control, external parasites and their effective control; viral diseases; bacterial diseases; protozoal diseases; metabolic diseases, nutritional deficiencies and imbalances, diarrhoea and digestive disturbances; the stages of mastitis, detection and treatment; perinatal and neonatal conditions and disturbances; primary animal health programmes.

Companion animals: Internal and external parasites and their effective control; viral diseases; bacterial diseases; protozoal diseases; metabolic diseases, nutritional imbalances, diarrhoea and digestive disturbances; perinatal and neonatal conditions and disturbances; primary animal health programmes.

EPD201F Epidemiology: Animal Health II (Examination: 1 x 2 hour paper) (year module)
Prerequisite: EPD101T

Syllabus: Basic analytical epidemiology; field investigation of disease outbreaks or problem occurrence: screening and diagnostic methods; strategies for disease control, prevention and eradication.

PHT201J Pharmacology & Toxicology: Animal Health II (Examination: 1 x 2 hour paper) (year module)
Syllabus: Pharmacology: Introduction to pharmacology: definition of medication, absorption distribution and metabolism of drugs, routes of administering drugs (oral and parenteral), factors influencing the above mentioned, withdrawal period; medications used in animals, handling and storage of drugs; knowledge of: antibiotics, antibacterials, hormones, antihistamines, vitamins, counterirritants, emollients, vaccines, antisera, fungicides, insecticides, anthelmintics, disinfectants, immobilizations, anaesthetics, antitoxes and anitseptics.

Toxicology: Study of the effect and treatment of diseases caused by toxic products such as: arsenic, lead, urea, salt, strychnine, cyanide, mercury, chlorinated hydrocarbons, organophosphates, herbicides, rodenticides and poisonous plants, minerals and fungi.

MODULES: NQF LEVEL 7

AND301D Animal Diseases: Animal Health III (Examination: 1 x 2 hour paper) (year module)
Prerequisite: AND201A
Syllabus: Non-ruminant diseases: pigs, horses, poultry and ostriches. Viral diseases; bacterial diseases; protozoal diseases; metabolic diseases, nutrient deficiencies and imbalances, diarrhoea and digestive disturbances; internal and external parasites: detection and effective control; perinatal and neonatal conditions; primary animal health care (where applicable); overview of important diseases and conditions in wildlife, crocodiles and aquaculture.

EPD301J Epidemiology: Animal Health III (Examination: 1 x 2 hour paper) (year module)
Prerequisite: EPD201F
Syllabus: Basic principles of animal health productivity and economics; risk assessment and management; health triad: an integrated approach; epidemiology in quality assurance systems.

**VPH301L Veterinary Public Health III (Examination: 1 x 2 hours paper) (year module)**
Syllabus: Meat inspection and Hygiene in red meat abattoirs: Orientation and abattoir hygiene; abattoir layout and slaughtering process; safety aspects; quality control system and record keeping; disposal of condemned or ineligible products; meat inspection.

Poultry meat inspection: Poultry anatomy and physiology; poultry diseases and pathology; poultry meat inspection.

Meat inspection and hygiene in ostrich abattoirs: Ostrich anatomy and physiology; ostrich diseases and pathology; ostrich meat inspection.

Secondary food products of red meat and poultry industry and VPH: Principles of the production of dairy products; quality control of dairy products; principles of egg production; quality control of eggs.

### 2 Work-integrated learning

**ANH301A Animal Health Practice III**
(Work-integrated learning: No formal examination)

Work-integrated learning and completion of logbook sheets: completion of prescribed projects; final evaluation done based on portfolio.

Unemployed learners registering for the work-integrated learning component have to identify and arrange with a mentor under whose supervision they plan to do their work-integrated learning. The mentor should be either a State Veterinarian or Senior Technician attached to an accredited provincial veterinary service (as listed in Part 3 of the Calendar) or a local private veterinarian who is willing to assist learners in this regard.

See Curriculum as well as the notes of this diploma in Part 3 of the College calendar.

### 3 Practical Contact Courses

**AHPRW2G Anatomy & Physiology**

Dates for the following practical contact courses will be communicated after venues and dates have been finalised with the offering State Veterinarian Provincial office.

**AHPR02G Laboratory Diagnostics**

**AHPR03G Reproduction Management**

**AHPR04G Tuberculosis/Brucellosis**

**AHPR05G Meat Hygiene**

### Study units for the National Diploma: Horticulture

### 1 Syllabus

**MODULES: NQF LEVEL 5**

**ENS121U Environmental Studies I**
(Examination: 1 x 2 hour paper)
Syllabus: The natural environment; ecology and ecosystems; the human environment.

**GMT111H Growth Media Technology**
(Examination: 1 x 2 hour paper)

**HOC131X Horticultural Mechanization**
(Examination: 1 x 2 hour paper)
Syllabus: Materials and workshop tools; principles and operation of basic power units; fertilizer and seed distributors; sprayers; glasshouse equipment; soil preparation machinery; landscape installation machinery; turfgrass machinery; computers.

**HOR141Z Horticulture I (Examination: 1 x 2 hour paper)**
Syllabus: Introduction to the industry; growth media and container growing systems; nutrient management; propagation methods; seed; cuttings; layering; grafting; budding and micro-propagation.

**PMS131X Plant Material Studies I**
(Examination: 1 x 2 hour paper)
Syllabus: External morphology; taxonomy; characteristics/requirements of ornamental plants; indigenous exotic and exotic plants; diagnostic plant characteristics and plant identification; emphasis on trees, shrubs and groundcovers.

**SIT141R Site Planning I (Examination: 1 x 2 hour paper)**
Co-requisite: SIT001
Syllabus: Historical outline; legislation; principles and processes; site investigation; site design; drawing techniques and site construction.

**SVM101H Supervisory Management I (two modules)**
Syllabus: See Management (MNG1M14 and MNG1602 (MNG1M25))

**TGC111L Turfgrass Culture**
(Examination: 1 x 2 hour paper)
Syllabus: Construction of turfgrass facilities; propagation and establishment techniques; cultural practices; equipment; machinery and techniques.

**MODULES: NQF LEVEL 6**

**ENS211V Environmental Studies II**
(Examination: 1 x 2 hour paper)
Prerequisite: ENS121U
Syllabus: Environmental conservation; land use and environmental preservation; environmental impact studies; environmental planning and reclamation practices.

**HTM201X Horticultural Management II**
Syllabus: Horticultural legislation; administrative processes; production and operations management; marketing management; costing and purchasing; wholesale and retail outlet management; customer relations; computers in the horticulture industry.

**HOR251W Horticulture II (Examination: 1 x 2 hour paper)**
Prerequisite: HOR141Z
Syllabus: Nursery management: production in the nursery; flower forcing; growth regulators; CO2 injection; pruning; hydrocultures.

**PMS221Z Plant Material Studies II**
(Examination: 1 x 2 hour paper)
Prerequisite: PMS131X
Syllabus: Requirements of ornamental plant material; macro- and micro-climate and climatic regions; transplanting procedures; pruning techniques; maintenance programmes; introduction to hydroponics; indoor gardens; lists of indigenous and exotic plants.

**PPN211H Plant Protection II (Examination: 1 x 2 hour paper)**
Syllabus: Entomology; pest management; review of major South African pests; weed management; nematology; plant pathology.

**MODULES: NQF LEVEL 7**

**HPM311H Horticultural Production Management III**
(Examination: 1 x 2 hour paper)
Prerequisite: HTM201X
Syllabus: Financial management II; human resource; organizational design; social responsibility; commercial/retail horticultural management; production productivity.

**HOR341T Horticulture III (Examination: 1 x 2 hour paper)**
Prerequisite: HOR251W
Syllabus: Glasshouses and nursery structures; planning and construction of facilities; design considerations; shade houses; cold frames/storage;
lathouse nursery; sanitation and hygiene; glasshouse environmental control systems.

**Syllabus:**

**PMS311Z Plant Material Studies III**  
(Examination: 1 x 2 hour paper)  
*Prerequisite: PMS221Z*  
Syllabus: The characteristics, requirements and utilisation of ornamental plant material; aesthetic and functional uses of plants; factors in the selection of plants for garden design; garden styles; lists of indigenous and exotic ornamental plants; emphasis on bulbs, annuals, perennials, trees, climbers, vines and grasses

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**2 Work-integrated learning**

**HTP101H, HTP201H Horticultural Practice I and II**  
(Work-integrated learning. No formal examination. Complete prescribed projects)

See Curriculum as well as the notes of this diploma in Part 3 of the Calendar.

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**3 Practical Contact Courses**

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Name</th>
<th>Mode</th>
<th>Examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRA001</td>
<td>Beginner’s Practical</td>
<td>Work-integrated Learning</td>
<td>1 x 2 hour paper</td>
</tr>
<tr>
<td>PRA002</td>
<td>Advanced Practical</td>
<td>Work-integrated Learning</td>
<td>1 x 2 hour paper</td>
</tr>
<tr>
<td>SIT001</td>
<td>Site Planning Workshop</td>
<td>Work-integrated Learning</td>
<td>1 x 2 hour paper</td>
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</tbody>
</table>

Students should register for a practical contact course and Site Planning workshop when they register for their other subjects to indicate that they plan to attend the practical, even though it may only be offered later in the year.

See par 1.3 as well as the notes under the curriculum of this diploma in the College calendar.

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**Study units for the National Diploma: Nature Conservation**

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**1 Syllabus**

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**MODULES: NQF LEVEL 5**

**ANS101T Animal Studies I**  
(Examination: 1 x 2 hour paper)  
*Prerequisite: PSO141Q, DNA011B*  
Syllabus: Principles of taxonomy; invertebrata: elementary description of morphology, feeding; life cycles and ecology of the following phyla: protozoa, porifera, coelenterata, platyhelminthes, aschelminthes, amnida, arthropoda, mollusca, echinodermata; game diseases.

**EUC131T See End-user computing**

**CAM151W Conservation Administration I**  
(Examination: 1 x 2 hour paper)  
Syllabus: Introduction; conservation organizations and their responsibilities; administration and management; legislation; law enforcement.

**CVC101Q Fundamentals of communication**  
Syllabus: A brief history of communication, functions of communication, the communication process, perception, listening and feedback, language and communication, non-verbal communication.

**CDM121U Conservation Development I**  
(Examination: 1 x 2 hour paper)  
*Syllabus:* Introduction to conservation development; history of world conservation; history of conservation in Africa; history of conservation in South Africa; conservation philosophies; the world conservation strategy; national policy for the environment; conservation in the developed and developing world situations in Southern Africa; role of nature conservation within the broader concept of environmental conservation.

**CEC131S Conservation Ecology I**  
(Examination: 1 x 2 hour paper)  
*NB*  
The practical component of this subject will be done at the Basic Practical.

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**MODULES: NQF LEVEL 6**

**ANS211S Animal Studies II**  
(Examination: 1 x 2 hour paper)  
*Prerequisite: ANS101T*  
Syllabus: Vertebrata: taxonomic and morphological characteristics of: chondrichthyes, osteichthyes, amphibia, reptilia, aves, mammalia; comparative anatomy and physiology of vertebrata; discussion of the following: integument, skeleton and teeth, nervous system, digestive system, excretory system, vascular system, muscle physiology, reproductive system, endocrine system, respiratory system; techniques: measurement of vertebrates, post-mortem, sampling blood, preservation of specimens, collection of smaller vertebrates, other.

**CVC281T Communication contexts and application**  
*Syllabus:* Interpersonal communication, Interpersonal communication, Communication in small groups, Public speaking, Mass communication, specialisation areas in communication studies.

**CEC211Q Conservation Ecology II**  
(Examination: 1 x 2 hour paper)  
*NB*  
Assignments cannot be completed during the winter months.

*Prerequisite: CEC131S*  
Syllabus: Identification of limiting factors in the ecosystem; basic geology; soils and climate; population dynamics; organization and functioning at species and community level; succession in the ecosystem.
PSO281Z Plant Studies II (Examination: 1 x 2 hour paper)
Prerequisite: PSO141Q, DNA011B
Co-requisite: DNA030I
Syllabus: Collection and preservation of plant specimens; management of a small herbarium; the use of keys in the identification of indigenous flowering plants; taxonomic concepts and scientific naming of plants; distinguishing characteristics of most important plant families and plant invaders; endemic and endangered plants.

**NB**
- The practical component of this study unit will be done at the Inland Practical.
- Assignments cannot be completed during the winter months.

HBB281X Resource Management II
(Examination: 1 x 2 hour paper)

**NB**
The practical component of this study unit will be done at the Inland Practical.

Prerequisite: HBB121R
1. MANAGEMENT OF GAME
Syllabus: Water provision; supplementary feeding; social behaviour; game ranching; harvesting of game; management of hunting; management of migrating and endangered species.

2. PLANNING AND DEVELOPMENT OF PROTECTED AREAS
Syllabus: Categories of protected areas; planning and development; environmental impact; buffer zones.

MODULES: NQF LEVEL 7

AN5321W Animal Studies III (Examination: 1 x 2 hour paper)
Prerequisite: AN5211S
Syllabus: Ethology of vertebrates: habitat selection, social behaviour, reproductive behaviour, feeding behaviour; adaptations; zoogeography of vertebrates; applied zoogenetics (population genetics).

CEC331Z Conservation Ecology III
(Examination: 1 x 2 hour paper)

**NB**
Assignments cannot be completed during the winter months.

Prerequisite: CEC211Q
Co-requisite: DNA020M
Syllabus: Paleocology; aquatic ecology including marine, estuarine, and freshwater habitats; terrestrial ecology with special reference to South African biomes; environmental pollution.

PSO391W Plant Studies III (Examination: 1 x 2 hour paper)

**NB**
Assignments cannot be completed during the winter months.

Prerequisite: PSO281Z, DNA030I
Syllabus: Identification, classification and description of plant communities; vegetation management: veld evaluation, vegetation monitoring, measurement of productivity and utilization, fire as a management tool, management of endangered plants, management of plant invaders, management of various vegetation communities.

HBB331V Resource Management III
(Examination: 1 x 2 hour paper)

**NB**
The practical component of this study unit will be done at the Marine Practical.

Prerequisite: HBB281X
1. MANAGEMENT OF FRESHWATER RESOURCES: Mountain catchment areas; river systems; management of a farm dam; aquaculture; endangered fish species; public freshwater angling.

2. MANAGEMENT OF MARINE RESOURCES: Estuaries; intertidal zone; subtidal zone; line fish; pelagic, midwater and demersal trawling; marine birds and mammals.

3. PROBLEM ANIMALS: Ecology of various species; damage to man’s commodities; identification of predation; control methods.

### 2 Work-integrated learning

NCP101N/NCP201N Nature Conservation Application I and II

**NB**
Also see notes on work-integrated learning in the College calendar.

Prerequisite: DNA011B
(Work-integrated learning: No formal examination. Complete prescribed projects)
Syllabus: Research and monitoring; reserve management; administration; district services; environmental education and extension work.

### 3 Practical Contact Courses

DNA011B Basic Practical Contact Course

**NB**
This practical contact course is offered more than once.

Co-requisite: It is compulsory to register for Plant Studies I and Animal Studies I together with registering for this practical

DNA030I Inland Practical Contact Course
Co-requisite: It is compulsory to register for Plant Studies II together with registering for this practical

DNA020M Marine Practical Contact Course
Co-requisite: It is compulsory to register for Conservation Ecology III together with registering for this practical

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**Study units for the National Diploma: Pulp and Paper Technology**

### 1 Syllabus

MODULES: NQF LEVEL 5

IPM101P Introduction to pulp and paper making 1
(Examination: 1 x 3 hour paper) (S1 and S2)
Syllabus: History of papermaking; pulp and paper markets and stakeholders; production, consumption and international trade; pulp and paper raw materials; formation of wood in a growing tree; fibrous raw materials and secondary fibre; pulp and paper support systems; finishing and converting; production planning; human resources; quality management; safety management and engineering systems.

PTL101P Pulp and paper technology 1 (Examination: 1 x 3 hour paper) (S1 and S2)
Syllabus: Bagasse storage and handling; wood preparation technology; wood-yard sampling practices; variations in log and wood quality; cleaning and screening process; cleaning and screening technology; mechanical pulping process and pulping technology; raw material product quality; stock preparation process and technology; feedstock and products; process variations.
1 Syllabus

MODULES: NQF LEVEL 6

FOR201P  Fundamentals of Research II
(Examination: 1 x 2 hour paper)
Prerequisite: LGF161Y
Syllabus: Conduct basic research to address needs in policy process. Report writing, Research methodology and design, Independent and project research, Relevant policy documents.

PAPERS: NQF LEVEL 6

LEA501P  Leadership V
(Examination: 1 x 3 hour paper)
Prerequisite: COG401P
Syllabus: Negotiate with internal and external stakeholders to establish and maintain sound relationships. Maintain and enhance inter, intra and extra-governmental relationships to ensure intersectoral collaboration. Negotiate with unions, clients and staff (art of negotiations). Obtain and disseminate information. Negotiate and conflict resolution techniques. Persuasive interpersonal communication skills. Maintain a neutral composure. Maintaining, co-ordinating and managing stakeholder relationships. Strategic thinking skills. Problem solving techniques. Ability to identify and distinguish between internal and external stakeholder. Labour Relations Act and other statutory requirements. Co-ordinate information. Interpret and analyse information. Negotiate and resolve conflict. Record and distribute findings in the form of a report. Basic understanding of government structures, policies and legislation (including relevant legal principles). Disaster management role-players and interaction/coordination of all types of disasters and agencies.

LOCAL GOVERNMENT ACCOUNTING

MODULES: NQF LEVEL 6

LGA301L  Local Government Accounting III
(Examination: 1 x 2 hour paper)
Syllabus: Local government accounting principles, financial statements, statements of various local government funds, cost accounting and the IMFO report on standardisation of financial statements of local authorities.

LOCAL GOVERNMENT FINANCE

MODULES: NQF LEVEL 6

LG271V  Local Government Finance II
(Examination: 1 x 2 hour paper)
Prerequisite: LGF161Y
Syllabus: Real and potential sources of income. Advanced approaches to budgeting, purchases and stores management, capital finance of local authorities.
MODULES: NQF LEVEL 7

LGF381T Local Government Finance III (Examination: 1 x 2 hour paper)
Prerequisite: LGF271V
Syllabus: Functions of the treasurer and his department, financial reporting, internal auditing, legislative controls, municipal accounting system, standardisation of financial statements.

Local Government Financial Management

MODULES: NQF LEVEL 8

GFM401L Local Government Financial Management IV (Examination: 1 x 3 hour paper)
Syllabus: Financial planning, strategic financial management project, financial management and financial decision making.

Local Government Management

MODULES: NQF LEVEL 5

LMG111P Local Government Management I (Examination: 1 x 2 hour paper)
Prerequisite: LMG111P
Syllabus: Nature and origin of local government: aims and objectives, local government operational guidelines and environment, functions, powers, duties of local authorities, local government organisational structures, intergovernmental relationships: decentralisation devolution and autonomy, legislative and legal Prescription affecting local government and administration, regional development and urbanisation.

MODULES: NQF LEVEL 6

LMG211P Local Government Management II (Examination: 1 x 2 hour paper)
Prerequisite: LMG111P
Syllabus: Policy-making and local government strategic management; an introduction, legislative and democratic processes: elections and voting, social planning and reconstruction and development: an introduction, communication community participation and public relations, code of conduct for councillors and officials, local government finance: introductory concepts and principles, efficiency and effectiveness in local government.

MODULES: NQF LEVEL 7

LMG311P Local Government Management (Examination: 1 x 2 hour paper)
Prerequisite: LMG211P
Syllabus: Management functions pertaining to local authorities, local government finance, human resource management, town and regional planning: an introduction, municipal administrative law: an introduction, answerability accountability and transparency.

MAO301P Management of Information III (Examination: 1 x 2 hour paper)
Prerequisite: PIP201P
Syllabus: Implement sound communication principles to ensure effective and efficient institutional management, Manage information for managerial and administrative process. Manage and utilise information systems for service delivery. Listening skills/ reading skills, Meeting procedures and documentation. Use of technology, Formats of Minutes, Networking, Planning information input and output, IT support systems, Information needs analysis, Write reports using word processing skills, Interpretation and feedback of relevant data, The need to feedback suggestions, Implementation techniques for feedback, Selecting appropriate technology, Management Information Systems, Ethics, Statistical interpretation, Service delivery mechanisms.

MODULES: NQF LEVEL 8

LGM461S Local Government Management IV (Examination: 1 x 3 hour paper)
Prerequisite: LGM311P
Syllabus: Local government structures in a democratic environment: an international study, the analysis of policy for development planning as applicable to local government, the creation of an awareness of the implications of town and regional development on the activities of local government, planning and practical implementation of development of projects, principles that influence policy-making at local government level.

Policy Studies

MODULES: NQF LEVEL 7

PPA301P Policy Studies III (Examination: 1 x 2 hour paper)
Syllabus: Manage the implementation of policies and procedures in order to achieve departmental objectives. Formulate policies and develop procedures in order to set clear objectives on administrative and operational level. Monitor and evaluate administrative policies and procedures to ensure effective service delivery. Management tools, applications, techniques and functions; Policy objectives, Departmental objectives, Departmental regulations and procedures, Multi-dimensional problem identification and structuring, Setting policy objectives and standards, Decision making, Ethical and statutory context, Planning process, Policy formulation process, Departmental regulations, Programme impact indicators, Scoping (assessment objectives: levels of assessment: budgets: time frames), Assessment models, Principles of evaluation and monitoring, Policy analysis, Principles of evaluation & monitoring, Management principles.

PAPER: NQF LEVEL 9

PPA511P Policy Studies V (Examination: 1 x 3 hour paper)

Programme Management

MODULES: NQF LEVEL 7

PEG301P Programme Management III (Examination: 1 x 2 hour paper)
Prerequisite: PMN201P
Syllabus: Manage projects to ensure optimal utilisation of scarce resources. Implementation administrative policies and procedures that institutional objectives are met. Needs analysis or commissioned project, Registration of a project. The principles of project management, Project management cycle, Policy analysis, Presentation skills, Persuasive ability to sell projects and win project bids, Policy programme options, Selection of policy programmes, Policy programme management, Project management, Monitoring, Control, Management principles.

Project Management

MODULES: NQF LEVEL 6)

PMN201P Project Management II (Examination: 1 x 2 hour paper)
Prerequisite: PUD101P

MODULES: NQF LEVEL 9

PMN511P Project Management (Examination: 1 x 3 hour paper)
Syllabus: Project management principles, cycle and techniques, Strategic management, HR management, Financial management, Statutory framework, Delegation of authority, Business planning.

Public Accountability

MODULES: NQF LEVEL 8

PCC401P Public Accountability IV (Examination: 1 x 3 hour paper)
Prerequisite: PFP301P
Syllabus: Manage financial resources to minimise risk and ensure accountability. Compile and analyse budget information in terms of the short, medium and long term expenditure framework (MTEF) to ensure optimal utilisation of financial resources. Provide input for the compilation of annual financial statements and performance reports according to prescribed guidelines. Policy requirements, internal control design, internal control evaluation, internal audit involvement and liaison, risk management and cost management techniques. Financial planning based on Medium Term Expenditure Framework, Budget integration, Budget analysis, Financial report writing, Financial policy for reporting, Financial statement analysis, Financial statement compilation, Performance reporting.

Public Decision Making

PAPER: NQF LEVEL 5

PDD101P Public Decision Making I
(Examination: 1 x 2 hour paper)
Syllabus: Follow procedures and instructions ethically to the operational policy. Legislation, Introduction to policy determination, Operational policy implementation, Basic research techniques, Basic environmental scanning skills, Situational and stakeholder analysis, Prioritisation, Implementation of policy projects, Problem solving techniques, Methods and operational procedures, Basic negotiation skills, Elementary conflict resolution skills.

PUBLIC FINANCE AND ACCOUNTING

MODULES: NQF LEVEL 5

PFC101F Public Finance and Accounting I
(Examination: 1 x 2 hour paper)
Syllabus: An understanding of the environment in which the financial official works within government, to apply the provisions of the legislation and regulations controlling public finance.

MODULES: NQF LEVEL 6

PFC201F Public Finance and Accounting II
Prerequisite: PFC201C
Syllabus: Be able to keep record of revenue received and to do transfers of revenue received to the exchequer account, to keep record of government expenditure, to apply basic cost and management skills within the public sector to achieve economy, efficiency and effectiveness in public spending and an understanding of the nature of purchasing and control on the different tiers of government.

MODULES: NQF LEVEL 7

PFC301P Public Finance and Accounting III
Prerequisite: PFC301P
Syllabus: Be able to do bank account management, fund request, internal charges, the trading accounts and ledger account management, to develop skills to do a proper medium expenditure framework planning for budgeting and project management based on costing principles, to be able to compile a short-, medium- and long-term budget and to do a proper reporting for all stakeholders.

Advertise, Letters of appointment (include regret letters), Design selection criteria, Short listing, Selection panel, Interviewing, Psychometric tests, Nomination (appointment), Obtain approval, Letters of appointment, Fair labour practice, Normative principles of system, Standard setting for individuals, Monitor performance, Address deviations to set standards, Full assessment of performance, Motivation and reward, Evaluate and adjust, Control achievement of objectives, Assess staff performance, Performance management systems, Labour relations, SAQA Act, Skills Development Act, White Paper on HRM, Public Service Training, Needs Analysis, Organisational strategies, Team development, Development of training programmes, Experiential learning, Identify training areas, Initiate team building sessions, Development of training, Train staff, Motivate staff, Staff development, Career management, Training programme development, Training material development.

Financial and Procurement Management

MODULES: NQF LEVEL 6

PFM201P Public Financial Management II
(Examination: 1 x 2 hour paper)
Prerequisite: PFC101F
Syllabus: Ensure the application of internal controls by verifying the correctness of purchasing documents. Control expenditure according to budget allocation to provide accountable auditing information. Auditing process, Report writing, Financial misconduct and control, policy requirements, Expenditure control and management, Data collection techniques.

PUBLIC HUMAN RESOURCE MANAGEMENT

MODULES: NQF LEVEL 6

PHR201P Public Human Resource Management II
(Examination: 1 x 2 hour paper)
Syllabus: Provide and maintain human resource information by utilising the appropriate HR information systems. Supervise staff to ensure coherent team. Appraise and improve performance of staff according to the performance management system. White Paper on HRM as amended, HR recruitment policies, Public Service Regulations, Employment Equity, Skills Development Act, Data analysis, Computer literacy, Basic statistics, HR recruitment policies, Employment Equity, Handling advertisements & correspondence, Processing applications, Mentorship, Coaching, Demonstration techniques, Induction and orientation, Experiential learning, Leadership models, Motivational models, Communication, Diversity awareness, AA, EE, Change management, Compile training programmes, Assist in induction and orientation training programmes, Rating & Grading systems, Performance management, Supervision principles and functions, Statutory framework (White paper on HRM, Public Service Regulations), Institutional HR processes.

PUBLIC FINANCIAL AND PROCUREMENT MANAGEMENT

MODULES: NQF LEVEL 7

PFM501P Public Financial Management V
(Examination: 1 x 3 hour paper)
Syllabus: Performance budgeting, Accountability, Financial performance reporting, Statement analysis, Statutory framework, Internal control systems, Performance measurement, Risk and project management, Business planning, Strategic physical asset management planning, Ethics and professionalism.

PUBLIC HUMAN RESOURCE MANAGEMENT

MODULES: NQF LEVEL 7

PHR301P Public Human Resource Management III
(Examination: 1 x 2 hour paper)
Prerequisite: PHR201P
Syllabus: Manage human resource responsibilities and functions to ensure operational effectiveness. Implement and maintain performance management system to achieve predetermined objectives. Identify education, training and development need and facilitate staff development according to relevant regulatory framework, Organisational strategy, Job analysis, Environmental scanning, Job description, Post and person specification, HR planning, Skills audit, Environment/context,
Public Information Practices

MODULES: NQF LEVEL 6

PIP201P  Public Information Practices II  
(Examination: 1 x 2 hour paper)
Prerequisite: PIN101P
Syllabus: Use information technology to provide information to stakeholders. Market the service of the institution to internal and external clients to ensure awareness of services. Apply sound knowledge principles to facilitate intra- and inter departmental relations. Inter- and Intranet navigation and searches, Intermediate word processing techniques, Spreadsheets, Presentation software, Introduction to databases, Introduction to market analyses, Marketing principles and techniques, Utilisation of appropriate media, Demographics (e.g., media exposure, etc.), Introduction to inter- and intra- departmental communication channels, Protocol principles, policies, procedures and skills, Negotiation skills, Conflict management. Principles of effective communication.

Public Information Services

MODULES: NQF LEVEL 5

PIN101P  Public Information Services I  
(Examination: 1 x 2 hour paper)
Syllabus: Provide a client friendly service through the effective and timeous gathering and dissemination of information, Constitutional values and principles underlying public administration, Telephone etiquette, Introduction to computers and word processing, Correspondence, Use of electronic mail, Interpersonal relations, Personal comportment, Information searches, Writing skills, Constitutional values and principles underlying public administration, Administrative law, Fundamental rights, Public Management principles and theories, Principles and introduction to public service delivery.

Public Management

MODULES: NQF LEVEL 5

PMG111P  Public Management I  
(Examination: 1 x 2 hour paper)
Syllabus: Orientation and overview of public administration, place of public administration in internal and external environment, government structures and functions, legislation, community structures.

Public Management Practice

MODULES: NQF LEVEL 7

PMP301P  Public Management Practice III  
(Examination: 1 x 2 hour paper)

Public Office Management

MODULES: NQF LEVEL 5

POM101P  Public Office Management I  
(Examination: 1 x 2 hour paper)
Syllabus: Perform routine administrative tasks to ensure the smooth operation of the institution. Office instructions and reporting, Filing and archiving - physical and electronic, Security measures, Work study.

Public Policy Management

MODULES: NQF LEVEL 8

PHR501P  Public Human Resource Management V  
(Examination: 1 x 3 hour paper)
Syllabus: Labour relations, Performance management, HR management principles, functions and techniques. Personnel provision and maintenance, Grievance and disciplinary procedures, statutory framework, Staff development and training, Career management, Diversity.

Public Procurement and Logistics Management

MODULES: NQF LEVEL 6

PLM201P  Public Procurement and Logistics Management II  
(Examination: 1 x 2 hour paper)
Syllabus: Facilities Management, Fleet/Transport Management, Physical resource management, Management of purchasing process, Record keeping and asset control, Stock management, Stock taking, Auctioning and disposal, Damage and loss control, Financial misconduct and control.

Public Resource Management

MODULES: NQF LEVEL 5

PUM101P  Public Resource Management I  
(Examination: 1 x 2 hour paper)
Syllabus: Maintain internal control in the handling of cash and provisioning of stock within budgetary allocations. Introduction to public financial resources, Introduction to basic financial management, Introduction to control mechanisms, Introduction to provisioning administration and logistics, Relevant Treasury regulations, Provisioning administration procedures, Asset management.

Public Service Delivery

MODULES: NQF LEVEL 5

PUD101P  Public Service Delivery I  
(Examination: 1 x 2 hour paper)
Syllabus: Communicate with internal and external clients according to appropriate normative principles of service delivery. Ethical foundations, Values and norms, statutory framework, Manifestations of unethical conduct, Remedies and mechanisms to ensure ethical conduct, Disciplinary actions and sanctions, Organisational methods, Legislative policy framework, Frontline management principles, Public integrity and professionalism, Introduction to development management (principles, SA context for service delivery, demographics, accessibility to services).

Self Management

MODULES: NQF LEVEL 5

SEL101P  Self Management I  
(Examination: 1 x 2 hour paper)
Module 1: SEL1M1P (Department of Business Management)
Syllabus: A general outline of management, management functions, leadership and teamwork, interpersonal skills. Linked to MNG1M1.
Stock and Purchasing Management

MODULES: NQF LEVEL 6

SPM211P  Stock and Purchasing Management II
(Examination: 1 x 2 hour paper)
Prerequisite: SPM111P
Syllabus: National codification systems, accounting for stock and services, department control, treasury control, deficits and losses, auditor-general, joint communication and public accounts, contracts, stock accommodation, transport, inventories (valuations), stocktaking, issuing of stock.

MODULES: NQF LEVEL 7

SPM311P  Stock and Purchasing Management III
(Examination: 1 x 2 hour paper)
Prerequisite: SPM211P
Syllabus: Stores maintenance, stores control, receiving and dispatching of stock, planning for stock needs, estimating: medium and longer terms, contracts and other legal aspects.

Strategic Public Human Resource Management

MODULES: NQF LEVEL 8

SPH401P  Strategic Public Human Resource Management IV
(Examination: 1 x 3 hour paper)
Prerequisite: PHR301P
Syllabus: Manage conflict by following appropriate mechanisms and procedures. Participate in and facilitate labour negotiations in bargaining chambers to ensure a content workforce. Create an enabling environment based on appropriate management practises to maintain sound labour relations. Adhere to and implement the provisions of the legislation to ensure fair labour practises. Appropriate legislation, Conflict management, Change management, Risk management, Public relations, Flexi - management techniques, Managing diversity, Information management, Project & strategic management, Transformation, Diversity management, Salary negotiations, Collective Bargaining, Employer /Employee relations, CCMA, Bargaining chambers, Meeting procedures, Negotiation techniques, Skills w.r.t. interpreting & analysing information, Recording, Retrieving, Disseminating, Storing information, Informal and formal communication, Codes of conduct, Grievance procedures, Feedback procedures, Interpretation of statutes, Relevant legislation, LRA observation techniques, Disciplinary hearing.

Strategic Public Management

MODULES: NQF LEVEL 8

STP401P  Strategic Public Management IV
(Examination: 1 x 3 hour paper)
Prerequisite: PFP301P
Syllabus: Initiate and transform institutional strategies into operational plans to ensure service excellence. Analyse the macro and intermediate environment to assess the impact on institutional operations. Strategically manage the structures, functions and resources of the institution to ensure quality service delivery. Formulate mission and vision, Identify key performance areas. Formulate strategic goals and objectives, Develop tactical and operational plans. Environmental scanning of relevant environment, Analysing of information, Develop strategic management functions and skills. Develop analytical problem solving techniques, Project management, Determining milestones, Bench- marking, Resource management.
MODULES: NQF LEVEL 6

CPR2601 (CPR201W) Corporate Procedures II (Examination: 1 x 2 hour paper) (S1 and S2)
Syllabus: General principles of law regarding company meetings: types of meetings, essentials of a valid meeting, order at meetings, admission of the press to meetings, procedural laws governing meetings, rules of debate at meetings, the chairman, the law of defamation, members’ and directors’ meetings, general meetings properly convened, constituted and conducted, general office practice and systems of control and administration.

Management of companies and the JSE: types of companies, directors, share capital, raising new capital, application and allotment of new shares, rights’ offer, transfer of shares, borrowing and debenture issues, capitalisation issues, options, calls, forfeiture and lien, dividends and interest, nature and purpose of the stock exchange, the JSE, advantages of listing on the JSE, application for normal, additional and transmuted listing on the JSE and the costs of obtaining and maintaining a listing.

LPR201C Law of procedure II (Examination: 1 x 2 hour paper) (offered for the last time in 2011)
Prerequisite: LPR101C
Syllabus: The execution process in respect of the Supreme Court Act, 59 of 1959, the Magistrates’ Court Act, Act 32 of 1944 and the activities of sheriffs in respect of law of things.

LPR2M1W Legal practice II: (Examination: 1 x 2 hour paper)
Syllabus: Module 1: This subject is a continuation of Legal Practice I but the emphasis is on the practical aspects of conveyancing (module 1) and the administration of an estate (module 2). After studying this subject students will have sufficient basic knowledge to compile the necessary documents, attend to routine tasks and answer simple queries about conveyancing and estate administration procedure.

MLW231P Mercantile law II (Examination: 1 x 2 hour paper)
Syllabus: A more advanced course including agency, surety, insurance, insolvency, partnerships and income tax.

MODULES: NQF LEVEL 7

LPR301C Law of procedure III: (Examination: 1 x 2 hour paper) (offered for the last time in 2011)
Prerequisite: LPR201C
Syllabus: Activities of sheriffs in respect of certain commercial legislation and auctions.

OHS301S Occupational health and safety law III (Examination: 1 x 2 hour paper)
Syllabus: The purpose of this subject is to enable the learner to apply the underlying provisions and principles, as contained in legislation, in the workplace to ensure a safe and healthy environment and to ensure sound labour relations. The applicable legislation is: The Nuclear Energy Act; The Atmospheric Pollution Prevention Act; The National Building Regulations and Building Standards Act; Explosives Act; and relevant labour legislation.

MODULES: NQF LEVEL 8

ACP3701 (ACP412A) Advanced corporate procedures IV (Examination: 1 x 2 hour papers)
Prerequisite: Corporate Law II
Syllabus: Section A: The study of corporate administration and the law and the conduct of meetings
Section B: Close corporations law, its theory and practice.

Surveysing

1 Syllabus

MODULES: NQF LEVEL 5

SRV121Q Surveying I (Examination: 1 x 3 hour paper)
Co-requisite: SRV1PRA
Syllabus: Basic principles; coordinate calculations; levelling; tacheometry; areas and volumes.

Surface Mining Equipment

1 Syllabus

MODULES: NQF LEVEL 6

SME301S Surface Mining Equipment III (Examination: 1 x 3 hour paper) (year module) (offered for the last time in 2015)
Syllabus: Surface drilling plant; surface mining compressors; surface loading; surface stripping plant; surface transport plant; surface ancillary plant; principles of computerized process control.

Surface Mining Practice

1 Syllabus

MODULES: NQF LEVEL 5

SMR121Q Surface Mining Practice I (WIL) (year module) (offered for the last time in 2013)
SMR230P Surface Mining Practice II (WIL) (year module) (offered for the last time in 2014)
SMR351Y Mining Practice III (WIL) (year module) (offered for the last time in 2015)
Syllabus: Experiential learning on the job.

NB
See ND Surface Mining in the College Calendar

Surface Surveying and Valuation

1 Syllabus

MODULES: NQF LEVEL 5

SSV201S Surface Surveying and Valuation II (Examination: 1 x 3 hours paper) (S1 and S2) (offered for the last time in 2013)
Prerequisite: MEP171X
Syllabus: Surface Surveying: traversing (continued), join calculations, triangulation, resection, tacheometry, areas and volumes (continued), major and minor dips, resections, Surface Valuation: definition of an economic deposit, economics of deposit, sampling (continued), weighting (continued), calculations of tonnage and mineral content, ore body estimation techniques, life of mine calculations.

MODULES: NQF LEVEL 7

SSV301S Surface Surveying and Valuation III (Examination: 1 x 3 hour paper) (year module) (offered for the last time in 2015)
Prerequisite: SSV201S
Syllabus: Surface Surveying: laying out of works: circular curves, slopes: aerial surveying; levelling and gradient calculations; electronic instruments, GPS, total stations, EDMS; mine plans; contouring; lines of intersection; new technology. Surface Valuation: ore body valuation: grade control; computer applications.
Surveying: Civil

1 Syllabus

MODULES: NQF LEVEL 6

SRC211Q Surveying: Civil II (Examination: 1 x 3 hour paper)
Prerequisite: SRV121Q, SRV1PRA
Co-requisite: SRC2PRA
Syllabus: Levelling; traversing; tacheometry; setting out civil engineering structures; computer applications.

Surveying and Valuation

1 Syllabus

MODULES: NQF LEVEL 5

SAV231Y Surveying and Valuation II (Examination: 1 x 3 hours paper)
Prerequisite: MEP171X
Syllabus: Surface Surveying: traversing (continued), join calculations, triangulation, resection, tacheometry, areas and volumes (continued), major and minor dips, resections. Surface Valuation: definition of an economic deposit, economics of deposit, sampling (continued), weighting (continued), calculations of tonnage and mineral content, ore body estimation techniques, life of mine calculations.

Systems and Project Management

1 Transitional Arrangements

- Students who wish to transfer from Unisa–TSA programmes to Unisa-degree programmes will receive credit for the following study units.
- Credits will only be considered in respect of completed study units.

<table>
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<tr>
<th>UNISA – TSA Modules</th>
<th>Description</th>
<th>Unisa - Degree modules to be credited</th>
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<tr>
<td>CMA421B</td>
<td>Auditing IV</td>
<td>Not applicable – no equivalent</td>
</tr>
</tbody>
</table>

2 Syllabus

MODULES: NQF LEVEL 8

SYP4M1R Systems and project management
Prerequisite: MNA3M1G, MNA3M2H
Syllabus: Information technology hardware and software; designing data and information architecture; the use of information for decision making; the SDLC: recording and documenting tools; databases and database management systems; in-house and vendor developed systems; systems testing and systems documentation; training and user support; file conversion procedures, system changeover methods and maintenance of systems; a control framework; controls and control systems in information technology; auditing controls; fraud prevention and detection; internal auditors role; CAATs; risks and risk analyses; value for money audits and management audits.

Systems Dynamics

1 Syllabus

MODULES: NQF LEVEL 8

SDY401I Systems Dynamics IV (Examination: 1 x 3 hours paper)

Taxation

1 Syllabus

MODULES: NQF LEVEL 5

TAX1501 (TAX131S) Taxation of salaried persons (S1 and S2) (Examination: 1 x 2 hour paper)
Purpose: to introduce students to the taxation framework and annual budget; to gain knowledge and the ability to apply this knowledge: taxable income of a natural person; fringe benefits; framework and basic calculations of other taxes and levies; tax administration.

MODULES: NQF LEVEL 6

TXN201B (TXN211D) The taxation of individuals (S1 and S2) (Examination: 1 x 2 hour paper)
Prerequisite: FAC1501 or FAC1502
Advice: If you register for any of the second-level modules it would be better to do TXN201 first as it covers the principles of gross income and general deductions thoroughly.
Purpose: to gain knowledge of and insight into the following topics and the ability to apply this knowledge: basic principles of taxation; calculation of taxable income; prepaid taxes; fringe benefits; retirement benefits; the taxation of investment income; the taxation of non-residents; the taxation of farmers; capital gains tax.

TXN202C (ADE101R) Deceased and insolvent estates (S1 and S2) (Examination: 1 x 2 hour paper)
Prerequisite: FAC1501 or FAC1502
Purpose: to gain knowledge of and insight into the following topics and the ability to apply this knowledge: administration of deceased estates; executor’s accounts; wills; estate duty; the administration of insolvent estates; donations tax.

TXN203D (TXN213F) Taxation of business income (S1 and S2) (Examination: 1 x 2 hour paper)
Prerequisite: FAC1502 and FAC1601
Purpose: to gain knowledge of and insight into the following topics and the ability to apply this knowledge: the taxation of business income, partnerships,
companies and close corporations; taxation of trusts; tax administration; Value-Added Tax (VAT); capital gains tax.

THIRD-LEVEL MODULE (NQF LEVEL 7)

TAX338A Tax opinion writing skills (S1 and S2) (Examination: 1 x 2 hour paper)
Purpose: to equip students with the theoretical knowledge and practical skills to interpret taxation law to enable students to write a taxation research report and taxation opinion.

FOURTH-LEVEL PAPERS (NQF LEVEL 8)

GEVBEPP Advanced taxation practice (Examination: 1 x 3 hour paper) (year module)
Prerequisite: TXN201B and TXN203D or TXT2M16 and TXT2M28 or TXI2M1R and TXI2M2R
Purpose: to gain knowledge of the fundamental theories and principles of taxation to serve as preparation for the studies of the master's and doctoral degrees: taxation laws and interpretation; gross income and income (including non-residents); general deduction formula; tax avoidance; administrative procedures; estate and retirement planning; capital gains tax (CGT); miscellaneous provisions.

Theory of Machines

1 Syllabus

MODULES: NQF LEVEL 7

MOM381B Theory of Machines III (Examination: 1 x 3 hours paper) (year module)
Prerequisite: MOM371A, MOM3PRA
Co-requisite: MOM3PRB
Syllabus: Energy diagrams; governors; cams; introduction to vibration.

Theory of Structures

1 Syllabus

MODULES: NQF LEVEL 6

TST271Z Theory of Structures II (Examination: 1 x 3 hours paper)
Prerequisite: PHY1015 or PHY1015 and AMC1PRAC
Co-requisite: TST2PRA
Syllabus: Sectional properties; stress and strain; analysis of statically determinate beams; analysis of statically determinate pin-pointed frames; computer applications where applicable.

MODULES: NQF LEVEL 8

TST401C Theory of Structures IV (Examination: 1 x 3 hours paper)
Prerequisite: As part of the BTech: Engineering: Civil (Structural): SRC211Q, RCD301C, SAN341H, SSD301C, GTE331Q
Syllabus: Advanced structural analysis methods; applicable computer applications.

The Personnel Function

1 Syllabus

MODULES: NQF LEVEL 5

PEF131V The Personnel Function
(Examination: 1 x 2 hour paper)
Syllabus: Introduction, individual differences, manpower planning and job analysis, employment process, learning process, training process, training methods and aids, performance appraisal, job evaluation, remuneration and incentive systems, the work situation, group behaviour, formal and informal organisation, communication, leadership, discipline, morale, motivation and job enrichment.

Thermodynamics

1 Syllabus

MODULES: NQF LEVEL 6

THD291Z Thermodynamics II (Examination: 1 x 3 hours paper)
Prerequisite: PHY1015 or AMC141R
Co-requisite: THD2PRA, AMC1PRA
Syllabus: Basic thermodynamics; systems; laws of thermodynamics; steam and two-phase systems; gases and single-phase systems; thermodynamic reversibility; entropy; combustion; steam plant.

MODULES: NQF LEVEL 7

THD311A Thermodynamics III
(Examination: 1 x 3 hours paper) (year module)
Prerequisite: THD291Z, THD2PRA
Co-requisite: THD3PRA
Syllabus: Heat transfer; nozzles; air and gas compressors; ideal gas power cycles; internal combustion engines; refrigeration; psychrometry.

MODULES: NQF LEVEL 8

THD401M Thermodynamics IV
(Examination: 1 x 3 hours paper)
Prerequisite: THD321B, THD3PRB
Syllabus: Steam cycles; mixtures; combustion; positive displacement machines; reciprocating internal combustion engines; turbines and compressors; nozzles and jet propulsion; roto-dynamic machinery; heat transfer.

Thermodynamics: Applied

1 Syllabus

MODULES: NQF LEVEL 7

TDA331V Thermodynamics: Applied III
(Examination: 1 x 3 hours paper)
Prerequisite: PCH241P, PCH2PRA
Syllabus: Heating and expansion; flow processes; nozzles; refrigeration and cooling; steam; steam generation; steam plant; boiler plant.
Thermodynamics: Chemical Engineering

1 Syllabus

MODULES: NQF LEVEL 7

TDC341P Thermodynamics: Chemical Engineering III
(Examination: 1 x 3 hours paper)
Prerequisite: PCH241P
Syllabus: Basic concepts and definitions in thermodynamics; the first law of thermodynamics; properties of real and ideal gases; heat effects; the second and third laws of thermodynamics; thermodynamic relationships; thermodynamic properties of mixtures; introduction to adsorption.

Total Quality Management

1 Syllabus

MODULES: NQF LEVEL 8

TQM401Q Total Quality Management IV
(Examination: 1 x 3 hour paper)
Syllabus: Concepts and principles, global competitiveness and TQM, policy and strategies, improving quality systems for TQM, TQM and effective management of quality techniques, people and quality systems, interrelationships between quality management and other functions, TQM and removing functional barriers, TQM and modern management approaches, world class operations.

Tourism Development

1 Syllabus

MODULES: NQF LEVEL 8

TOP401T Tourism Project IV (Examination: No examination – project to be submitted on 1st day of examination)
Syllabus: The Tourism Project requires you to conduct research on a topic related to travel/tourism issues and trends. Contentious topics such as new and proposed sites, tourism development plans, etc will form the point of departure for your research proposal. You will be required to go beyond the theoretical and factual side of the selected topic and to apply research methodology principles to provide a better understanding of the topic.

TQM: Improvement of Business Processes

1 Syllabus

MODULES: NQF LEVEL 7

TIP301Q TQM: Improvement of Business Processes III
(Examination: 1 x 2 hour paper)
Training and Development Strategies

1 Syllabus

MODULES: NQF LEVEL 8

TDS401H  Training and Development Strategies IV
(Examination: 1 x 2 hour paper)
Prerequisite: MOT201U
Syllabus: The curriculum focuses on the managerial role of the human resource development manager in aligning training and development strategies in an organization with business needs, trends and developments in the broader national and international environment, coupled with the National Qualifications Framework (NQF), South African Qualifications Authority (SAQA) and skills development requirements, necessitate a redesign of corporate strategies with regard to training management, organizational learning and human resource development. In view of the above the following aspects are addressed: accreditation, moderation and verification, recognition of prior learning, implementation of learnerships, learner support and measurement of human resource development.

MODULES: NQF LEVEL 9

TDS501H  Training and Development Strategies V
(Examination: 1 × 2 hour paper)
Prerequisite: TDS401H
Syllabus: Training and Development Strategies V focuses on the senior managerial and consulting role of the human resource development manager and/or consultant to align training and development strategies in an organization with business needs and the trends and developments in the broader national and international environment. The rapid changes taking place in the global business environment, coupled with the NQF, SAQA and skills development requirements necessitate a radical redesign of corporate strategies with regard to training management, organizational learning and human resource development. This subject therefore attempts to achieve a balance between global best practices and their application within the framework of the local strategic and legislative environment. The following aspects are addressed: International HRD, HRD policy and strategy, OD and HRD interventions, evaluation of training.

Travel and Tourism Practice

1 Syllabus

MODULES: NQF LEVEL 5

DTM1501 (TTP1M1T)  Travel operations (Examination: 1 x 2 hour paper) (S1 and S2)
Purpose: to equip students with the operational knowledge and skills that are required in the various sectors of the travel operation industry. These sectors include air, rail and coach transportation as well as car hire, cruises and accommodation. Students will have an informed understanding of the concepts and workings of foreign exchange and travel insurance. Qualifying students will be able to understand and use travel operations language and interpret codes, terms and definitions that are commonly used in the travel industry.

DTM1502 (TTP1M2T)  Tourism Destinations (Examination: 1 x 2 hour paper) (S1 and S2)
Purpose: to equip students with knowledge about major natural, heritage and cultural attractions, geographical location, climatic variations, transportation and accessibility, language, social and cultural profile as well as health requirements of all the provinces of South Africa. Students will have a fundamental understanding of the economic and socio-cultural benefits that tourism can bring to the local communities and how natural and cultural attractions of South Africa can be knowledgeably put into community use through tourism development.

MODULES: NQF LEVEL 6

TTP2M1T  Travel and Tourism Practice II: Travel Practice II
(Examination: 1 x 2 hour paper)
Prerequisite: DTM1501 or TTP1M1T
Purpose: to equip students with a broad overview of the hospitality sector within the tourism industry. Students will have an informed understanding of important terms, concepts and principles, and will be aware of the environment in which hospitality organisations operate.

TTP2M2T  Travel and Tourism Practice II: Tourism II
(Examination: 1 x 2 hour paper)
Prerequisite: DTM1502 or TTP1M2T
Purpose: to equip students with a knowledge to identify the major tourism destinations found in Europe, South America, Middle East and the Caribbean as well as assess the key natural, heritage and cultural attractions; and explain climatic conditions, transportation, language, socio-cultural profile, entry and health requirements. Students will have the ability to apply international standards and principles when planning, developing and marketing of international tourism destinations.

MODULES: NQF LEVEL 7

TTP3M1T  Travel and Tourism Practice III: Travel Practice III
(Examination: 1 x 2 hour paper)
Prerequisite: TTP2M1T
Purpose: to equip students with a broad overview of the meetings and special events industry. Students will have an informed understanding of...
important terms, concepts and principles, and will be given guidelines to be able to organise their own meeting or event.

**TTP3M2T Travel and Tourism Practice III: Tourism III**
*Prerequisite: TTP2M2T*
*Syllabus: North America, the Far East and Australasia are the areas that will be covered in this module. The student continues to learn about destination development and is introduced to quantitative methods used in tourism.*

**Travel Practice Applications**

1 Syllabus

**TPM201R/TPA301T Travel Practice Applications II**
*Prerequisite: FMA331B, FMA3PRB*
*Syllabus: Learners will have to undertake some form of practical application study as well as visits to the travel and tourism industry on a regular basis. Learners have two options for completing this subject:
- (5) Five months of experiential training within the travel and tourism industry (learners have to identify an employer) and/or
- Practical research assignment project, which will involve approximately five (5) months of extensive research, regular visits are essential.*

**Turbo Machines**

1 Syllabus

**TMA401M Turbo Machines IV**
*Prerequisite: FMA331B, FMA3PRB*
*Syllabus: Axial fans and pumps; axial and centrifugal turbines and compressors.*

**Urban Planning and Design**

1 Syllabus

**UPD401C Urban Planning and Design IV**
*Prerequisite: As part of the BTech: Engineering: Civil (Urban Engineering): SRC211Q, DCM371Y, WEN361F, TPE381V
Co-requisite: UPD4PJT*
*Syllabus: Planning: Historical perspective, modern trends, land use, legal procedure, urban infrastructure management, maintenance and finance, Design: Residential layouts, informal settlements, design project with emphasis on the engineering related aspects of urban planning and design.*

**User Studies**

1 Syllabus

**USS301L User Studies III**
*Offered for the last time in 2012*
*Syllabus: Collection development (the selection and evaluation of material for library collections), professional library and information services offered directly to the user, including information services, user education (library orientation, bibliographic instruction and information literacy) and user advice.*

**Waste Water Treatment Technology**

1 Syllabus

**WWT401C Waste Water Treatment Technology IV**
*Prerequisite: As part of the BTech: Engineering: Civil (Water): SRC211Q, WEN361F, DCM371Y*
*Co-requisite: WWT4PJT*
*Syllabus: Waste water properties, treatment process, treatment plant design, environmental aspects, plant operation, design project.*

**Water Care Technology**

1 Syllabus

**WCT131S Water Care Technology I**
*NB: The practical component is done at approved laboratories country wide as arranged by Unisa or student.*
*Syllabus: Sources of water; water pollution; sources of pollution; influence of pollution on water resources; water treatment; simple drinking water and sanitary systems; solid waste; treated water.*

**Water Engineering**

1 Syllabus

**WEN221R Water Engineering II**
*Prerequisite: AMC141R, AMC1PRA*
*Co-requisite: WEN2PRA*
*Syllabus: Fundamental principles of hydraulics; pipes; pumps; water purification; wastewaster treatment.*

**WEN361F Water Engineering III**
*Prerequisite: WEN221R, WEN2PRA*
*Co-requisite: WEN3PRA, WEN3PJT*
*Syllabus: Hydrology; canals; stormwater; clear water storage and distribution; sewerage reticulation; design project.*
Youth Justice and Probation

(Offered by the Department of Social Work)
Telephone number 012 429 6642

NB
Students have until the end of 2010 to complete the third and LEVEL 8s.

1 Syllabus

MODULES: NQF LEVEL 7

YJP101C Youth Justice and Probation I (Examination: 1 x 2 hour paper) (offered for the last time in 2010)
Prerequisite: CYC201C, CYC2PRA or YTW201C, YTW2PRA and ACY201C, ACY2PRA
Syllabus: CYC theory, models, approaches and practice within the specialised field of service.

MODULES: NQF LEVEL 8

YJP201C Youth Justice and Probation II (Examination: 1 x 2 hour paper) (offered for the last time in 2010)
Prerequisite: CYC301C, CYC3PRA or YTW30C, YTW3PRA and ACY301C, ACY3PRA
Syllabus: Advanced CYC theory, models, approaches and practice within the specialised field of service.

Youth Work

(Offered by the Department of Social Work)
Telephone number 012 429 6642

NB
Students have until the end of 2010 to complete the NQF Level 7.
Students have until the end of 2009 to complete the fourth level.

1 Syllabus

MODULES: NQF LEVEL 7

YTW301C/YTW3PRA Youth Work III (Examination: 1 x 2 hour paper and practical assignments)
Prerequisite: YTW201C, YTW2PRA
Syllabus: Theories, models and approaches in youth work (advanced). Youth work leadership, management and administration. Introduction to policy planning, legislation and implementation. Research methodology for youth work.
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<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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