University Rules and Syllabuses

for

Degrees and Diplomas

offered in the

Faculty of Humanities

for the 2025 Academic Year

All correspondence should be addressed, as far as is possible, directly to the relevant person or school.

WITS UNIVERSITY

1922 2022

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POPI Disclaimer

The University collects and processes certain personal information about students which enables the University to meet its contractual obligations with its students. The University is committed to protecting the student's privacy and recognises that it needs to comply with statutory requirements in collecting, processing and distributing of personal information and in performing its obligations, the University will comply with the provisions of the relevant data protection legislation.

List of acronyms

Acronym	Definition
YOS	Year of study
PT	Part time
FT	Full time
CPD	Continuing Professional Development

UNIVERSITY OF THE
WITWATERSRAND,
JOHANNESBURG

100 1922 2022

HIERARCHY OF ACADEMIC GOVERNANCE

ACTS create the powers and responsibilities of entities by law.

HIGHER EDUCATION ACT, ACT 101 OF 1997

STATUTES

define how and what the University does to give expression to the provisions of the Act, and further includes features that are particular to Wits, for example, not all universities have a role for the Convocation.

AMENDED STATUTE OF THE UNIVERSITY OF THE WITWATERSRAND, JOHANNESBURG (2018)

POLICIES define a plan of action determined by Council.

POLICIES OF THE UNIVERSITY

REGULATIONS are subordinate to Acts and they define orders and authoritative direction. **REGULATIONS** are a set of directions on how **RULES** should be put into effect.

RULES

are made by Council for all areas of operation other than academic matters. Senate approves academic **RULES**, which are endorsed by Council. A **RULE** defines the principle to which action or procedure conforms. **RULES** set out what may or may not be done within a particular area of administration. These Rules are reviewed and published in the University Calendar each year.

GENERAL RULES OF THE UNIVERSITY

PROCEDURES set out the practical steps necessary to realise the object or purpose of Rules and Regulations.

PROCEDURES

SENATE'S RULES FOR FACULTIES OF THE UNIVERSITY

Senate's rules for faculties of the university are subordinate to the General Rules. These Rules are reviewed and published in the University Calendar each year.

SENATE STANDING ORDERS OF THE UNIVERSITY

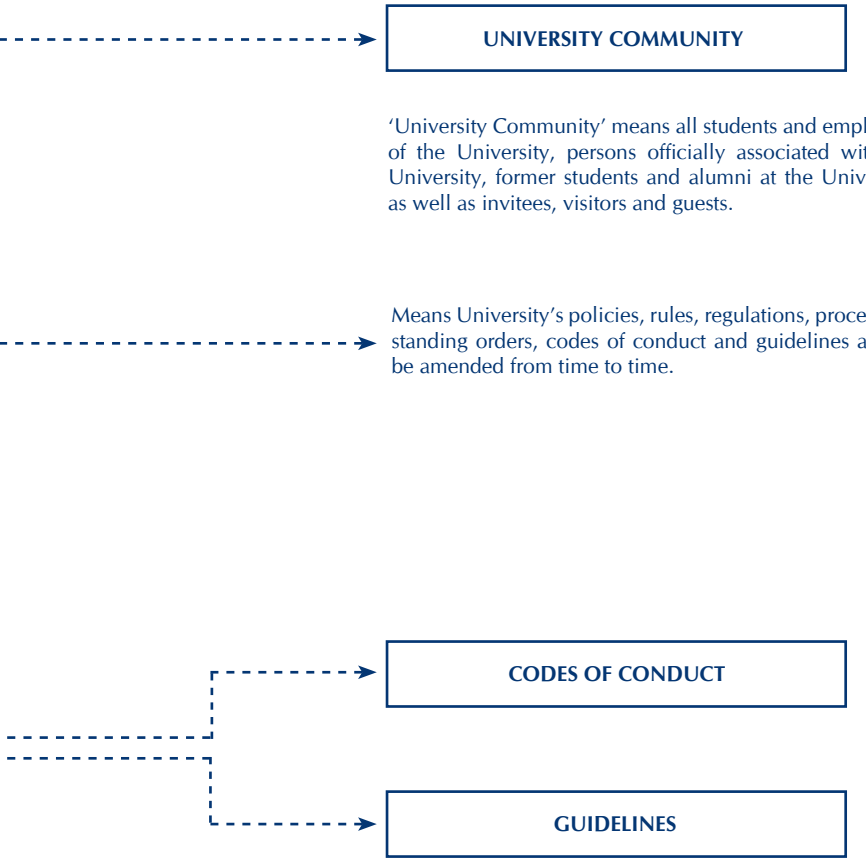
Standing orders expand on rules and/or policies and govern the manner in which all business shall be conducted. Standing orders are a set of instructions on how to carry out a task.

These standing orders are recommended by Faculty Board to Senate for approval.

FACULTY STANDING ORDERS

These standing orders are recommended by the School to the Faculty Board for approval.

SCHOOL STANDING ORDERS


UNIVERSITY COMMUNITY
'University Community' means all students and employees of the University, persons officially associated with the University, former students and alumni at the University, as well as invitees, visitors and guests.
Means University's policies, rules, regulations, procedures, standing orders, codes of conduct and guidelines as may be amended from time to time.
CODES OF CONDUCT
GUIDELINES
Set out the preferred manner in which you carry out a process/procedures or course of action.

General Rules for the Faculty of Humanities

Introduction

The rules contained in this section are the General Rules of the *University* and apply to all students. There are also specific rules for each Faculty, which are subordinate to the General Rules. General Rules are defined by 'Rule G' and apply to all students.

On registering at this *University*, the *student* bears the responsibility of ensuring that s/he is familiar with the rules applicable to her/his registration. Ignorance of these rules will not be accepted as an excuse.

All Rules and Syllabuses are available online. Limited copies are also available in print format.

All words appearing in italics have been defined. Information presented in the shaded boxes, is intended for explanatory purposes only.

G1 Definitions

1.1 *Academic year* means the period determined by the *Senate* from time to time for any particular year of study for any particular *qualification*.

1.2 *Admission* means entry to a *course* or *qualification* unless it is indicated otherwise.

1.3 A*ny university* or *any other university* means *any university* recognised by the *Senate* for the purpose under consideration.

1.4 *Applicant* means a person who has submitted an application in hard-copy or electronic format to become a *student* of the *University*.

1.5 *Assessment* means the process of judging learning and may have both a formative and/or summative nature.

1.6 *Auxiliary pass* (also referred to as ancillary pass or condoned pass, unless the contrary appears in the faculty rules) means a special type of condonation of a failing mark to a pass when no supplementary *assessment* is offered, so that the *course* will be included as a *credit* towards the *qualification* but the *student* may not proceed to a higher level *course* in that subject.

1.7 *Blended mode of provision:* A mode of provision which uses a combination of structured synchronous and asynchronous learning opportunities, purposefully designed to provide students with online and/or on-site opportunities towards their achievement of the intended learning outcomes of the learning programme.

1.8 *Candidate/Postgraduate student* (see Rule G1.27) means a *student* registered for a *higher qualification* (see Rule G 1.18).

1.9 *Corequisite course* is a *course* which must be taken with another *course* and is a requirement for *credit* in the other *course*.

1.10 *Course* means a component of teaching and learning activity, which may run for an entire *academic year* or a portion thereof, that is recognised in any of the faculty rules as a component of a *qualification*.

1.11 *Credit* means the recognition that is obtained when a *student* passes such assessments and complies with such conditions as the *Senate* may impose for the completion of each *course*. A *credit* towards a *qualification* may be granted to a *student* in respect of a *credit* obtained from another institution recognised by the *Senate* for this purpose or from another faculty within the *University*.

The plural includes the singular where the sense so suggests.

1.12 *Credit Accumulation and Transfer* (CAT) is the practice of accumulating credits from one or more cognate learning programmes in an institution, and the transfer of credits to be recognised towards a qualification/part-qualification in the same or a different institution to the satisfaction of *Senate*. This practice is subject to the rules published by the Council for Higher Education (CHE) and in conformance with the Higher Education Qualifications Sub-Framework (HEQSF) requirements.

1.13 *Curriculum* means a *course* or combination of courses leading to a *qualification*.

1.14 *Dissertation* is the term reserved for an extended piece of written work that makes a contribution to the advancement of knowledge that may incorporate creative work or publications integral to the argument, and is submitted in fulfilment of the requirements for a degree of master by research.

1.15 **Distance Mode of Delivery* involves the interaction between the lecturer or supervisor and the *student*, not on the premises of the institution.

1.16 *Examination and re-examination* mean a formal, compulsory, summative, scheduled assessment.

1.17 *Exemption* from a *course* means that the *Senate* has deemed a *student* to have a sufficient understanding of the subject matter of that *course* to warrant the *student* not having to complete the *course*. An *exemption* is not a *credit* but allows the *student* to proceed to the subsequent *level* in a particular *course*. The full number of credits required for a *qualification* is not affected by the granting of an *exemption*.

1.18 *Higher qualification* means a *qualification* which requires at least the attainment of a first degree, or equivalent recognised by the *Senate*, at entry level and includes a degree of Bachelor Honours.

1.19 *Joint degrees* mean an undergraduate (Bachelors) or a *postgraduate* degree (Masters and PhD), jointly offered by the *University* and an external non-South African partner institution, recognised by the *Senate*. The *student/candidate* shall receive a single co-branded degree certificate representing work completed at the *University* and a partner institution.

1.20 *Matriculation* means the formal recognition by Umalusi prior to 2008 in terms of any law, of the capacity of a *student* to enter a *university*.

Umalusi is a council for quality assurance in the certification of qualifications in the general education and training band (Grades 0 to 9) and the further education and training band (Grades 10 to 12).

1.21 **Mode of Delivery* means the manner in which education and training is delivered and indicates whether a *course* is delivered in person, online, or through a mixture of both in person and online teaching.

1.22 *National Senior Certificate (NSC)* means the formal recognition by Umalusi from 2008 in terms of any law, of the capacity of a *student* to enter a *university*.

*** Definition is sourced from the DHET - Dictionary of Terms and Concepts for Post-School Education**

**** Prior to January 2022, all honours programme titles were stated as Bachelor with Honours.**

1.23 *National Certificate (Vocational) [NC(V)]* means the formal recognition by Umalusi from 2009 in terms of any law, of the capacity of a vocational *student* to enter a *university*.

1.24 *Notional Hours of Learning* means the agreed estimate of the average learning time that it would take a *student* to meet the defined outcomes. It includes but is not limited to the consideration of contact time, research, completion of assignments, time spent in structured learning in the workplace, and individual learning.

1.25 *NQF credits* are credits recognised by the HEQSF as a measure of the volume of learning required for a *qualification*, qualified as the number of notional study hours required for achieving the learning outcomes specified for a *qualification*.

1.26 *Occasional student* means a person who is registered at the *University* for any *course/s* for non-qualification purposes. An occasional *student* is deemed to be a *student* as defined in Rule G 1.36 for all other purposes.

1.27 *Postgraduate student/Candidate* means a *student* who is registered for a *higher qualification* (see Rule G1.18).

1.28 *Prerequisite course* is a *course* for which *credit* must be obtained before being able to register for the subsequent *course*.

1.29 *Programme* is a *course* or set of courses or postgraduate research which may lead to a *qualification*.

1.30 *Qualification* includes any degree, diploma, certificate, licentiate, or any other educational attainment that is offered by the *University* as stipulated in its list of qualifications.

1.31 *Recognition of prior learning* means the taking into account of the previous learning and experience of the *applicant* by the *Senate* either for purposes of *admission* and/or for the granting of *exemption* or full or partial *credit* towards one or more courses.

1.32 *Research Report* is the term reserved for the written document which forms the research component of a degree of master by coursework and *research report* and which may include creative work or publications integral to the argument.

1.33 *Semester* is half an *academic year*.

1.34 *Senate* is defined in section 1 as read with section 28 of the Higher Education Act 101 of 1997 and is the body which governs the policies and procedures in respect of the teaching, learning, research and academic functions of the *University*. The *Senate* may delegate its powers except where expressly prohibited from doing so by the *University* Statute.

In many cases the powers of the Senate are, for practical purposes, delegated to and exercised by the deans of the faculties or, in specific instances their nominee/s.

1.35 *Short course* is a certified teaching and learning activity of less than 1200 notional study hours which does not, or does not directly, carry *credit* towards a *qualification*. With special permission of the *Senate*, short courses may carry *credit* towards a *qualification*. A short *course student* is not deemed to be a *student* as defined in Rule G1.36 but is still subject to the *University* rules, policies and procedures.

1.36 *Student* means any person registered at the *University* full-time or part-time for a degree, diploma, licentiate or certificate of the *University* or enrolled for any *course* or *programme* of instruction of the *University*, provided that a person so registered or enrolled who is also a full-time or part-time employee of the *University* is not a *student* for the purpose of membership of the Council or the *Senate*.

1.37 *Study-abroad component* means that part of a *curriculum* leading to a *qualification* which a *student* has been granted permission by the *Senate* to complete at an institution recognised by the *Senate* for this purpose, in a country other than South Africa.

1.38 *Teaching block* is a quarter of an *academic year*.

1.39 *Thesis* is the term reserved for an extended piece of writing based on research that makes an original and significant contribution to knowledge that may incorporate creative work or publications integral to the overall argument, and is submitted in fulfilment of the requirements for a doctor of philosophy *qualification*.

1.40 *University* means the *University* of the Witwatersrand, Johannesburg, unless the context indicates otherwise.

G2 Powers of the University

2.1 The *University* has the power in terms of section 77(3) of its Statute to confer, in any faculty, the degrees of bachelor, master and doctor, as well as to grant a diploma, certificate, licentiate or other *qualification* to any person who has satisfied such requirements as may be prescribed.

2.2 No *qualification*, other than an honorary degree, may be conferred by the *University* upon any person who has not attended the *University* as a *student* for such period, and satisfied such other requirements, as may be prescribed.

2.3 The *University* may confer, without attendance or *examination*, an honorary degree of master or doctor, in any faculty, upon any person who has rendered distinguished services in the advancement of arts, science, jurisprudence or other branches of learning, or who has otherwise rendered herself or himself worthy of such a *qualification*. The *University* has the power in terms of section 79(8) of its Statute to withdraw the conferment of any *qualification*.

2.4 The *University* provides higher education at or above level 5 of the National Qualification Framework as contemplated in the National Qualifications Framework Act, Act No 67 of 2008.

2.5 The *University* has the power in terms of its Statute and the Higher Education Act 101 of 1997 to determine the *admission* policy, the entrance requirements in respect of its *curricula*, the number of students who may be admitted for a particular *curriculum* or *course* and the manner of their selection and the minimum requirements for the readmission to a *curriculum* leading to a *qualification* in a faculty of the *University*. The *University* has the power to refuse readmission to a *student* who fails to satisfy such minimum requirements for readmission.

2.6 The *University* reserves the right not to offer a particular *course* or *qualification* notwithstanding that such *course* or *qualification* appears in the rules of a faculty.

G3 Application of Rules

3.1 These *rules apply to all students who register for the first time in 2025 and to all students who were registered before 2025 unless for compelling reasons the *Senate* determines otherwise in a particular case, in which event such a *student* may proceed in terms of the rules under which s/he was last registered, or in terms of amendments to these rules, or in terms of a special *curriculum* laid down for her/him by the *Senate* subject to the provisions of Rule G7.

* This publication contains information pertaining to the General and Faculty Rules of the University applicable at the time of printing. Amendments to and or updating of information of this publication may be affected from time to time without prior notification.The most updated information is available on the University website https://www.wits.ac.za/students/academic-matters/rules-and-syllabuses/

3.2 Where a right of appeal or review exists any *student*, who is the subject of an adverse decision must be informed by the member of the academic or administrative staff who conveys the decision of that right and of the procedure to be followed.

G4 Admission

4.1 Application for admission

A person who wishes to be admitted as a *student* of the *University* must apply in hard- copy or electronic format on the *University's* application form submitting evidence of her/his academic and general qualifications.In the case of application for *admission* to a *programme* leading to a higher *qualification* the *applicant* may be required to indicate the line of research s/he wishes to pursue.

4.2 Medical fitness

In respect of certain courses or qualifications an *applican*t may be required to demonstrate mental and/or physical fitness and may not be admitted to such *course* or *qualification* if s/he does not so demonstrate to the satisfaction of the *Senate*.

4.3 Discretion of the Senate to admit

Notwithstanding anything contained in the Rules regarding the minimum requirements for *admission*, the *Senate* may on good cause admit or refuse to admit any *student* to any year of study.

4.4 Proficiency in English

4.4.1 All applicants for *admission* (with the exception of those referred to in Rule G4.4.2) to any *curriculum* leading to a *qualification* must have passed English as a first or second language (higher grade) at *matriculation* or passed English home language or first additional language in the NSC or NC(V) or at a level considered equivalent by the *Senate* or deemed to be equivalent by legislation.

4.4.2 Immigrants of less than five years' residence in South Africa who have passed English at the standard grade at *matriculation* or who have passed English in the NSC or NC(V) will be considered for *admission*.

4.4.3 Notwithstanding Rule G4.4.1 and Rule G4.4.2, the *Senate* recognises the International English Language Testing System (IELTS) with a minimum test score of (6.5) or the Cambridge English Language Assessment (CAE) with a minimum of 185 points to be proficient for *admission*. In exceptional cases, the Test of English as a Foreign Language (TOEFL) may be recognised by the *University* with a minimum test score of 550 (79 TOEFL iBT/213 TOEFL CBT) for *admission*. Faculties may require a higher test score or points for specific programmes. Please refer to your faculty.

A pass in English at the General Certificate of Secondary Education (GCSE), the International General Certificate of Secondary Education (IGCSE), or the General Certificate of Education (GCE) Ordinary level is considered equivalent to a pass in English at NSC or NC(V) level or at the higher grade at matriculation level.

4.5 Faculty or qualification-specific requirements

In addition to satisfying the minimum *admission* requirements of the *University*, an *applicant* must satisfy any additional requirements of the faculty to which s/he seeks *admission*.

4.6 Certificate of good conduct

A *student* who was registered at *any other university*, must upon application for *admission* to this *University*, submit a certificate of good conduct and an academic transcript issued by that *university* or those universities, which satisfies the *Senate* that s/he is a person of good standing.

4.7 Credits and exemptions

4.7.1 Credits

The *Senate* may grant a *student credit* in a *course* or courses once only, if s/he has completed:

a) an equivalent *course* offered under a different *curriculum*, for the same *qualification* in the *University*;

b) the same or equivalent *course* offered for another *qualification* in the *University* provided that the required attendance period at the *University* has been satisfied in terms of Rule G6.1; or

c) an equivalent *course* offered in *another university* or institution recognised for this purpose by the *Senate* provided that the provisions of Rule G4.8 and Rule G7.9 are observed.

d) an equivalent short *course* at this *University* recognised for this purpose by the *Senate* in terms of Rule G1.35 but such short courses shall not constitute more than 50 percent of the credits towards a *qualification*.

Such credits are acknowledged as part fulfilment of the requirements for a qualification and with permission of the Senate these courses may carry credit towards a qualification but shall not constitute more than 50 percent of the credits towards a qualification. See Rule G1.11.

4.7.2 Exemptions

On *admission* and subject to Rule G7.9 the *Senate* may grant a *student exemption* from a *course* or part of a *course* offered by the *University* where it has deemed a *student* to have a sufficient understanding of the subject matter to warrant the *student* not having to complete the *course* or part of the *course*. An *exemption* is not a *credit* but allows the *student* to proceed to the subsequent year of study in a particular *course*. The full number of credits required for a *qualification* is not affected by the granting of an *exemption*.

4.8 Credits for previous study

4.8.1 An *applicant* may be admitted to any *curriculum* leading to a *qualification* and this *University* may accept, as far as practicable, certificates of proficiency (credits) issued by *another university* or institution and periods of study as a matriculated *student* at *another university* or institution, provided that:

a) the periods of attendance at this and any other institution are together not less than the completed period prescribed by this *University* for that *qualification*;

b) s/he has at this *University*:

i) in the case of a first *qualification* for which the period of attendance is three or four *academic years*, attended for at least two *academic years* and has attended and completed at least half of the total number of *NQF credits* prescribed for the *qualification* including the final year *course*/courses in her/his major subject/programme; or

ii) in the case of a first *qualification* for which the period of attendance is more than four years, attended for at least half the required period of attendance and completed at least half of the total number of courses prescribed for the *qualification*; or

iii) in the case of any other degree of bachelor offered after a first degree, attended for at least two *academic years*, except for the degree of Bachelor of Education (BEd), for which the period of attendance may be one *academic year*, and has attended and completed at least half of the total number of *NQF credits* prescribed for the degree.

iv) in the case of any postgraduate degree, attended and completed at least half of the total number of courses prescribed for the degree.

c) s/he applies for such *credit* during or before the end of the first registration period.

4.8.2 A *student* may be granted entry to a *qualification* if s/he has completed a diploma with a minimum duration of three years at this *University* or another institution recognised by the *Senate* for this purpose. To allow for such entry into another *qualification* Umalusi must have granted complete or conditional exemption from the *matriculation examination* or must have formally recognised the capacity of the NSC or NC(V) *student* to enter a *university*. Such *exemption* or formal recognition by Umalusi must have been backdated to the commencement of the year in which *credit* for such diploma was first earned. Credits towards such a diploma may be accepted as part of the requirements for a *qualification* offered by the *University* provided that the *student* complies with Rule G4.8.1 (a), (b) i – iii and (c) above.

4.9 Admission to an undergraduate diploma, certificate, licentiate or other qualification

The *Senate* may, by resolution, determine the standard for *admission* to a *programme* leading to an undergraduate diploma, certificate, licentiate or other undergraduate *qualification* other than a degree. Different standards may be set for the different qualifications.

4.10 Admission to the degree of bachelor

4.10.1 National Senior Certificate/National Certificate (Vocational)/ Matriculation

The minimum requirement for *admission* to a *programme* leading to the degree of bachelor is:

a) a *National Senior Certificate (NSC)* with the formal recognition by Umalusi in terms of any law, of the capacity of an *applicant* to enter a *university* for the degree of bachelor;

b) a *National Certificate (Vocational) – NC(V)* with the formal recognition by Umalusi from 2009 in terms of any law, of the capacity of a vocational *applicant* to enter a *university* for the degree of bachelor;

c) *Matriculation* in the form of a *university* entrance *examination* or a *matriculation* endorsement from Umalusi or the granting of complete or conditional *matriculation exemption* by the Matriculation Board of Universities South Africa (USAf).

The date of validity of the NSC, NC(V), matriculation certificate, matriculation endorsement, or certificate of exemption from the matriculation examination must precede 2 April of the academic year for which admission is sought, notwithstanding that the certificate may be issued at a later date.

4.10.2 Certificate of conditional exemption on recommendation of the Senate

Certificate of conditional exemption on recommendation of the *Senate*:

An *applicant* must be issued a certificate of conditional exemption by USAf if that *applicant*, in the opinion of the *Senate* has demonstrated, in a selection process approved by the *Senate*, that s/he is suitable for *admission* to the *University*. Where the *Senate* certifies that the holder of a certificate of conditional *exemption* issued in terms of this paragraph has completed the normal requirements of the *curriculum* for the first year of study of any *qualification*, USAf must issue a certificate of complete *exemption to* her/him, dated from the first day in January of the year in which the first degree *credit* was obtained. An *applicant* may be registered for a *course* under this rule only if places are available for that *course*. In the case of an *applicant* who has not qualified with an NSC or NC(V) for entry to a *university*, Rule G4.3 will apply.

4.10.3 Certificate of ordinary conditional exemption

An *applicant* who has been issued a conditional exemption from the *matriculation examination* and who has one outstanding requirement for complete *exemption* may be admitted to a *programme* leading to the degree of bachelor provided that s/he fulfils that outstanding requirement in the first year of study as prescribed by USAf. In the case of an *applicant* who has not qualified with an NSC or NC(V) for entry to a *university*, Rule G4.3 will apply.

4.10.4 Mature age conditional exemption

An *applicant* who has been issued a mature age conditional exemption from the *matriculation examination* by virtue of being over the age of 23 years or 45 years, as the case may be, may be admitted to a *programme* leading to the degree of bachelor on condition s/he fulfils the requirements of the undergraduate *qualification* within the period stipulated by the faculty concerned. Such fulfilment entitles the *applicant* to complete *exemption* from the *matriculation examination*.

For the purposes of mature age conditional exemption the USAf distinguishes between applicants aged 23 to 44 years and applicants of 45 years or more. Further details regarding mature age conditional exemption are available from USAf.

In the case of an *applicant* who has not qualified with an NSC or NC(V) for entry to a *university*, Rule G4.3 will apply.

4.10.5 Holder of a three-year diploma

An *applicant* who has passed school Grade 12, but who did not obtain a matriculation exemption, an NSC or an NC(V) to enter university, and who has completed a three- year diploma from a *university*, university of technology, teachers' training college, nursing college or a franchised or associated technical or community college recognised by the *Senate* for this purpose may be admitted to a *programme* leading to the degree of bachelor on condition that s/he fulfils the requirements of the undergraduate *qualification* within the period stipulated by the faculty concerned. Such fulfilment entitles the *applicant* to complete *exemption* from *matriculation*, the NSC or the NC(V).

4.10.6 Immigrant conditional exemption

Subject to Rule G4.4, a person who has resided in South Africa for less than five years and who has been issued with a conditional *matriculation* exemption by reason of not having passed a second language at higher grade in the school-leaving *examination* at a South African school, may be admitted to a *programme* leading to the degree of bachelor, on condition that s/he completes a second language *course* at higher grade or NSC or NC(V) or *university* level within the period stipulated by the faculty concerned. The *qualification* cannot be awarded until this condition has been fulfilled.

4.10.7 Foreign conditional exemption

An *applicant* from a foreign country who has been issued a conditional exemption from the *matriculation examination* by USAf may be admitted to a *programme* leading to the degree of bachelor on condition that s/he fulfils the requirements of the undergraduate *qualification* within the period stipulated by the faculty concerned. Such fulfilment entitles the *applicant* to complete *exemption* from the *matriculation examination*. In the case of a foreign *applicant* who has not qualified with an NSC or NC(V) for entry to a *university*, Rule G4.3 will apply.

4.11 Admission to a programme leading to a higher qualification

4.11.1 General requirement for admission to a programme leading to a higher qualification

For *admission* to a *programme* leading to a *higher qualification* the *Senate* must be satisfied that the *candidate* is qualified at an appropriate standard to undertake the proposed line of study or research or both.

4.11.2 Admission to a programme leading to a bachelor of honours degree

Subject to Rule G4.11.6, a graduate in an area of study which the *Senate* considers appropriate of this or *another university* recognised by the *Senate* for this purpose may be admitted to a *programme* leading to the bachelor of honours degree. However, in a case considered by it to be exceptional, the *Senate* may admit a person who has not satisfied all the requirements for the degree of bachelor, and in such a case, the award of the bachelor of honours degree will not be made until the requirements for the degree of bachelor have been satisfied.

4.11.3 Admission to a postgraduate diploma or certificate

Subject to Rule G4.11.6, a graduate in an area of study which the *Senate* considers appropriate of this or *another university* recognised by the *Senate* for this purpose may be admitted to a *programme* leading to a postgraduate diploma or certificate. However, in a case considered by it to be exceptional, the *Senate* may admit as a *student* a person who has not satisfied all the requirements for the degree of bachelor, and in such a case the award of the postgraduate diploma or certificate will not be made until the requirements for the degree of bachelor have been satisfied.

4.11.4 Admission to a programme leading to the degree of master

Subject to Rule G4.11.6, a graduate of this or *another university* recognised by the *Senate* for this purpose may be admitted to a *programme* leading to the degree of master if s/he holds a *qualification* in a field considered by the *Senate* to be appropriate and which can normally only be taken over not less than four years of full-time study; or if s/he holds more than one *qualification* both or all of which are considered by the *Senate* to be in an appropriate field, and for which the combined number of years of full-time study is not less than four years. The *Senate* may require an *applicant* for registration for a *programme* leading to the degree of master to attend such courses or pass such examinations, oral or written or both, as it deems necessary before admitting her/him as a *candidate* for the *qualification*.

4.11.5 Admission to a programme leading to the degree of Doctor of Philosophy

Subject to Rule G4.11.6, a holder of a degree of master in an appropriate field from this or *any other university* recognised by the *Senate* for this purpose may be admitted to a *programme* leading to the degree of Doctor of Philosophy.

4.11.6 Overriding criteria for admission to a programme leading to the award of a higher qualification

Notwithstanding the criteria specified in Rule G4.11.2 to Rule G4.11.5 above, a person who has demonstrated a level of competence to the *Senate's* satisfaction by virtue of examples of research, writings, experience, professional standing or reputation or other attainments or qualifications in the discipline or cognate field may be admitted as a *candidate* to a higher *qualification*.

4.11.7 Admission to candidature for a senior doctorate

Any person may be admitted as a *candidate* for the degree of senior doctor if the *Senate* is satisfied, after consulting with an ad hoc committee of the faculty board concerned which has been convened to peruse the published work submitted, that, on the face of it, a case exists for admitting the *candidate*.

The following qualifications are senior doctorates:

Doctor of Architecture, Doctor of Commerce, Doctor of Economic Science, Doctor of Education, Doctor of Engineering, Doctor of Laws, Doctor of Literature, Doctor of Music, Doctor of Science, Doctor of Science in Architecture, Doctor of Science in Building, Doctor of Science in Business Administration, Doctor of Science in Dentistry, Doctor of Science in Engineering, Doctor of Science in Medicine, Doctor of Science in Quantity Surveying, Doctor of Science in Town and Regional Planning, Doctor of Town and Regional Planning.

4.12 Admission of occasional students

A person, whether matriculated or not, may be permitted by the *Senate* to register for courses outside a recognised *curriculum* subject to such requirements and conditions as may be determined by the *Senate*. However, any such courses may not subsequently be granted as credits towards a degree unless the *student* had matriculated before commencing them. A *student* seeking *credit* towards a *qualification* in respect of a *course* taken for non-qualification purposes at this *University* or another institution must satisfy the *Senate* that:

a) s/he is eligible for *admission* to the *curriculum* leading to the *qualification*; and

b) the validity of the *credit/s* has not lapsed.

4.13 Admission of study–abroad/ international occasional students

Students of an institution recognised by the *Senate* for this purpose may be admitted to courses for non-qualification purposes.

Where an exchange agreement with such an institution exists fees may be waived on the basis of reciprocity.

4.14 Admission – previously excluded students

The *Senate* may in exceptional circumstances consider the application of a *student* who was previously excluded from the *University,* for having failed to satisfy the minimum degree requirements and exceeding the maximum time (N + 2) for the completion of the degree. In such a case the *student* will have to demonstrate that if s/he is readmitted, s/he will be able to succeed and complete the degree.

G5 Registration

The last day for registration differs among faculties and programmes. It is the responsibility of the student to find out from the relevant faculty office when the last day of registration is for her/his programme and to register on or before that date.

5.1 Registration and renewal of registration

Except with the permission of the *Senate* no person may attend any *course* or proceed as a *candidate* for any *qualification* unless s/he is registered as a *student* of the *University* at the material time. Registration is renewable annually or on such shorter period as the *Senate* may determine.

Normally, an annual period of registration is from the date of registration in a particular year until the last day of registration in the first quarter of the subsequent year in the relevant faculty.

A student who registers in the first semester for first semester or full year course(s) may with the permission of Senate substitute such course(s) with an equivalent course(s) provided that they do so within the first two weeks of the first semester.

A student who registers in the first semester for a course(s) that commences in the second semester may with the permission of Senate substitute such course(s) with an equivalent course(s) provided that they do so within the first two weeks of the second semester.

5.2 Concurrent registration at other institutions or faculties or for other qualifications

A person who is registered as a *student* for any *qualification* may not be registered as a *student* for any other *qualification* or at any other faculty of the *University* or at any other tertiary education institution except with the approval of the *Senate* normally given in advance. Such approval will only be granted in circumstances considered exceptional by the *Senate*.

5.3 Registration as a student prior to registration for a qualification

The *Senate* may permit or require a person, before being registered for a *qualification*, to register as an occasional *student* and attend courses for such period and pass assessments at the prescribed standard in such courses as the *Senate* may determine in her/his case.

5.4 Late and Retrospective registrations

Late registration and retrospective registration may be permitted by the *Senate* in exceptional circumstances. A fee may be charged in both circumstances for such registrations.

5.5 Registration for twelve months for senior doctorate

A *candidate* for a senior doctorate must be registered as a *student* of the *University* for at least twelve months before the *qualification* may be conferred.

5.6 Cancellation of registration due to ill health

5.6.1 An *applicant* for registration in the first or any subsequent year of study may be required to satisfy the Vice-Chancellor that s/he is physically and mentally fit to carry out the work involved in that or any subsequent year of study, and may for this purpose be required to present herself/himself for, and submit to, any medical examination that the Vice-Chancellor may require in her/his case.

5.6.2 The Vice-Chancellor may suspend the registration of any *student* if s/he is satisfied that this step is warranted because of the *student's* physical or mental ill health. An appeal against such suspension may be made to the Council.

5.6.3 The Council may cancel the registration of any *student* because of her/his physical or mental ill health if it is satisfied after giving the *student* a proper opportunity to make representations (as defined in the Administration of Justice Amendment Act 53 of 2002), that this step is warranted.

5.7 Cancellation of registration as a result of unsatisfactory performance/progress

5.7.1 The *Senate* may cancel the registration of an undergraduate *student* in one or more of the courses for which that *student* is registered in that year, if in the opinion of the *Senate* the *student's* progress is unsatisfactory or if the academic achievement of the *student* is such that s/he will not at the end of the year obtain *credit* in such *course* or courses. For this rule to be invoked, the Head of School must ensure the criteria have been published in advance by which progress and/or academic achievement will be judged as the case may be. An appeal against such cancellation may be made in the first instance to the relevant Head of School. If the Head of School is unwilling to reverse her/his original decision, s/he shall forthwith place the *student's* representations and his/her own written comments before the Dean for a decision. In exceptional cases, the Dean may set up an appeal committee composed of two senior faculty members (one from the school concerned) nominated by her/him. The decision of the Dean or the appeal committee, as the case may be, shall be final. Fee implications associated with the cancellation of registrations are outlined in the Schedule of Fees books.

5.7.2 The *Senate* may cancel the registration of an undergraduate *student* in the *qualification* for which that *student* is registered in that year and in the opinion of the *Senate* the *student's* progress is unsatisfactory or the *student* has not met the conditions that was stipulated for her/his readmission in that year of study.

5.7.3 The *Senate* may cancel the registration of a *postgraduate student* registered for a *programme* by research if a higher degrees committee (or equivalent), on the recommendation of the relevant supervisor(s) and head of school, has considered the research proposal and/or other milestones of the research of that *student* and has judged the research proposal or the progress towards the milestones to be academically unsatisfactory or, in material aspects, incomplete. The higher degrees committee may appoint a panel comprising one member of the higher degrees committee, the relevant supervisor and the relevant Head of School for the purpose of advising the higher degrees committee. Reasons must be given when such registration is cancelled and an appeal against such cancellation may be made to the Dean of the Faculty, who will then propose membership of an ad hoc committee to review the case. The three-person ad hoc committee will be chaired by the Dean. The Chairperson of the higher degrees committee; the Head of School and/or the Supervisor (or equivalent); may be in attendance.

If the ad hoc committee does not permit renewal of registration, the *student* has the right to submit a further appeal to the Deputy Vice-Chancellor (DVC): Research who may consult with the Dean. The decision of the DVC: Research acting on behalf of the Council, shall be final. Fee implications associated with the cancellation of registrations are outlined in the Schedule of Fees book.

5.7.4 The process set out in Rule G5.7.3 will also apply to a *postgraduate student* registered for a *programme* which includes coursework.

5.8 Change of registration

In exceptional circumstances, where a first-year *student* is adjudged by the *Senate* to be making inadequate progress and the criteria by which such judgment is made have been published in terms of Rule G5.7, the *student* may be permitted or required to alter her/his registration to a special *curriculum* for the same *qualification*.

5.9 Cancellation of registration by student

5.9.1 Date of cancellation of registration for a qualification

Unless in exceptional circumstances the *Senate* otherwise determines, a *student* who cancels her/his registration for a *qualification* less than one month prior to the commencement of the final *examination* session in which the *assessment* for that *qualification* are held, will be deemed to have failed in all the courses for which s/he was registered in that year, except for those courses which s/he has already completed.

5.9.2 Date of cancellation of registration in a particular course

Unless the *Senate* otherwise determines, a *student* may not cancel her/his registration for a particular *course* less than one month prior to the commencement date of the final *examination* session in which the *assessment* for that *course* is held.

5.10 Refusal of permission to register

A *student* who fails to complete a *course* may be refused permission by the *Senate* to register again for that *course* if *admission* to the *course* is limited or if s/he has registered more than once for that *course*.

G6 Attendance

6.1 Minimum Attendance

The minimum attendance for any *programme* shall be determined by the Faculty Rules in compliance with the HEQSF.

6.2 Failure to attend

Any *student* registered for any *course* who fails to fulfil the attendance requirements prescribed by the faculty for that *course* may be refused permission by the *Senate* to present herself/himself for *assessment* in that *course*.

6.3 Outside work, visits, tours, fieldwork, vacation employment, non-examined courses

The requirements for any *qualification* or *course* may include such work or attendance whether within or outside the *University* and during the *academic year* and/or vacation periods as the *Senate* may prescribe. A *student* is required to perform satisfactorily all duties required of her/him in this connection. Failure to comply with these requirements may result in the *student* being refused permission by the *Senate* to present herself/himself for *assessment*, to register for the subsequent year of study or any particular year of study thereafter or ineligibility for the conferment of the *qualification*.

6.4 Exemption from attendance

In exceptional circumstances where it is deemed appropriate, the *Senate* may excuse a *student* from attending all or part of a *course*.

6.5 Attendance requirement for students for qualification

Any *student* for whom attendance is not otherwise prescribed by the rules is required to attend at the *University* for such period and in such manner as may be determined by the *Senate*. The *Senate* may waive this requirement in exceptional circumstances.

6.6 Limitation on the activity of a student for reasons of ill health

6.6.1 The Vice-Chancellor is entitled to investigate the physical or mental health of any *student* where s/he considers it necessary in the interest of the *student* or in the interests of the *University*, to that end may require the *student* to obtain a medical report from or to submit to examination by a suitably qualified medical practitioner or psychologist acceptable to the Vice-Chancellor. The *University* is responsible for any costs incurred in the *course* of such investigation.

6.6.2 Whenever the Vice-Chancellor has reasonable grounds to believe that a *student* is or may become a danger to herself/himself or to any other person, or may cause damage to any premises occupied or under the control of the *University*, or may disrupt any of the activities or functions of the *University*, s/he may place limitations on the presence or activities of that *student* on *University* premises and the *student* is required to observe those limitations.

Without prejudice to her/his general powers under this rule, the Vice- Chancellor may prohibit the *student* from –

a) entering the precincts of, or any specified part of the *University* including a *University* residence; and/or

b) attending any lecture or any specified lectures, laboratory, or other classes or activity whether academic or otherwise.

Any action taken under this rule must be reported to the next meeting of Council or the Executive Committee of Council.

6.6.3 Unless in the opinion of the Vice-Chancellor the urgency of the case or the condition of the *student* concerned makes it inappropriate or impractical to do so, the Vice-Chancellor or any other officer of the *University* designated by the Vice-Chancellor, must interview the *student* concerned before any action is taken under Rule G6.6.2 above and afford her/him a reasonable opportunity to be heard.

6.6.4 Any limitation imposed on a *student* under Rule G6.6.2 above remains in force until the Vice-Chancellor is satisfied that it is no longer necessary. However, the *student* concerned is entitled at any time to make representations to the Vice-Chancellor or to apply to the Council to review any limitations imposed under Rule G6.6.2 above.

6.6.5 The Council may, at any time, investigate the matter and having considered any representations that may have been made by the Vice-Chancellor or the *student* concerned, may confirm, alter or set aside any limitation imposed under G6.6.2 above.

G7 Curricula

7.1 Senate approval of curriculum

A person may not be registered for a *curriculum* leading to a *qualification* in any year of study until her/his *curriculum* for that year has been approved by the *Senate*. An approved *curriculum* may only be amended with the consent of the *Senate*.

7.2 Condonation of breach of rules

The *Senate* may, with retrospective effect, condone any breach of the faculty rules governing a *curriculum* if it is satisfied that the *student* concerned was not at fault and would suffer undue hardship if the breach were not condoned.

7.3 Restriction on choice of courses

In terms of Rule G2.6 wherever the rules for a qualification provide for the selection of courses by a student, such selection may be limited by the timetable of classes, a restriction on the number of students to be registered for a particular course, pre or co-requisite/s and/or insufficient resources.

7.4 Special curricula

The *Senate* may approve a special cognately consonant *curriculum* for a *student*:

a) where it considers it necessary for that *student* to proceed on a *curriculum* which extends beyond the minimum period of full-time study. The maximum period of extension is stipulated in the faculty rules; or

b) where it considers it necessary for that *student* to proceed on foundation and/or additional courses which do not contribute credits towards a *qualification*; or

c) who has been granted credits or *exemptions* in terms of Rule G4.7; or

d) who has interrupted her/his studies at the *University* prior to a change in the rules governing the *curriculum* or *qualification* for which s/he was registered or to whom no *curriculum* is currently applicable; or

e) who has been permitted to proceed to a subsequent year of study without having obtained *credit* for all the courses prescribed for the previous year of study; or

f) who has, in circumstances considered by the *Senate* to be exceptional, been able to give satisfactory evidence of her/his qualifications to proceed to a second or third level *course* in a subject; or

g) who, in the opinion of the *Senate*, suffers or has suffered a disadvantage because of illness or physical disability or because of some other good and sufficient cause; or

h) who has, in circumstances considered by the *Senate* to be exceptional, been able to give satisfactory evidence of her/his ability to complete the first *course* in a subject by part-time study; or

i) in any other circumstances which it considers academically desirable or necessary. The granting of a special *curriculum* has been delegated by the *Senate* to the Dean of each faculty, or to the nominee/s of the Dean, in instances where the Dean reports such nomination/s and the period for which each such person will exercise this responsibility, to the Faculty Board.

7.5 Change of rules during a student's registration

If the rules governing a *qualification* are changed, a *student* who registered under the old rules and who has obtained sufficient credits to enable her/him to proceed to the next year of study in terms of those rules, may proceed on the old *curriculum* unless s/he elects to proceed on the new *curriculum*. However where there are, in the opinion of the *Senate*, compelling reasons for doing so, which may include failure in one or more courses, or where a *student* does not register for the next year of study in the ensuing *academic year* or where at her/his request, a *student* is permitted by the *Senate* to register in the ensuing year on a special *curriculum*, that *student* may be required by the *Senate* to proceed on new rules or on interim rules or on a special *curriculum* laid down for her/him by the *Senate*.

7.6 Study-abroad component/ foreign electives

A registered *student* who completes a *study-abroad component* approved by the *Senate* or, as part of an institutional exchange agreement, completes appropriate credits at an institution which is recognised by the *Senate* for this purpose in a country other than South Africa, earns credits as defined in the requirements for the *qualification*.

A *student* may not be granted a *credit* more than once in the same *course* within the same *qualification*.

7.7 Credits

Subject to the rules pertaining to a particular *qualification* and any special restrictions on credits in the rules, a *student* obtains *credit* in any *course* that s/he successfully completes. However, even if a *student* obtains such *credit*, s/he may be refused permission to renew her/his registration if s/he fails to comply with the minimum requirements of study prescribed.

A *student* may not be granted a *credit* more than once in the same *course* within the same *qualification*.

7.8 Minimum requirements of study

7.8.1 A *student* who does not meet the minimum requirements of study may be refused permission by the *Senate* to renew her/his registration. If, however, a *student* is permitted to renew her/his registration after having failed to satisfy the minimum requirements of study, s/he may be required to satisfy further conditions as the *Senate* may determine in her/his case.

The minimum requirements of study prescribed for students are set out in the faculty rules.

7.8.2 Save in exceptional circumstances, a *student* who fails to meet the minimum requirements of study after s/he has reached or exceeded the maximum time (N + 2) for the completion of the degree shall not be permitted by *Senate* to renew her/his study with the *University*.

Rule 7.8.2 will only apply to undergraduate programmes.

7.9 Withdrawal of, or refusal to grant credits and/or exemptions

The *Senate* may withdraw or refuse to grant credits and/or *exemptions* if, in the opinion of the *Senate*, the time which has elapsed between obtaining the *credit* or *exemption* and completion of the other requirements for the award of a *qualification* is excessive or is excessive in view of the nature of the subject.

Unless otherwise stipulated by the Dean of the Faculty, the shelf life of a course is four years.

7.10 Sub-minimum rule

Unless specified otherwise in a *course* outline, a *student* will not be allowed to obtain *credit* for a *course* unless s/he achieves:

a) a final mark of at least 50 percent for that *course*; and

b) a sub-minimum of 35 percent in each of the components of that *course* as well as in the summative *assessment* for that *course*.

Such a sub-minimum criterion applies only to components which contribute 25 percent or more towards a *course*, unless specified otherwise in the *course* outline.

Summative *assessment* in this instance is *assessment* that regulates the progression of students by awarding marks at the conclusion of a *course*.

G8 Requirements for Award of Qualification

In addition to the requirements of *admission*, registration, attendance and *assessment* applicable to the *qualification* for which a *student* is registered, such *student* must meet the requirements for the award of the *qualification* by obtaining *credit* in the courses set in each academic year and/or conducting research approved by the *Senate* and satisfying such further requirements as may be prescribed by the *Senate* and which are set out in the faculty rules.

G9 Degree of Master

9.1 General

The *Senate* may require a *candidate* for the degree of master as a condition of the conferment of the degree to attend such courses or pass such examinations (written or oral) as it deems necessary before conferring the *qualification*.

9.2 The programme of master proceeding by research

Where appropriate a faculty may offer a *programme* leading to the degree of master by advanced study and research normally under the guidance of a supervisor/s appointed by the *Senate*.

9.3 Programme of master by research report and coursework

Where appropriate a faculty may offer a *programme* leading to the degree of master by *research report* and coursework by by attendance, completion of a *curriculum* approved by the *Senate* and submission of coursework and *research report* on an approved topic by the *Senate*.

9.4 Conditions for the conferment of the degree of master by research

A person who is admitted as a *candidate* for a degree of master by research must, after consultation with her or his supervisor if there is one, present for the approval of the *Senate* a *dissertation* on a subject approved by the *Senate*. The *dissertation* must, in the opinion of the *Senate*, constitute both an application of the methods of research and a contribution to the advancement of knowledge in the subject chosen.

Consistent with the definition of a *dissertation* in Rule G1.13, a *dissertation* will be an extended piece of written work which may incorporate creative work or publications.

The terms Dissertation and Research Report are defined in Rule G1.14 and G1.32. Further conditions for the conferment of the degree of master are set out in the faculty rules and the Senate Standing Orders for Higher Degrees.

9.5 Supervision of full-time members of staff

In circumstances considered by it to be exceptional the *Senate* may dispense with the requirement for supervision in the case of a *candidate* who holds an appointment as a member of the full-time academic staff of the *University* and has held such appointment for such period as is laid down in the faculty rules. In such a case the *Senate* must appoint an internal and external examiner.

9.6 Abstract and style of Dissertation or Research Report

The *Dissertation* or *Research Report* prescribed by the *Senate* must include an abstract and conform as far as possible to the style, length and format recommended in the authorised style guide obtainable from faculty offices.

9.7 Copies of Dissertation or Research Report

A *candidate* for the degree of master must submit for *examination* an electronic copy of her/his *dissertation* or *research report* via email or any other electronic platform designated by the faculty office. In exceptional circumstances the examiner may request a hard copy of the *dissertation* or *research report*. In such a case, the *candidate* will be required to provide a bound hard copy or copies, together with the electronic version. Copies must be in a format that, in the opinion of the *Senate*, is suitable for submission to the examiners.

Prior to graduation, a *candidate* must submit a final, corrected electronic copy of her/his *dissertation* or *research report* via the University's electronic platform.

9.8 Formal declaration

Together with her/his *dissertation* or *research report*, a *candidate* must submit a formal declaration stating whether –

a) it is her/his own unaided work or, if s/he has been assisted, what assistance s/he has received;

b) the substance or any part of it has been submitted in the past or is being or is to be submitted for a *qualification* at *any other university*;

c) the information used in the *dissertation* or *research report* has been obtained by her/him while employed by, or working under the aegis of, any person or organisation other than the *University*.

9.9 Acknowledgement of conferment of degree if material is published

A *candidate* upon whom a degree of master has been conferred by the *University* and who subsequently publishes or republishes her/his *dissertation* or *research report* in whole or in part, must indicate on the title page or in the preface or, if this is not appropriate, in a footnote, that such *Dissertation* or *Research Report* has been approved for that *qualification* by the *University*.

9.10 Completion of all requirements for the degree of master

Unless the *Senate* has granted an extension of time, a *candidate* who has not satisfied all the requirements for the degree of master including submission of a *research report*, if s/he is required to submit one, by the date stipulated in the faculty rules is deemed to have failed. If the *Senate* grants her/him such extension s/he is required to register for the new *academic year*.

G10 Degree of Doctor of Philosophy

10.1 Fulfilment of requirements for conferment of the degree of Doctor of Philosophy

When the research is completed a *candidate* must:

a) present for the approval of the *Senate* a *thesis*, the research for which is normally conducted under the guidance of a supervisor/s, which must constitute in the opinion of the *Senate* a substantial contribution to the advancement of knowledge in the subject chosen, and which must be satisfactory as regards literary presentation;

The term thesis is defined in Rule G1.39 Further conditions for the conferment of the degree of Doctor of Philosophy are set out in the faculty rules and the Senate Standing Orders for Higher Degrees.

b) furnish an abstract with each copy of the *thesis*;

c) if required by the *Senate*, present herself/himself for such *assessment*, or such other requirements as the *Senate* may determine in respect of the subject of her/his *thesis*.

10.2 Supervision of full-time members of staff

In circumstances considered by it to be exceptional, the *Senate* may dispense with the requirement for supervision in the case of a *candidate* who holds an appointment as a member of the full-time academic staff of the *University* and has held such appointment for such period as is laid down in the faculty rules. In such a case, the *Senate* must appoint one internal and two external examiners.

10.3 Copies of thesis

Unless the faculty rules for the *qualification* require otherwise, a *candidate* for the degree of Doctor of Philosophy must submit for *examination* an electronic copy of her/his *thesis* via email or any other electronic platform designated by the faculty office. In exceptional circumstances, the examiner may request a hard copy of the *thesis*. In such a case, the *candidate* will be required to provide a bound copy of her/his *thesis*, together with the electronic version. The bound copies must be in a format that, in the opinion of the *Senate*, is suitable for submission to the examiners.

Prior to graduation, a *candidate* must submit a final, corrected electronic copy of her/his *thesis* via the University's electronic platform.

The rules relating to formal declaration (Rule G9.8), acknowledgement of conferment of the *qualification*, (Rule G9.9) and completion of all requirements for the degree of master (Rule G9.10), apply with the appropriate changes.

G9.7, G10.3: A candidate for a higher degree is not entitled to the return of such copies.

G11 Senior Doctorate

11.1 Conditions for the conferment of the degree

A *candidate* for a senior doctorate must present for the approval of the *Senate* at least five copies of original published work, or original work accepted for publication, in a field approved by the *Senate*. Such work must, in the opinion of the *Senate*, constitute a distinguished contribution to the advancement of knowledge in that field.

11.2 Notice of intention to apply for candidature

A *candidate* must give notice in writing to the Registrar of her/his intention to present herself/himself as a *candidate* for the *qualification*, submitting at the same time the title and an outline of the proposed submission.

G12 Conversion of candidature for higher qualifications

12.1 General

Where the requirements for a *higher qualification* allow, a *candidate* may be permitted or required by *Senate* under conditions prescribed by it to convert her/his candidature from one higher *qualification* to another within the period of registration. Special conditions for conversion are specified in the faculty rules.

The conditions for conversion are generally applicable for existing *programmes* and qualifications prior to 2009, for new *programmes* or qualifications, i.e. those which have not existed before 2009, the conditions for conversion are subject to *Senate* discretion. On conferment of a converted *higher qualification*, the transcript will be endorsed to reflect the conversion.

Conditions for conversion may change in light of the Higher Education Qualifications Sub-Framework.

12.2 Conversion from a programme leading to the degree of master by research to a programme leading to the degree of Doctor of Philosophy

a) A person who has been admitted as a *candidate* for the degree of master may, in exceptional circumstances, at her/his request and on the recommendation of the supervisor and of the Head of the School concerned, on the basis of work towards the *dissertation* be allowed, by permission of the *Senate*, to proceed instead to the degree of Doctor of Philosophy. Provided further that the degree of master shall NOT be conferred on her/him in the event of her/his–

i) withdrawing her/his candidature for the degree of Doctor of Philosophy;

or

ii) having her/his candidature for the degree of Doctor of Philosophy cancelled in terms Rule G5.7; or failing to satisfy the requirements for the degree of Doctor of Philosophy.

b) A person who has completed the requirements for the degree of master, at her/his request and on the recommendation of the Head of the School concerned, may be permitted by the *Senate* not to have the *qualification* conferred on her/him, but to conduct, for not less than one *academic year* of further full-time study, or not less than two academic years of further part-time study, additional research for the degree of Doctor of Philosophy, which shall be a significant extension of the research already completed by her/him: Provided that the period of additional research may be waived or reduced in a case considered by the *Senate* to be exceptional. Provided further that the degree of master shall NOT be conferred on her/him in the event of her/his –

i) withdrawing her/his candidature for the degree of Doctor of Philosophy;

or

ii) having her/his candidature for the degree of Doctor of Philosophy cancelled in terms Rule G5.7; or

iii) failing to satisfy the requirements for the degree of Doctor of Philosophy.

c) A person who is permitted to change her/his candidature in terms of (a) or (b) above will be deemed to have been admitted to candidature for the degree of Doctor of Philosophy at the date of her/his *admission* to candidature for the degree of master, or at such later date as the *Senate* may determine in her/his case, but will be subject, in all other respects, to the rules for the degree of Doctor of Philosophy and such other conditions as the *Senate* may determine in her/his case.

12.3 Conversion from a programme leading to a degree of master by coursework and research report to a programme leading to the degree of master by research

a) A person who has been admitted as a *candidate* for the degree of master by coursework and *research report* may, in exceptional circumstances, at her/his request and on the recommendation of the supervisor and of the Head of the School concerned, on the basis of work towards the *research report* be allowed, by permission of the *Senate*, to proceed instead to the degree of master by research. Provided further that the degree of master by coursework and *research report* shall NOT be conferred on her/him in the event of her/his-

i) withdrawing her/his candidature for the degree of master by research; or

ii) having her/his candidature for the degree of master by research cancelled in terms Rule G5.7; or

iii) failing to satisfy the requirements for the degree of master by research.

b) A person who has completed the requirements for the degree of master by coursework and *research report*, at her/his request and on the recommendation of the Head of the School concerned, may be permitted by the *Senate* not to have the degree conferred on her/him, but to conduct, for not less than one *academic year* of further full-time study, or not less than two academic years of further part-time study, additional research for the degree of master by research, which shall be a significant extension of the research already completed by her/him: Provided that the period of additional research may be waived or reduced in a case considered by the *Senate* to be exceptional. Provided further that the degree of master by coursework and *Research Report* shall be conferred on her/him in the event of her/his –

i) withdrawing her/his candidature for the degree of master by research; or

ii) having her/his candidature for the degree of master by research cancelled in terms Rule G5.7; or

iii) failing to satisfy the requirements for the degree of master by research.

c) A person who is permitted to change her/his candidature in terms of (a) or (b) above will be deemed to have been admitted to candidature for the degree of master by research at the date of her/his *admission* to candidature for the degree of master by coursework and *research report*, or at such later date as the *Senate* may determine in her/his case, but will be subject, in all other respects, to the rules for the degree of master by research and such other conditions as the *Senate* may determine in her/his case.

G13 Assessment

13.1 General

An *assessment* may be written, practical, electronic, clinical or oral, in project or assignment form or be any other piece of work or any combination thereof as may be specified by the *Senate*, provided that a *student's* overall *assessment* does not consist of an oral *assessment* alone, except if expressly determined as appropriate by the *Senate*. Such determination may not be delegated. In all cases the evaluation must be in a form that is suitable for objective *assessment* by an internal moderator or external examiner. In each case the School must make clear the extent and nature of the work to be assessed and the criteria to be used.

13.2 Examiners

13.2.1 At least one examiner for each *course* must be a member of the academic staff of the *University* who has taught the students in the *course* under *assessment* unless it is impracticable in any instance because of the death, dismissal, resignation, absence, illness or other incapacity of the member of staff concerned, or for some reason deemed by the *Senate* to be sufficient.

13.2.2 Each course that is not at the exit level of a programme that account for at least 30% of the final mark must be subject to either internal or external examination.

13.2.3 Each course that is at the exit level of a programme, that account for at least 30% of the final mark must be subject to external examination.

13.2.4 An internal moderator is normally a member of the academic staff who may be from the same department or school or from another department or school but who has not been involved at all in teaching the *course* during the relevant *academic year*. Unless otherwise impracticable or with the approval of the Dean, an internal moderator should not be appointed to examine the same *course* for more than three consecutive years.

13.2.5 An external examiner is normally appointed from outside the *University*, preferably from *another university*, or in the case of professional disciplines, from among experienced members of the professions. In exceptional cases where these options are impracticable, a member of the academic staff may, with the permission of the Dean, be appointed as an external examiner but only if s/he has not been involved at all in teaching the *course* during the relevant *academic year*. Unless otherwise impracticable or with the approval of the Dean an external examiner should not be appointed to examine the same *course* for more than three consecutive years. There should be no reciprocity between external examiners from this and other institutions save in circumstances which the *Senate* deems exceptional.

13.2.6 An additional requirement with regard to examiners for the degree of Doctor of Philosophy is that the *Senate* must appoint three examiners of whom two must be external examiners as defined in Rule G13.2.4 above.

13.3 Eligibility for assessment

A *student* may be disqualified from presenting herself/himself for any *assessment* if s/he has not satisfied such requirements, including satisfactory participation in the work of the class, as may be prescribed by the *Senate*.

These requirements include, but are not limited to: attendance, assignments completed, tutorials participated in, practical experiments, clinical work, field work and outside work. It is incumbent on each student to ascertain from the head of school what is required to qualify for presentation for assessment for each course. Disqualification includes being refused permission to complete an assessment or receiving no marks for such assessment.

13.4 Additional oral or other form of assessment

The *Senate* may require a *student* to present herself/himself for an oral or other form of *assessment* if, on the marks obtained by her/him after prescribed *assessment/s*, s/he is, in the opinion of the *Senate*, on the borderline of the pass mark or the mark required for a particular class, as defined in the faculty or school standing orders. In such an event the marks obtained in such oral *assessment* are reported to the *Senate* in addition to the marks obtained in the prescribed assessment/s. The *Senate* must then determine the mark to be allocated.

13.5 Supplementary assessments

A *student* who has failed a *course* may be permitted by the *Senate* to present herself/himself for a supplementary *assessment* where such *assessment* is permitted by the rules of the faculty which teaches and examines the *course*, unless otherwise agreed by the faculties concerned. Supplementary assessments may only be deferred in circumstances considered by the *Senate* to be exceptional.

A supplementary assessment fee may be charged.

13.6 Deferred assessments

13.6.1 Students must apply to write a deferred assessment on the university system within three (3) working days of the date of the assessment. Students applying for a deferred assessment/s on medical grounds must seek medical attention from their doctor on the day of their assessment. Only a valid doctor's certificate is accepted.

13.6.2 If the Dean of the faculty is satisfied that there is sufficient reason, s/he may permit a *student* to defer her/his *assessment/s*. The Dean will require the *student* to submit such evidence to support her/his case as the Dean considers necessary.

A Dean who permits a *student* to present herself/himself for a deferred *assessment* may require her/him to do so at such time and subject to such conditions as s/he considers fit and, in particular, may require the *student* to defer or to repeat (as the case may be) some or all her/his assessments (or some or all the assessments that s/he has not failed) in the year in respect of which her/his application is lodged.

13.6.3 A *student* who does not present herself/himself for a deferred *assessment* is not entitled or permitted to have the *assessment* further deferred unless there are, in the opinion of the *Senate*, exceptional grounds for permitting her/him to do so.

13.6.4 Unless in the opinion of the *Senate*, exceptional circumstances exist, a deferred *assessment*:

a) in the first *semester*, must be completed not later than the first week of the third *teaching block*;

b) in the second *semester*, must be completed before the commencement of the following *academic year*.

13.7 Re-assessment

Where a *student* has presented herself/himself for *assessment* and before the results or provisional or unconfirmed results of such *assessment* are published, the Dean of the faculty, after due consideration of the relevant factors, may permit a *student* to sit for re-*assessment* if at the time of the *assessment* owing to illness or her/his mental state, the *student* was unable to bring her/his judgment properly to bear on whether to apply for a deferred *assessment* in terms of Rule G13.6.1 above and if the Dean considers that the *student* would suffer hardship to an exceptional degree were s/he not allowed to do so.

13.8 Absence from assessment

Unless the *Senate* is satisfied that there was good and sufficient reason, a *student* who is absent from an *assessment*, in a *course* for which, in accordance with the relevant *curriculum*, s/he is required, permitted or entitled to present herself/himself, fails that *course*.

G14 Academic Progression

14.1 Completion of courses prescribed for previous year of study

Except as provided in the rules for any *qualification* or by permission of the *Senate*, a *student* may not be admitted to a year of study until s/he has completed the courses prescribed for any preceding year of study and satisfied such further requirements, if any, as are prescribed by the rules.

14.2 Standard required to proceed

A *student* may not include in her/his *curriculum* any *course* at a subsequent level unless s/he has attained in that *course* at the preceding level such standard as is considered by the *Senate* to warrant her/his *admission* to the *course* at the subsequent level and has satisfied the prerequisites for that *course* as determined by the *Senate* from time to time.

14.3 Prerequisite non-credit bearing courses

Where a *student* is required to attend a *course* which does not constitute a *credit* towards the *qualification* for which s/he is registered or to perform any other requirement prescribed for any particular year of study for any *qualification*, her/him failure to attend such *course* or to perform such other requirement may result in her/him being refused permission by the *Senate* to register for the subsequent year of study or any particular year of study thereafter.

14.4 Special curricula for students who cannot proceed to the next year of study

A *student* who has obtained *credit* in some of the courses prescribed for any year of study but who may not in terms of the rules proceed to the following year of study and who has not been excluded in terms of the faculty rules for progression, may be permitted or required by the *Senate* to proceed on a special *curriculum*. In addition to the courses being repeated the *student* may be permitted to include in her/his *curriculum* a *course* or courses prescribed for the next year of study and/or such *course* as may enrich the content of her/his *curriculum*.

14.5 Re-attendance requirement for students who cannot proceed to the next year of study

A *student* who is not permitted by the *Senate* to proceed to the subsequent year of study or to include in her/his *curriculum* for the following *academic year* a further *course* in a subject in which s/he has obtained *credit*, may be required by the *Senate* to re-attend and perform to the satisfaction of the *Senate* the work of the class prescribed for such a repeated *course*, failing which s/he may be refused permission to register for the subsequent year of study or any particular year of study thereafter.

G15 Results

15.1 Publication of results

The final mark obtained by a *student* in a *course* may be published either by way of a percentage mark or as a result decision except where the *Senate* has, in the case of some supplementary assessments, ruled otherwise.

15.2 Non-publication of results

The final marks obtained by a *student* may not be published and a *qualification* will not be conferred on a *student* unless and until –

a) s/he has paid all outstanding fees, levies, disbursements, fines and any other monies lawfully owing to the *University*;

b) any disciplinary proceedings, pending or incomplete, have been completed; and

c) there has been compliance with any order made against the *student* as a consequence of any disciplinary proceedings.

G16 Conferment of qualification

16.1 Congregation

Qualifications must be conferred by the *University* at a meeting of the Congregation of the *University* convened for this purpose.

16.2 Issuing of a certificate

Degrees are conferred and Diplomas are granted at a *University* Graduation ceremony. A degree or diploma certificate will not be issued to a *student/candidate* prior to her/his name appearing in the official graduation programme.

16.3 Endorsement of certificate

Where a *qualification* is conferred or granted in a specific field, option or branch, the *Senate* may determine that the certificate attesting to such conferment or granting will bear a statement specifying that field, option or branch. The *Senate* may determine that where a person who has been granted such a certificate has satisfied the requirements for another field, option or branch, the original certificate be endorsed to reflect this fact.

16.4 Non-conferment of qualification

A *student* who otherwise qualifies for the conferment of a *qualification* may be deemed not to have done so unless and until –

a) the *student* has paid all outstanding fees, levies, disbursements, fines and any other monies lawfully owing to the *University*;

b) any disciplinary proceedings, pending or incomplete, have been completed;

c) any order made against the *student* as a consequence of any disciplinary proceedings has been complied with; and

d) in the case of the conversion from one *higher qualification* to another s/he has surrendered the certificate in respect of the former *higher qualification*. Where such surrender is impossible the *Senate* may permit the conferment of the *qualification*.

16.5 Permission to complete qualification by obtaining credits elsewhere

The *Senate* may, if it considers fit, permit a *student* who has only one or two, or, in a case considered by it to be exceptional, three courses or such number of courses as does not exceed 30 per cent of the total number of prescribed courses outstanding for a *qualification* and who satisfies the *Senate* that, by reason of a change of residence, or for some other good and sufficient cause, s/he is unable to continue attending at the *University*, to complete such *course* or courses at *another university* or at an institution recognised for this purpose by the *Senate* within or outside the Republic of South Africa.

The policy of the faculties on this issue is set out in the standing orders of each faculty.

G17 Conferment of Qualification with Distinction

The *qualification* is awarded with distinction or with distinction in a particular *course* to a *student* who has obtained the standard laid down by the *Senate* for that purpose.

G18 Honorary Degrees

18.1 A proposal to confer an honorary degree may be made either by a member of the Council or of the *Senate* and must be seconded by another member of either of these structures.

18.2 The proposal must be communicated in writing to the *University* Registrar.

18.3 The proposal must be accompanied by a statement setting out the reasons for making it.

18.4 A resolution to confer an honorary degree must be passed in the Council and in the *Senate* by an absolute majority of the members of each structure voting by secret postal ballot.

18.5 A person who sits on both structures is entitled to vote in each election.

G19 Intellectual Property

Students are advised to refer to the University Policy on Intellectual Property.

19.1 Any owner's right to intellectual property in any *thesis*, *dissertation*, *research report* or any other work is normally subject to the right of the *University* to make a reproduction of it or parts of it in any medium for a person or institution requiring it for study or research, provided that not more than one copy is supplied to that person or institution.

19.2 Where research includes a patentable invention, the *University* may keep the research confidential for a reasonable period if specifically requested to do so.

19.3 Where confidentiality has been agreed in advance the *University* must keep the research confidential for the period agreed.

19.4 Subject to 19.2 and 19.3 the *University* may distribute abstracts or summaries of any *thesis*, *dissertation*, *research report* or any other work for publication in indexing and bibliographic periodicals considered by the *University* to be appropriate.

G20 Ethical Clearance

Students who propose to conduct research of any kind on human or animal subjects must apply for ethical clearance from the appropriate *University's* Ethics Committee/s. In cases where ethical clearance is not required students must apply and obtain an ethics waiver from the relevant University Ethics Committee/s.

Senate Rules for the Faculty of Humanities

These Rules are subordinate to and should be read in conjunction with the General Rules. The Rules for degrees and diplomas published here are subject to change. They reflect the Rules and Regulations of the *University* as at 31 July 2024 but may be amended prior to the commencement of the 2025 *academic year*.

General Information

Definitions

Course levels: *course*s are offered at four levels, 1000, 2000, 3000 and 4000. The *course* levels are defined by the *Senate* according to its determination of the difficulty of the *course*. The most difficult are classified as being at the 3000 and 4000 level, the least difficult at the 1000 level and the others at the 2000 level. The levels 1000, 2000, 3000 and 4000 are denoted by numerals I, II, III and IV respectively.

Major consists of a series of *course*s in a single subject. At least 156 *credit*s have to be obtained from approved *course*s in a major subject of which at least 72 *credit*s are at the 3000 level, at least 48 *credit*s at the 2000 level and at least 36 *credit*s at the 1000 level.

Corequisite course is a *prerequisite* which may be taken concurrently with another *course* and which a requirement is for *credit* in that other *course*.

Prerequisite course is a *course* which must be passed before registration for a subsequent *course*.

For further definitions see Rule-G1 and Rule G2.

1 Application of Rules

See Rule-G3.

2 UNDERGRADUATE

2.1 Undergraduate Degrees

Qualification Name	Programme Code	NQF Exit Level	NQF Credits
Bachelor of Audiology	AFA13	8	561
Bachelor of Arts in Fine Arts	AFA01	8	556
Bachelor of Music	AFA02	8	554
Bachelor of Music (Extended *Curriculum*)	AFA09	8	662
Bachelor of Social Work	AFA04	8	594
Bachelor of Arts in Film and Television	AFA10	8	554
Bachelor of Arts in Digital Arts	AFA11	8	554
Bachelor of Speech-Language Pathology	AFA12	8	561
Bachelor of Arts in Theatre and Performance	AFA14	8	554

2.1.1 Admission Rules

Please see specific *admission* rules for the professional *qualifications* outlined below.

2.1.1.1 Admission under special conditions

The following *students* may be permitted by the *Senate* to proceed to a degree of bachelor in the Faculty of Humanities under such special conditions as the *Senate* considers necessary:

a) A *student* who has obtained *credit* in *course*s towards one of the degrees of bachelor in the Faculty of Humanities, and who wishes to proceed to another degree of bachelor in the faculty.

b) A *student* who holds a degree of bachelor in the Faculty of Humanities, hereinafter referred to as the first degree, and who wishes to proceed to a second degree of bachelor in Humanities, hereinafter referred to as the second degree.

c) A *student* who has obtained *credit* in *course*s towards a degree of bachelor in another faculty and who wishes to proceed to a bachelor's degree in the Faculty of Humanities.

d) A *student* who holds a degree of bachelor of another university or in another faculty of this University and who wishes to proceed to a degree of bachelor in the Faculty of Humanities.

Provided that a *student* mentioned in (b) or (d) above shall:

i) attend and obtain *credit* in *course*s yielding half the *credit*s required for the Bachelor of Arts which shall include all the *credit*s required at the 3000 level or, in the case of a degree other than the Bachelor of Arts with Honours all the *course*s required for the final two years of study, exemption by permission of the *Senate* in a case considered by it to be exceptional;

ii) not be permitted to complete the requirements for the second degree until at least two years have lapsed after s/he has satisfied all the requirements prescribed for the first degree of bachelor.

2.1.1.2 Admission into the Postgraduate Certificate in Education

*Student*s intending to proceed to the Postgraduate Certificate in Education should note that acceptance into certain subject methodology *course*s is not automatic as selection procedures may be applied (at present this applies to Psychology, Modern and African Languages). In particular, those intending to major in Psychology with a view to registering for Guidance Methodology are advised to include in their curricula at least two *course*s or a *course* at the 2000 level in a third teaching subject. In addition, *students* intending to proceed to the Postgraduate Certificate in Education are strongly advised to confirm with the Faculty Office that the *curriculum* chosen for the bachelor *programme* satisfies the requirements for *admission* to the Postgraduate Certificate in Education. *Student*s intending to teach may not substitute for a required *course* any *course*s from related disciplines or subjects. Not all *course*s will be offered in every *academic year*, and *admission* to any *course* is by approval of the *Senate*, who will take into consideration a *student*'s prior experience in *course*work for the *programme*.

2.1.2 Progression Rules

i) Unless otherwise permitted by the Senate, a student at the 3000 or 4000 level may register for courses in any of the professional disciplines provided that all prerequisites have been met and that the courses yield the required number of credits.

ii) Unless otherwise permitted by the Senate, a student shall not be admitted to a subsequent year of study unless s/he has fulfilled all the requirements of the previous year of study.

iii) Music students who have not passed the Music Foundation courses may not proceed with the BMus degree. In some cases the successful completion of an audition may be accepted in lieu of the Music Foundation courses.

In all years of study:

i) a student is required to pass at least four courses of all registered courses unless fewer are needed to complete the programme;

ii) provided that in the case of a student who has failed to satisfy the minimum requirements of study, in terms of the rules applicable to him/her, for another programme in the Faculty of Humanities or any other faculty of the University or who has failed to satisfy the minimum requirements of study of any other university must pass at least six courses; and

iii) provided that in the case of a student who has been permitted to renew her/his registration after failing to meet the requirements of (i) or (ii) above must pass at least eight courses.

2.1.2.1 Admission to courses

i) In order to progress to the next level course a student must have completed the preceding level course at a standard considered by the Senate to warrant her/his admission to the next level.

ii) In exceptional circumstances, in accordance with Faculty rules pertaining to condonations and with the approval of the Senate, failure may be condoned to a pass.

iii) A failure condoned to a pass may result in the student not being allowed to progress to the next level course.

2.1.2.2 Readmission to and repeating courses

Unless otherwise permitted by the *Senate*, a *student* shall not be readmitted to a *course* for which s/he has twice registered but which s/he has not passed: Provided that a *student* who cancels her/his registration in such *course* timeously in terms of Rule G5.9.2 is deemed not to have registered for that *course* in that particular year or *semester*.

Unless otherwise permitted by the *Senate*, a *student* will not be permitted to repeat any foundation *course*.

2.1.3 Exclusion Rules

Students, that do not meet a minimum of 72 *credits* in any *semester*, may be academically excluded and must appeal to the Wits Re*admission* Council (WRC) for re*admission*.

2.1.4 Bachelor of Audiology

Qualification Name	Programme Code	NQF Exit Level	NQF Credits
Bachelor of Audiology	AFA13	8	561
Plan code: APAAUD20			

2.1.4.1 Admission Rules

National Senior Certificate Requirements:

a) A pass in English First Language with at least 5 at the NSC level or a pass in English First Additional Language with at least 5 at the NSC level.

b) A pass of at least 4 in Mathematics at the NSC level.

Or

Matriculation requirements:

a) A pass in English First Language at the Higher Grade or a standard of at least 40 percent in English Second Language at the Higher Grade; and

b) a pass in Mathematics at the Higher Grade or a standard of at least 50 percent in Mathematics at the Standard Grade; and

c) a pass at the Higher Grade in one of the following subjects:

d) A language other than English, Art, Biblical Studies, Biology, Drama, Economics, Geography, History, Mathematics, Music, Physical Science, Physiology, Speech and Drama provided that if an applicant has passed Mathematics at the Standard Grade in (b) above s/he must have completed at least two of the subjects listed in (c). Provided further that if one of the subjects passed is Art, Drama, Music or Speech and Drama, the applicant must in addition pass one of the other subjects in the above list.

2.1.4.2 Length of study

The Bachelor of Audiology is a full-time four year undergraduate professional degree.

2.1.4.3 Credit rules

Special restrictions on *credit* for *course*s in Bachelor of Audiology

Unless the *Senate* determines otherwise, in a particular case, where the *curriculum* for a particular year of study includes *course*s in Audiology and Clinical Practical in Audiology, a *student* shall not obtain *credit* in either of such *course*s unless s/he completes both such *course*s in the same *academic year*.

2.1.4.4 Progression rules

In order to progress to the next *course* level a *student* must have completed the preceding *course* level at a standard considered by the *Senate* to warrant her/his *admission* to the next level. In exceptional circumstances, in accordance with Faculty rules pertaining to condonations and with the approval of the *Senate*, failure may be condoned to a pass. A failure condoned to a pass may result in the *student* not being allowed to progress to the next *course* level.

Unless otherwise permitted by the *Senate*, a *student* shall not be admitted

a) To the second year of study, unless s/he has obtained a minimum of 126 credits which must include Speech Pathology and Audiology I (SPPA1004A); Speech and Hearing Science (SPPA1003A), Anatomy and Physiology for Speech Pathology and Audiology students (ANAT1000A) and two other 1000 level courses noted in the syllabus section.

b) To the third year of study, unless s/he has obtained credit in all the courses prescribed for the first and second years of study.

c) To the fourth year of study, unless s/he has obtained credit in the subject of Psychology and in Psychological Research Design and Analysis IIA, Audiology III, and Clinical Practical in Audiology III.

Re*admission* to and repeating *course*s

Unless otherwise permitted by the *Senate*, a *student* shall not be readmitted to a *course* for which s/he has twice registered but which s/he has not passed: Provided that a *student* who cancels her/his registration in such *course* timeously in terms of Rule G5.9.2 is deemed not to have registered for that *course* in that particular year or *semester*.

2.1.4.5 Declaration rules

i) Prior to the commencement of the clinical practical work in the first year of study a student will be required to subscribe to the following declaration:

'As a student of Audiology of the University of the Witwatersrand, Johannesburg, I do solemnly declare:

That I will not improperly divulge anything I may learn in my capacity as a student of Audiology;

And that in my relations with patients and colleagues I will conduct myself as becomes a student of the profession of Audiology.'

ii) Prior to being admitted to the degree a student will be required to subscribe to the following declaration:

'As a graduand in Audiology of the University of the Witwatersrand, Johannesburg, I do solemnly declare that:

I shall provide professional services with honesty and compassion and shall respect the dignity, worth and rights of those whom I shall serve;

I shall hold paramount the welfare of the persons that I serve and shall provide only those services and products that are in their best interest;

I shall provide accurate information about the nature and management of communicative disorders and about the services and products provided;

I shall maintain high standards of professional competence in rendering services, providing only those professional services for which I am qualified by education and experience;

I shall maintain the confidentiality of the information and records of those receiving services;

I shall uphold my responsibility to the public by promoting public understanding of the profession, and by supporting development of services designed to fulfill the unmet needs of the public;

I shall uphold the dignity and autonomy of the professions, maintain harmonious inter-professional and intra-professional relationships, and accept the professions' self-imposed standards'.

2.1.4.6 Curriculum for Bachelor of Audiology

Programme Code: AFA13	**NQF Exit Level: 8**
Plan Code: APAAUD20	**NQF Credits: 561**

Course Code	Description	NQF Credits	NQF Level
Year of Study I			
ANAT1003A	Anatomy and Physiology for Speech Pathology and Audiology Students	18	5
SPPA1003A	Speech and Hearing Science	30	5
SPPA1004A	Speech Pathology and Audiology	30	5
PSYC1009A	Psychology I	36	5
LING1001A	Introduction to the Structure of Language	18	5
LING1003A	Language, Mind and Society	18	5
SASL1000A	South African Sign Language: Basic IA	18	5
SASL1001A	South African Sign Language: Basic IB	18	5
Year of Study II			
ANAT2001A	Neuroanatomy for Speech, Language and Hearing	24	6
LING2006A	Linguistic Structures	24	6
LING2007A	Applied Linguistics	24	6
SPPA2001A	Audiology II	30	6
SPPA2005A	Clinical Practical in Audiology	15	6
PSYC2020A	Psychology II	48	6
PSYC2005A	Psychological Research Design and Analysis IIA	24	6

Course Code	Description	NQF Credits	NQF Level
Year of Study III			
i) Select *courses* from the list below yielding 36 *credits*:			
PSYC3001A/ PSYC3024A	Abnormal Psychology III	18	7
PSYC3013A/ PSYC3028A	Cognitive Neuropsychology III	18	7
PSYC3015A	Health Psychology III	18	7
PSYC3016A	Community Psychology III	18	7
PSYC3017A/ PSYC3035A(PT)	Psychotherapeutic Interventions III	18	7
PSYC3018A	Child and Adolescent Psychology III	18	7
PSYC3019A	Critical Social Psychology III	18	7
PSYC3020A/ PSYC3036A(PT)	Organisational Behaviour III	18	7
PSYC3039A/ PSYC3040A (PT)	Career Psychology III	18	7
PSYC3022A/ PSYC3037A(PT)	Employment Relations III	18	7
PSYC3023A/ PSYC3031A	Organisational Effectiveness III	18	7
PSYC3033A	Select Topic in Psychology III	18	7
PSYC3034A/ PSYC3038A(PT)	Cognitive Studies III	18	7
Note: PSYC2005A Psychological Research Design and Analysis IIA must be selected at third year of study if it was not passed prior.			
ii)			
SPPA3001A	Audiology III	30	7
SPPA3004A	Clinical Practical in Audiology III	30	7
SPPA3006A	Research and Practice in the South African Context	15	7
iii) Select the following *course* if not selected in the second year of study:			
PSYC2005A	Psychological Research Design and Analysis IIA	24	6
Year of Study IV			
SPPA4002A	Audiology IV	30	8
SPPA4004A	Clinical Practical in Audiology IV	30	8
SPPA4006A	Research Report	15	8

2.1.4.7 Completion rules

A *student* is required to complete a minimum of 561 *credits* and four years of study to qualify for the Bachelor in Audiology degree, as per the *curriculum* table above.

2.1.4.8 Award with distinction

The following criteria shall be applied to determine whether a *student* shall be awarded the degree with distinction, as per the table below:

a) A student must have obtained a first class pass in Audiology IV and in Clinical Practical in Audiology IV.

b) A student must have obtained a minimum of an upper second pass in the research component.

d) A student must have obtained a minimum of 48 points based on their performance over the four years of study on the award system as per the table below.

	First (75% and above)	Upper second (70% - 74%)	Second (60% - 69%)
Any 12, 18 or 24 *credits*	3	2	1
Any 36 or 48 *credits*	6	4	2
Any 72 *course credits*	12	8	4

2.1.5 Bachelor of Arts in Digital Arts

Qualification Name	Programme Code	NQF Exit Level	NQF Credits
Bachelor of Arts in Digital Arts	AFA11	8	554
Plan code: APABDI20			

2.1.5.1 Admission Rules

National Senior Certificate Requirements (NSC):

a) A pass in English First Language with at least 6 at the NSC level or a pass in English First Additional Language with at least 6 at the NSC level; and

b) a pass of at least 5 in Mathematics at the NSC level.

Or

Pre National Senior Certificate (NSC) Requirements:

a) A pass in English First Language at the Higher Grade or a minimum of at least fifty percent in English Second Language at the Higher Grade; and

b) A pass in Mathematics at the Higher Grade or a standard of at least fifty per cent in Mathematics at the Standard Grade; and

c) A pass at the Higher Grade in at least two of the following subjects:

A language other than English; Art; Biblical Studies; Biology; Drama; Economics; Geography; History; Mathematics; Music; Physical Science; Physiology; Speech and Drama.

Provided that if an *applicant* has passed Mathematics at the Standard Grade in (b) above s/he must have completed at least two of the subjects listed in (c).

Provided further that if one of the subjects passed is Art, Drama, Music or Speech and Drama, the *applicant* must in addition pass one of the other subjects listed in (c).

Note: The Faculty of Humanities will not be considering *National Certificate Vocational* (NCV) *applicants*.

2.1.5.2 Length of study

The Bachelor of Arts in Digital Art is a full-time four year undergraduate professional degree.

2.1.5.3 Minimum requirements for admission to courses

A. Courses	B. Minimum requirements Pre-NSC requirements or equivalent	C. NSC or equivalent
DIGITAL ARTS		
DIGA1004A Key Concepts in Game Design IA And DIGA1005A Key Concepts in Game Design IB	[A minimum of a C symbol in English Higher Grade (First Language), or at least a B symbol in English Higher Grade (Second Language)] And a Pass in Mathematics Higher Grade or at least an E symbol in Mathematics Standard Grade	A minimum of 36 points (APS) according to the University rating system; and [A pass in English First Language with at least 5 at the NSC level or a pass in English First Additional Language with a minimum of 7 at the NSC level] And a pass in Mathematics with a minimum of 5 at the NSC Level

2.1.5.4 Curriculum for Bachelor of Arts in Digital Arts

Programme Code: AFA11	**NQF Exit Level: 8**
Plan Code: APABDI20	**NQF Credits: 554**

Course Code	Description	NQF Credits	NQF Level
Year of Study I			
i)			
IACS1000A	Film, Visual and Performing Arts IA	18	5
IACS1001A	Film, Visual and Performing Arts IB	18	5
DIGA1002A	Game Design IA	18	5
DIGA1003A	Game Design IB	18	5
DIGA1000A	Digital Arts Practice IA	18	5
DIGA1001A	Digital Arts Practice IB	18	5
ii) *A student is required to complete two semester courses in one of the following languages: isiZulu, Sesotho or South African Sign Language (SASL). If a student is proficient in any two of the three languages (isiZulu, Sesotho or SASL), the student is advised to do one of the following: (i) register in a first-language stream for two courses in isiZulu or Sesotho, (ii) register for two courses in any one of the following: French, German, Italian, Portuguese, or Spanish, or (iii) formally apply to the Dean for exemption from the requirement to register for a language subject. Where an exemption has been granted, students must add a course yielding 36 credits in a subject approved by Senate. A student may also be granted a credit if s/he has completed the same or an equivalent course.*			
Year of Study II			
IACS2000A	Film, Visual and Performing Arts IIA: Storytelling Across Media and Cultural Contexts	24	6
DIGA2003A	Game Design IIA	24	6
DIGA2004A	Game Design IIB	24	6
DIGA2001A	Digital Art Design Project	24	6
DIGA2002A	Digital Art Practice II	24	6

Course Code	Description	NQF Credits	NQF Level
DIGA2005A	Digital Art Theory II	24	6
Year of Study III			
i)			
DIGA3004A	Digital Art Theory IIIA	18	7
DIGA3005A	Digital Art Theory IIIB	18	7
IACS3000A	Film, Visual and Performing Arts IIIA: Aesthetics, Technologies and Commodity Cultures	18	7
IACS3001A	Film, Visual and Performing Arts IIIB: Medium, Process, and Criticality	18	7
ii) And select two pairs from the following *courses*:			
DIGA3008A	Interactive Media IIIA	18	7
DIGA3009A	Interactive Media IIIB	18	7
DIGA3006A	Animation IIIA	18	7
DIGA3007A	Animation IIIB	18	7
DIGA3001A	Game Design IIIA	18	7
DIGA3002A	Game Design IIIB	18	7
DIGA3010A	Writing and Interactivity IIIA	18	7
DIGA3011A	Writing and Interactivity IIIB	18	7
Year of Study IV			
i)			
DIGA4002A	Digital Art Research Project	30	8
Or any research project offered at level IV yielding at least 30 credits and approved by the Senate			
ii)			
DIGA4005A	Digital Art Project IV	46	8
And select two of the following *courses*:			
DIGA4007A	Animation IV	23	8
DIGA4010A	Game Design IV	23	8
DIGA4015A	Interactive Media IV	23	8
DIGA4003A	Writing and Interactivity IV	23	8

2.1.5.5 Completion rules

A *student* is required to complete a minimum of 554 *credits* and four years of study to qualify for the Bachelor of Arts in Digital Arts degree, as per the *curriculum* table above.

2.1.5.6 Award with Distinction

The degree shall be awarded with distinction based on the following criteria:

a) A *student* must have obtained a minumum of 48 points on the rating system as per the below.

b) A student must have obtained a first class pass and at least one upper second class pass in the research component and the professional major.

	First (75% and above)	Upper second (70% - 74%)	Second (60% - 69%)
Any 12, 18 or 24 *credits*	3	2	1
Any 36 or 48 *credits*	6	4	2
Any 72 course *credits*	12	8	4

2.1.6 Bachelor of Arts in Film and Television

Qualification Name	Programme Code	NQF Exit Level	NQF Credits
Bachelor of Arts in Film and Television	AFA10	8	554
Plan code: APABFT20			

2.1.6.1 Admission Rules

National Senior Certificate Requirements:

a) A pass in English First Language with at least 5 at the NSC level or a pass in English First Additional Language with at least 5 at the NSC level.

Or

Matriculation Requirements:

a) A pass in English First Language at the Higher Grade or a standard of at least 40 percent in English Second Language at the Higher Grade.

b) A pass at the Higher Grade in at least two of the following subjects:

c) A language other than English; Art; Biblical Studies; Biology; Drama; Economics; Geography; History; Mathematics; Music; Physical Science; Physiology; Speech and Drama.

Note: The Faculty of Humanities will not consider NC (V) *applicants*.

2.1.6.2 Length of study

The Bachelor of Arts in Film and Television is a full-time four year undergraduate professional degree.

2.1.6.3 Curriculum for Bachelor of Arts in Film and Television

Note: Screen Studies IIB and Screen Studies IIIA are compulsory for Bachelor of Arts in Film and Television students.

Programme Code: AFA10	NQF Exit Level: 8
Plan Code: APABFT20	NQF Credits: 554

Course Code	Description	NQF Credits	NQF Level
Year of Study I			
i)			
IACS1000A	Film, Visual and Performing Arts IA	18	5
IACS1001A	Film, Visual and Performing Arts IB	18	5
WFTV1001A	Visual Storytelling IA	18	5
WFTV1002A	Visual Storytelling IB	18	5

Course Code	Description	NQF Credits	NQF Level
WFTV1003A	Image Creation IA	18	5
WFTV1004A	Image Creation IB	18	5
ii) *A student is required to complete two semester courses in one of the following languages: isiZulu, Sesotho or South African Sign Language (SASL). If a student is proficient in any two of the three languages (isiZulu, Sesotho or SASL), the student is advised to do one of the following: (i) register in a first-language stream for two courses in isiZulu or Sesotho, (ii) register for two courses in any one of the following: French, German, Italian, Portuguese, or Spanish, or (iii) formally apply to the Dean for exemption from the requirement to register for a language subject. Where an exemption has been granted, students must add a course yielding 36 credits in a subject approved by Senate. A student may also be granted a credit if s/he has completed the same or an equivalent course.*			
Year of Study II			
i)			
WFTV2001A	Image Creation IIA	24	6
WFTV2002A	Image Creation IIB	24	6
WFTV2003A	Visual Storytelling IIA	24	6
WFTV2016A	Visual Storytelling IIB	24	6
IACS2000A	Film, Visual and Performing Arts IIA: Storytelling across Media and Cultural Contexts	24	6
WFTV2005A	Screen Studies IIB	24	6
Year of Study III			
i) Four of the following *courses* yielding 72 *credits*:			
WFTV3001A	Directing Fiction III	18	7
WFTV3002A	Documentary Filmmaking III	18	7
WFTV3003A	Principles of Sound Design III	18	7
WFTV3004A	Principles of Studio Production III	18	7
WFTV3005A	Screenwriting IIIA	18	7
WFTV3006A	Screenwriting IIIB	18	7
Or three of the above *courses* and one *course* from the list below:			
DIGA3008A	Interactive Media IIIA	18	7
DIGA3006A	Animation IIIA	18	7
CPVC3009A	Theories of Art	18	7
WCPM3002A	Introduction to Cultural Policy and Management A	18	7
WCPM3005A	Funding Contexts in Cultural and Creative Industries	18	7
ii) And in the first semester			
WFTV3007A	Screen Studies IIIA	36	7
And in the second semester the following *courses* yielding 36 *credits:*			
IACS3000A	Film, Visual and Performing Arts IIIA: Aesthetics, Technologies and Commodity Cultures	18	7

Course Code	Description	NQF Credits	NQF Level
IACS3001A	Film, Visual, and Performing Arts IIIB: Medium, Process, and Criticality	18	7
Year of Study IV			
i) Select one of the following research *courses:*			
WFTV4027A	Long Essay in Film and Television	30	8
WFTV4028A	Research Project in Film and Television	30	8
ii) Select four *courses* from the list below:			
WFTV4029A	The Business of Film	23	8
WFTV4021A	Experimental Film IV	23	8
WFTV4022A	Fundamentals of Cinematography IV	23	8
WFTV4023A	Fundamentals of Post-production IV	23	8
WFTV4018A	Screenwriting IVA	23	8
WFTV4019A	Screenwriting IVB	23	8
iii) Or, three of the above *courses* and one *course* from the list below:			
IACS4025A	Film Studies IV	23	8
IACS4001A	Film Studies IVB	23	8
IACS4015A	Digital Humanities	23	8
IACS4012A	Participatory Cultures	23	8
WCPM4012A	Cultural Entrepreneurship	23	8
WCPM4010A	Arts Marketing: Context, Strategies and Practices	23	8
DIGA4007A	Animation IV	23	8
DIGA4015A	Interactive Media IV	23	8
IACS4020A	Selected Topic in Interdisciplinary Arts and Culture Studies	23	8

2.1.6.4 Completion rules

A *student* is required to complete a minimum of 554 *credits* and four years of study to qualify for the Bachelor of Arts in Film and Television degree, as per the *curriculum* table above.

2.1.6.5 Award with Distinction

The degree shall be awarded with distinction based on the following criteria:

a) A *student* must have obtained a minumum of 48 points on the rating system as per the below.

b) A student must have obtained a first class pass and at least one upper second class pass in the research component and the professional major.

	First (75% and above)	Upper second (70% - 74%)	Second (60% - 69%)
Any 12, 18 or 24 *credits*	3	2	1
Any 36 or 48 *credits*	6	4	2
Any 72 *course credits*	12	8	4

2.1.7 Bachelor of Arts in Fine Arts

Qualification Name	Programme Code	NQF Exit Level	NQF Credits
Bachelor of Arts in Fine Arts	AFA01	8	554
Plan code: APABFA20			

2.1.7.1 Admission Rules

National Senior Certificate Requirements:

a) A pass in English First Language with at least 5 at the NSC level or a pass in English First Additional Language with at least 5 at the NSC level.

Or

Matriculation Requirements:

a) A pass in English First Language at the Higher Grade or a standard of at least 40 percent in English Second Language at the Higher Grade; and

b) A pass at the Higher Grade in at least two of the following subjects:

A language other than English; Art; Biblical Studies; Biology; Drama; Economics; Geography; History; Mathematics; Music; Physical Science; Physiology; Speech and Drama.

Note: The Faculty of Humanities will not consider NC (V) *applicants*.

2.1.7.2 Length of study

The Bachelor of Arts Fine Arts is a full-time four year undergraduate professional degree.

2.1.7.3 Curriculum for Bachelor of Arts in Fine Arts

Programme Code: AFA01	NQF Exit Level: 8
Plan Code: APABFA20	NQF Credits: 554

Course Code	Description	NQF Credits	NQF Level
Year of Study I			
IACS1000A	Film, Visual and Performing Arts IA	18	5
IACS1001A	Film, Visual and Performing Arts IB	18	5
FINA1003A	Fine Arts IA	18	5
FINA1004A	Fine Arts IB	18	5
FINA1005A	Drawing and Contemporary Practice IA	18	5
FINA1006A	Drawing and Contemporary Practice IB	18	5

~~iii)~~ *A student is required to complete two semester courses in one of the following languages: isiZulu, Sesotho or South African Sign Language (SASL). If a student is proficient in any two of the three languages (isiZulu, Sesotho or SASL), the student is advised to do one of the following: (i) register in a first-language stream for two courses in isiZulu or Sesotho , (ii) register for two courses in any one of the following: French, German, Italian, Portuguese, or Spanish, or (iii) formally apply to the Dean for exemption from the requirement to register for a language subject. Where an exemption has been granted, students must add a course yielding 36 credits in a subject approved by Senate. A student may also be granted a credit if s/he has completed the same or an equivalent course.*

Course Code	Description	NQF Credits	NQF Level
Year of Study II			
FINA2003A	Fine Arts IIA	24	6
FINA2004A	Fine Arts IIB	24	6
CPVC2003A	History of Art IIA	24	6
CPVC2004A	History of Art IIB	24	6
FINA2007A	Drawing and Contemporary Practice IIA	24	6
FINA2008A	Drawing and Contemporary Practice IIB	24	6
Year of Study III			
FINA3009A	Fine Arts IIIA	18	7
FINA3010A	Fine Arts IIIB	18	7
CPVC3005A	History of Art IIIA	18	7
CPVC3006A	History of Art IIIB	18	7
CPVC3007A	History of Art IIIC	18	7
CPVC3008A	History of Art IIID	18	7
FINA3011A	Drawing and Contemporary Practice IIIA	18	7
FINA3012A	Drawing and Contemporary Practice IIIB	18	7
Year of Study IV			
FINA4015A	Research Project	30	8
FINA4017A	Critical Theories and Visual Cultures	23	8
FINA4012A	Fine Arts IVA	23	8
FINA4013A	Fine Arts IVB	23	8
FINA4016A	Professional Practice in Fine Arts	23	8

2.1.7.4 Completion rules

A *student* is required to complete a minimum of 554 *credits* and four years of study to qualify for the Bachelor of Arts in Fine Arts degree, as per the *curriculum* table above.

2.1.7.5 Award with Distinction

The degree shall be awarded with distinction based on the following criteria:

a) A *student* must have obtained a minumum of 48 points on the rating system as per the below.

b) A student must have obtained a first class pass and at least one upper second class pass in the research component and the professional major.

	First (75% and above)	Upper second (70% - 74%)	Second (60% - 69%)
Any 12, 18 or 24 *credits*	3	2	1
Any 36 or 48 *credits*	6	4	2
Any 72 *course credits*	12	8	4

2.1.8 Bachelor of Music

Qualification Name	Programme Code	NQF Exit Level	NQF Credits
Bachelor of Music	AFA02	8	554
Plan code: APABMUS20			
Bachelor of Music (Extended Curriculum)	AFA09	8	662
Plan code: APABMUSE21			

2.1.8.1 Admission rules

National Senior Certificate Requirements:

a) A pass in English First Language with at least 5 at the NSC level or a pass in English First Additional Language with at least 5 at the NSC level.

Or

Matriculation Requirements:

a) A pass in English First Language at the Higher Grade or a standard of at least 40 percent in English Second Language at the Higher Grade; and

b) a pass at the Higher Grade in at least two of the following subjects:

a language other than English; Art; Biblical Studies; Biology; Drama; Economics; Geography; History; Mathematics; Music; Physical Science; Physiology; Speech and Drama.

Note: The Faculty of Humanities will not consider NC (V) *applicants*.

2.1.8.2 Conditions for admission to Extended Curriculum courses

Should the results of the *student*'s audition indicate such a need, the *Senate* may require the *student* to take one or more of the following foundation *courses*:

Course Code	Description	NQF Credit	NQF Level
MUSC1032A	Foundation in Music Performance Studies	36	5
MUSC1033A	Foundation in General Musicianship	36	5
MUSC1026A	Foundation in Music Literacies A	18	5
MUSC1027A	Foundation in Music Literacies B	18	5

Unless otherwise permitted by the *Senate*, a *student* may not register for a *course* listed under B below unless s/he has satisfied or been exempted from the corresponding additional requirement or *course* listed under A below:

A. Course	B. Special requirement
(MUSC1026A) Foundation in Music Literacies A	(MUSC1027A) Foundation in Music Literacies B

2.1.8.3 Special restriction on the curriculum of students on first year of study

Except where the *Senate* otherwise determines, the *curriculum* of a *student* in the first year of study may not include a *course* offered towards the Bachelor of Arts that does not enable a *student* to go on to a second-level *course*.

2.1.8.4 Length of study

The Bachelor of Music is a full-time four year undergraduate professional degree.

The Bachelor of Music extended curriculum is a full-time five year undergraduate professional degree.

2.1.8.5 Curriculum for Bachelor of Music

Programme Code: AFA02/AFA09	NQF Exit Level: 8
Plan Code: APABMUS20/ APABMUSE21	NQF Credits: 554/662

Course Code	Description	NQF Credits	NQF Level
Extended *curriculum*			
i)			
MUSC1032A	Foundation in Music Performance Studies	36	5
MUSC1033A	Foundation in General Musicianship	36	5
MUSC1026A	Foundation in Music Literacies A	18	5
MUSC1027A	Foundation in Music Literacies B	18	5
Year of Study I			
i)			
IACS1000A	Film, Visual and Performing Arts IA	18	5
IACS1001A	Film, Visual and Performing Arts IB	18	5
MUSC1018A	Music Performance Studies IA	18	5
MUSC1019A	Music Performance Studies IB	18	5
MUSC1022A	Music Literacies and Skills IA	18	5
MUSC1023A	Music Literacies and Skills IB	18	5
ii) A *student* is required to complete two semester *courses* in one of the following languages: isiZulu, *Sesotho* or South African Sign Language (SASL). If a *student* is proficient in any two of the three languages (isiZulu, *Sesotho* or SASL), the *student* is advised to do one of the following: (i) register in a first-language stream for two *courses* in isiZulu or *Sesotho*, (ii) register for two *courses* in any one of the following: French, German, Italian, Portuguese, or Spanish, or (iii) formally apply to the Dean for exemption from the requirement to register for a language subject. Where an *exemption* has been granted, *students* must add a *course* yielding 36 *credits* in a subject approved by *Senate*. A *student* may also be granted a *credit* if s/he has completed the same or an equivalent *course*.			
Year of Study II			
i)			
MUSC2023A	Critical Music Studies: Concepts and Contexts IIA	24	6
MUSC2024A	Critical Music Studies: Concepts and Contexts IIB	24	6
MUSC2017A	Music Performance Studies IIA	24	6
MUSC2018A	Music Performance Studies IIB	24	6
MUSC2019A	Music Literacies and Skills IIA	24	6
MUSC2020A	Music Literacies and Skills IIB	24	6
ii) A *student* may substitute both MUSC2017A and MUSC2018A or MUSC2019A and MUSC2020A with any *course(s)* at level 2000 yielding 48 *credits* offered in the Faculty of Humanities			
Year of Study III			
i)			
MUSC3015A	Music in History and Society III: Music and the Theatre	18	7

Course Code	Description	NQF Credits	NQF Level
MUSC3017A	Music in History and Society III: Musical Modernisms	18	7
MUSC3018A	Music in History and Society III: Music in Contemporary Lives	18	7
MUSC3023A	Community Music III	18	7
MUSC3019A	Music Performance Studies IIIA	18	7
MUSC3022A	Music Performance Studies IIIB	18	7
MUSC3021A	Music Composition Studies IIIA	18	7
MUSC3020A	Music Composition Studies IIIB	18	7
MUSC3021A	Music Composition Studies IIIA	18	7
WCPM3004A	Introduction to Cultural Policy and Management A	18	7
WCPM3005A	Funding Contexts in Cultural and Creative Industries	18	7
DIGA3008A	Animation IIIA	18	7
DIGA3008A	Interactive Media IIIA	18	7
DIGA3010A	Writing and Interactivity IIIA	18	7
WTAP3043A	Musical Theatre IIIA	18	7
WTAP3044A	Musical Theatre IIIB	18	7
Or a *course* or two *courses* at 3000 level offered by the Faculty of Humanities.			
Year of Study IV			
i)			
MUSC4028A	Music Business Studies	23	8
ii) One of the following specialisations at either a), b) ,c), or d)			
a) Composition			
MUSC4032A	Composition Studies IV: Portfolio	23	8
MUSC4031A	Composition Studies IV: Theory and Analysis	23	8
b) Performance			
MUSC4179A	Music Performance Studies IV	45	8
c) Community Music			
MUSC4178A	Community Music Major Studies	48	8
d) Business and the arts			
WCPM4012A	Cultural Entrepreneurship	23	8
WCPM4014A	Arts Marketing: Context, Strategies and Practices	23	8
iii) Select one of the following:			
MUSC4036A	Music Long Essay	30	8
MUSC4037A	Music Criticism: Research Project	30	8
And a course in the Faculty at 4000 level suitable to the Long Essay research topic			

Course Code	Description	NQF Credits	NQF Level
iv) Select one course from the list below:			
MUSC4039A	Community Music: Minor Studies	23	8
MUSC4031A	Composition Studies IV: Theory and Analysis	23	8
MUSC4034A	Music Performance IV: Minor Study	23	8
WCPM4012A	Cultural Entrepreneurship	23	8
WCPM4014A	Arts Marketing: Context, Strategies and Practices	23	8
WTAP4127A	Musical Theatre IVA	23	8
WTAP4128A	Musical Theatre IVB	23	8
CPVC4038A	Key Moments in the 20th Century Arts: Tradition and Innovation	23	8
DIGA4007A	Animation IV	23	8
DIGA4015A	Interactive Media IV	23	8
DIGA4003A	Writing and Interactivity IV	23	8
IACS4020A	Selected Topic in Interdisciplinary Arts and Culture Studies	23	8
Or by permission of *Senate*, a cognate level *course* offered within the Faculty of Humanities.			

2.1.8.6 Completion rules

A *student* is required to complete a minimum of 554 *credits* and four years of study to qualify for the Bachelor of Music degree, as per the *curriculum* table above.

2.1.8.7 Award with Distinction

The degree shall be awarded with distinction based on the following criteria:

a) A *student* must have obtained a minumum of 48 points on the rating system as per the below.

b) A student must have obtained a first class pass and at least one upper second class pass in the research component and the professional major.

	First (75% and above)	Upper second (70% - 74%)	Second (60% - 69%)
Any 12, 18 or 24 *credits*	3	2	1
Any 36 or 48 *credits*	6	4	2
Any 72 course *credits*	12	8	4

2.1.9 Bachelor of Social Work

Qualification Name	Programme Code	NQF Exit Level	NQF Credits
Bachelor of Social Work	AFA04	8	594
Plan code: APABSW20			

2.1.9.1 Admission rules

National Senior Certificate Requirements:

a) A pass in English First Language with at least 5 at the NSC level or a pass in English First Additional Language with at least 5 at the NSC level.

Or

Matriculation Requirements:

a) A pass in English First Language at the Higher Grade or a standard of at least 40 percent in English Second Language at the Higher Grade; and

b) A pass at the Higher Grade in at least two of the following subjects:

A language other than English; Art; Biblical Studies; Biology; Drama; Economics; Geography; History; Mathematics; Music; Physical Science; Physiology; Speech and Drama.

Note: The Faculty of Humanities will not consider NC (V) *applicants*.

2.1.9.2 Minimum requirements of study

A *student* shall not be admitted:

a) to the second year of study, unless s/he has obtained *credit* in at least 72 *credits* for *courses* included in her/his *curriculum* for the first year of study, including Introduction to Social Work Theory and Practice and Field Instruction in Social Work Practice I;

b) to the third year of study, unless s/he has obtained *credit* in Psychology I or Introduction to Psychology I and Basic Principles of Individual and Group Psychology I: Identity and Society I: South Africa in the Era of Globalisation I, Integrated Social Work Methods and Human Rights, Social Policy and The Law, Field Instruction in Social Work Practice II and at least 132 *credits* from other *courses* included in her/his *curriculum* for the first and second years of study;

c) to the fourth year of study, unless s/he has obtained *credit* in Integrated Social Work Theory and Practice and Field Instruction in Social Work Practice III and either the major subject Psychology or Sociology or Labour and Economic Sociology and in all the other *courses* included in her/his *curriculum* for the previous years of study; and

d) a *student* who has not passed either a *course* in Integrated Social Work Theory and Practice or a *course* in Field Instruction in Social Work Practice in any year of study may be required, while s/he is repeating the *course* which s/he has failed, to undertake assignments from the *course* already completed where this is considered necessary by the *Senate*.

2.1.9.3 Length of study

The Bachelor of Social Work is a full-time four year professional undergraduate degree.

2.1.9.4 Declaration rules

Declaration at commencement of studies

i) Prior to the commencement of the field work practice in the first year of study a student will be required to subscribe to the following declaration:

'As a student of Social Work of the University of the Witwatersrand, Johannesburg, I do solemnly declare:

That I will not improperly divulge anything which I may learn or which may be disclosed to me in my capacity as a Social Work student;

And that during my training as a Social Worker I will conduct myself as becomes a student of the profession of Social Work and uphold its reputation.'

Declaration by graduand

ii) Prior to being admitted to the degree a *student* will be required to subscribe to the following declaration:

'As a graduand in Social Work of the University of the Witwatersrand, Johannesburg, I do solemnly declare:

That I will not improperly divulge anything I have learned in my professional capacity;

'That I will exercise my profession to the best of my knowledge and ability for the safety and welfare of all persons entrusted to my care, and not knowingly or intentionally do anything to their hurt or prejudice;

And that in my relations with clients or colleagues, I will conduct myself as becomes a member of the profession of Social Work.'

2.1.9.5 Curriculum for Bachelor of Social Work

Unless a student intends to major in Psychology in her/his third year of study, the course PSYC2005A/ PSYC2012A Psychological Research Design and Analysis IIA is optional.

Programme Code: AFA04	**NQF Exit Level: 8**
Plan Code: APABSW20	**NQF Credits: 594**

Course Code	Description	NQF Credits	NQF Level
Year of Study I			
i)			
SOCW1001A	Field Instruction in Social Work Practice I	18	5
SOCW1005A	Introduction to Social Work Theory and Practice	36	5
PSYC1009A/ PSYC1010A (PT)	Psychology I	36	5
SOCL1013A	Southern Africa in the Era of Globalisation I	18	5
SOCL1014A	Identity and Society	18	5
ii) A *student* must select either a) or b):			
a)			
ANTH1006A	Culture and Humanity	18	5
ANTH1007A	Practices of Identification	18	5
b)			
SASL1000A	South African Sign Language: Basic IA	18	5
SASL1001A	South African Sign Language: Basic IB	18	5
Year of Study II			
i)			
SOCW2001A	Field Instruction in Social Work Practice II	24	6
SOCW2006A	Integrated Social Work Methods and Human Rights	24	6
PSYC2020A/ PSYC2021A (PT)	Psychology II	48	6
PSYC2005A/ PSYC2012A(PT)	Psychological Research Design and Analysis IIA	24	6

Course Code	Description	NQF Credits	NQF Level
ii) A *student* must select either a) or b):			
a)			
SOCL2012A	Sociological Theory II	24	6
And one of the following *courses*:			
SOCL2008A	Organisations, Movements and change II	24	6
SOCL2001A	Contemporary Social Issues	24	6
SOCL2002A	Environment, Development and Globalisation II	24	6
SOCL2004A	Family, Gender and Work II	24	6
SOCL2005A	Knowledge and Power II	24	6
SOCL2007A	Law, Crime and Power II	24	6
SOCL2009A	Population Studies II	24	6
SOCL2011A	Society, Health and Disease II	24	6
SOCL2013A	The Sociology of Religion II	24	6
b)			
SOCL2012A	Sociological Theory II	24	6
And one of the following *courses:*			
SOCL2004A	Family, Gender and Work II	24	6
SOCL2008A	Organisations, Movements and Change II	24	6
Year of Study III			
SOCW3001A	Field Instruction in Social Work Practice III	36	7
SOCW3005A	Integrated Social Work Theory and Practice	36	7
iii) And a *student* must select *courses* yielding a minimum of 72 *credits* from a), b) or c):			
a)			
PSYC3001A/ PSYC3024A (PT)	Abnormal Psychology III	18	7
PSYC3013A/ PSYC3028A (PT)	Cognitive Neuropsychology III	18	7
PSYC3015A	Health Psychology III	18	7
PSYC3016A/	Community Psychology III	18	7
PSYC3017A/ PSYC3035A(PT)	Psychotherapeutic Interventions III	18	7
PSYC3018A	Child and Adolescent Psychology III	18	7
PSYC3019A	Critical Social Psychology III	18	7
PSYC3020A/ PSYC3036A(PT)	Organisational Behaviour III	18	7
PSYC3039A/ PSYC3040A (PT)	Career Psychology III	18	7

Course Code	Description	NQF Credits	NQF Level
PSYC3022A/ PSYC3037A(PT)	Employment Relations III	18	7
PSYC3023A/ PSYC3031A	Organisational Effectiveness III	18	7
PSYC3033A	Select Topic in Psychology III	18	7
PSYC3034A/ PSYC3038A(PT)	Cognitive Studies III	18	7
Note: PSYC2005A Psychological Research Design and Analysis IIA must be selected at third year of study if it was not passed previously.			
b)			
SOCL3008A	Researching Social Life III	18	7
SOCL3002A	Culture, Identity and Power	18	7
And 36 *credits* from the *courses* below:			
SOCL3001A	Contemporary Feminism: Issues and Struggles III	18	7
SOCL3003A	Demography and Development III	18	7
SOCL3005A	Intermediate Quantitative Research Methods III	18	7
SOCL3007A	Postmodern Theory III	18	7
SOCL3009A	Sociology of Education III	18	7
SOCL3010A	Sociology of Latin America and the Caribbean III	18	7
SOCL3011A	Sociology of the City III	18	7
SOCL3012A	Sociology of War and Peace III	18	7
SOCL3029A	Class, Power, and Economic Relations III	18	7
SOCL3014A	South African Industrial Relations III	18	7
SOCL3015A	States, Markets and Economic Policy III	18	7
SOCL3016A	Sociology of Africa III	18	7
SOCL3026A	Contemporary Social Issues III	18	7
c)			
SOCL3008A	Researching Social Life III	18	7
SOCL3029A	Class, Power, and Economic Relations III	18	7
And 36 *credits* from the *courses* below:			
SOCL3001A	Contemporary Feminism: Issues and Struggles III	18	7
SOCL3002A	Culture, Identity and Power III	18	7
SOCL3003A	Demography and Development III	18	7
SOCL3005A	Intermediate Quantitative Research Methods III	18	7
SOCL3007A	Postmodern Theory III	18	7
SOCL3009A	Sociology of Education III	18	7
SOCL3010A	Sociology of Latin America and the Caribbean III	18	7

Course Code	Description	NQF Credits	NQF Level
SOCL3011A	Sociology of the City III	18	7
SOCL3012A	Sociology of War and Peace III	18	7
SOCL3014A	South African Industrial Relations III	18	7
SOCL3015A	States, Markets and Economic Policy III	18	7
SOCL3016A	Sociology of Africa III	18	7
SOCL3026A	Contemporary Social Issues III	18	7
Year of Study IV			
i)			
SOCW4001A	Field Instruction in Social Work Practice IV	45	8
SOCW4003A	Social Work Theory and Practice IV	45	8
SOCW4004A	Research Report	30	8

2.1.9.6 Completion rules

Students completing more than three of these _courses_ would qualify for the major in Organisational Psychology.

A *student* is required to complete a minimum of 594 *credits* and four years of study to qualify for the Bachelor of Social Work degree, as per the *curriculum* table above.

2.1.9.7 Award with distinction

The following criteria shall be applied to determine whether a *candidate* shall be awarded the degree with distinction, as per the table below.

a) A *student* must have obtained a minumum of 48 points on the rating system as per the below.

b) A *student* must have obtained a first class pass in one of their fourth year *course*s and at least an upper second class pass in the other two fourth year *course*s.

c) A *student* must have completed their degree in the minimum period of study (four years).

	First (75% and above)	Upper second (70% - 74%)	Second (60% - 69%)
Any 12, 18 or 24 *credits*	3	2	1
Any 36 or 48 *credits*	6	4	2
Any 72 course credits	12	8	4

2.1.10 Bachelor of Speech-Language Pathology

Qualification Name	Programme Code	NQF Exit Level	NQF Credits
Bachelor of Speech-Language Pathology	AFA12	8	561
Plan code: APASLP20			

2.1.10.1 Admission rules

National Senior Certificate Requirements:

a) A pass in English First Language with at least 5 at the NSC level or a pass in English First Additional Language with at least 5 at the NSC level;

b) A pass of at least 4 in Mathematics at the NSC level.

Or

Matriculation requirements:

a) A pass in English First Language at the Higher Grade or a standard of at least 40 percent in English Second Language at the Higher Grade; and

b) A pass in Mathematics at the Higher Grade or a standard of at least 50 per cent in

c) Mathematics at the Standard Grade; and

d) A pass at the Higher Grade in one of the following subjects:

A language other than English; Art; Biblical Studies; Biology; Drama; Economics; Geography; History; Mathematics; Music; Physical Science; Physiology; Speech and Drama: Provided that if an *applicant* has passed Mathematics at the Standard Grade in (b) above s/he must have completed at least two of the subjects listed in (c). Provided further that if one of the subjects passed is Art, Drama, Music or Speech and Drama, the *applicant* must in addition pass one of the other subjects in the above list.

Credit rules:

Special restrictions on *credit* for *course*s in Bachelor of Speech Pathology.

Unless the *Senate* determines otherwise in a particular case – where the *curriculum* for a particular year of study includes *course*s in Speech- Language Pathology and Clinical Practical in Speech- Language Pathology, a *student* shall not obtain *credit* in either of such *course*s unless s/he completes both such *course*s in the same *academic year*.

2.1.10.2 Length of study

The Bachelor in Speech-Language Pathology is a full-time four year undergraduate professional degree.

2.1.10.3 Progression rules

2.1.10.3.1 Admission to courses

In order to progress to the next *course* level a *student* must have completed the preceding *course* level at a standard considered by the *Senate* to warrant her/his *admission* to the next level. In exceptional circumstances, in accordance with Faculty rules pertaining to condonations and with the approval of the *Senate*, failure may be condoned to a pass. A failure condoned to a pass may result in the *student* not being allowed to progress to the next *course* level.

Unless otherwise permitted by the *Senate*, a *student* shall not be admitted:

a) to the second year of study, unless s/he has obtained a minimum of 126 credits which must include Speech Pathology and Audiology I (SPPA1004A); Speech and Hearing Science (SPPA1003A), Anatomy and Physiology for Speech Pathology and Audiology students (ANAT1000A) and two other 1000 level courses noted in the syllabus section;

b) to the third year of study, unless s/he has obtained credit in all the courses prescribed for the first and second years of study;

c) to the fourth year of study, unless s/he has obtained credit in the subject of Psychology and in Psychological Research Design and Analysis IIA, Speech -Language Pathology III, and Clinical Practical in Speech-Language Pathology III.

2.1.10.3.2 Readmission to and repeating courses

Unless otherwise permitted by the *Senate*, a *student* shall not be readmitted to a *course* for which s/he has twice registered but which s/he has not passed: Provided that a *student* who cancels her/his registration in such *course* timeously in terms of Rule G5.9.2 is deemed not to have registered for that *course* in that particular year or *semester*.

2.1.10.3.3 Declaration rules:

Prior to the commencement of the clinical practical work in the first year of study a *student* will be required to subscribe to the following declaration:

'As a student of Speech-Language Pathology of the University of the Witwatersrand, Johannesburg, I do solemnly declare:

That I will not improperly divulge anything I may learn in my capacity as a student of Speech-Language Pathology;

And that in my relations with patients and colleagues I will conduct myself as becomes a student of the profession of Speech-Language Pathology.'

Prior to being admitted to the degree a student will be required to subscribe to the following declaration:

'As a graduand in Speech-Language Pathology of the University of the Witwatersrand, Johannesburg, I do solemnly declare that:

I shall provide professional services with honesty and compassion and shall respect the dignity, worth and rights of those whom I shall serve;

I shall hold paramount the welfare of the persons that I serve and shall provide only those services and products that are in their best interest;

I shall provide accurate information about the nature and management of communicative disorders and about the services and products provided;

I shall maintain high standards of professional competence in rendering services, providing only those professional services for which I am qualified by education and experience;

I shall maintain the confidentiality of the information and records of those receiving services;

I shall uphold my responsibility to the public by promoting public understanding of the profession, and by supporting development of services designed to fulfill the unmet needs of the public;

I shall uphold the dignity and autonomy of the professions, maintain harmonious inter-professional and intra-professional relationships, and accept the professions' self-imposed standards'.

2.1.10.4 Curriculum for Bachelor of Speech-Language Pathology

Programme Code: AFA12	**NQF Exit Level: 8**
Plan Code: APASLP20	**NQF Credits: 561**

Course Code	Description	NQF Credits	NQF Level
Year of Study I			
ANAT1003A	Anatomy and Physiology for Speech Pathology and Audiology Students	18	5
SPPA1003A	Speech and Hearing Science	30	5
SPPA1004A	Speech Pathology and Audiology	30	5
PSYC1009A	Psychology I	36	5
LING1001A	Introduction to the Structure of Language	18	5
LING1003A	Language, Mind and Society	18	5
AFRL1003A	Elementary isiZulu Language and Culture IA	18	5
AFRL1004A	Elementary isiZulu Language and Culture IB	18	5
Year of Study II			
ANAT2001A	Neuroanatomy for Speech, Language and Hearing	24	6
LING2006A	Linguistic Structures	24	6

Course Code	Description	NQF Credits	NQF Level
LING2007A	Applied Linguistics	24	6
SPPA2004A	Clinical Practical in Speech - Language Pathology II	15	6
SPPA2003A	Speech-Language Pathology II	30	6
PSYC2020A	Psychology II	48	6
PSYC2005A	Psychological Research Design and Analysis IIA	24	6
Year of Study III			
i) Select *courses* from the list below yielding 36 *credits:*			
PSYC3001A/ PSYC3024A	Abnormal Psychology III	18	7
PSYC3013A/ PSYC3028A	Cognitive Neuropsychology III	18	7
PSYC3015A	Health Psychology III	18	7
PSYC3016A	Community Psychology III	18	7
PSYC3017A/ PSYC3035A(PT)	Psychotherapeutic Interventions III	18	7
PSYC3018A	Child and Adolescent Psychology III	18	7
PSYC3019A	Critical Social Psychology III	18	7
PSYC3020A/ PSYC3036A(PT)	Organisational Behaviour III	18	7
PSYC3039A/ PSYC3040A (PT)	Career Psychology III	18	7
PSYC3022A/ PSYC3037A(PT)	Employment Relations III	18	7
PSYC3023A/ PSYC3031A	Organisational Effectiveness III	18	7
PSYC3033A	Select Topic in Psychology III	18	7
PSYC3034A/ PSYC3038A(PT)	Cognitive Studies III	18	7
Note: PSYC2005A Psychological Research Design and Analysis IIA must be selected at third year of study if it was not passed prior.			
ii) Select the following *courses:*			
SPPA3005A	Speech-Language Pathology III	30	7
SPPA3002A	Clinical Practical in Speech- Language Pathology III	30	7
SPPA3006A	Research and Practice in the South African Context	15	7
iii) Select the following *course* if not selected in the second year of study:			
PSYC2005A	Psychological Research Design and Analysis IIA	24	6
Year of Study IV			
i)			
SPPA4003A	Clinical Practical in Speech-Language Pathology IV	30	8

Course Code	Description	NQF Credits	NQF Level
SPPA4006A	Research Report	15	8
SPPA4007A	Speech-Language Pathology IV	30	8

2.1.10.5 Completion rules

A *student* is required to complete a minimum of 561 *credits* and four years of study to qualify for the Bachelor in Speech-Language Pathologydegree, as per the *curriculum* table above.

2.1.10.6 Award with distinction

The following criteria shall be applied to determine whether a *candidate* shall be awarded the degree with distinction.

a) A *student* must have obtained a minumum of 48 points on the rating system as per the below.

b) A *student* must have obtained a first class pass in Speech-Language Pathology IV and in Clinical Practical in Speech-Language Pathology IV.

c) A *student* must have obtained a minimum of an upper second pass in the *research report*.

	First (75% and above)	Upper second (70% - 74%)	Second (60% - 69%)
Any 12, 18 or 24 credits	3	2	1
Any 36 or 48 *credits*	6	4	2
Any 72 *course credits*	12	8	4

2.1.11 Bachelor of Arts in Theatre and Performance

Qualification Name	Programme Code	NQF Exit Level	NQF Credits
Bachelor of Arts in Theatre and Performance	AFA14	8	554
Plan code: APATPR21			

2.1.11.1 Admission Rules

National Senior Certificate Requirements

a) A pass in English First Language with at least 5 at the NSC level or a pass in English First Additional Language with at least 5 at the NSC level.

Or

Matriculation Requirements

a) A pass in English First Language at the Higher Grade or a standard of at least 40 percent in English Second Language at the Higher Grade; and

b) A pass at the Higher Grade in at least two of the following subjects:

A language other than English; Art; Biblical Studies; Biology; Drama; Economics; Geography; History; Mathematics; Music; Physical Science; Physiology; Speech and Drama.

Note: The Faculty of Humanities will not consider NC (V) *applicants*.

2.1.10.2 Length of study

The Bachelor of Arts in Theatre and Performance is a full-time four year undergraduate professional degree.

2.1.10.3 Curriculum for Bachelor of Arts in Theatre and Performance

Programme Code: AFA14	NQF Exit Level: 8
Plan Code: APATPR21	NQF Credits: 554

Course Code	Description	NQF Credits	NQF Level
Year of Study I			
i)			
IACS1000A	Film, Visual and Performing Arts IA	18	5
IACS1001A	Film, Visual and Performing Arts IB	18	5
WTAP1011A	Performance Practice IA	18	5
WTAP1012A	Performance Practice IB	18	5
WTAP1017A	Theatre and Production IA	18	5
WTAP1018A	Theatre and Production IB	18	5
ii) *A student is required to complete two semester courses in one of the following languages: isiZulu, Sesotho or South African Sign Language (SASL). If a student is proficient in any two of the three languages (isiZulu, Sesotho or SASL), the student is advised to do one of the following: (i) register in a first-language stream for two courses in isiZulu or Sesotho, (ii) register for two courses in any one of the following: French, German, Italian, Portuguese, or Spanish, or (iii) formally apply to the Dean for exemption from the requirement to register for a language subject. Where an exemption has been granted, students must add a course yielding 36 credits in a subject approved by Senate. A student may also be granted a credit if s/he has completed the same or an equivalent course.*			
Year of Study II			
WTAP2023A	Performance Practice IIA	24	6
WTAP2024A	Performance Practice IIB	24	6
WTAP2029A	Theatre and Production IIA	24	6
WTAP2030A	Theatre and Production IIB	24	6
IACS2000A	Film, Visual and Performing Arts IIA: Storytelling Across Media and Cultural Contexts	24	6
WTAP2028A	Theatre Arts II: Texts and Contexts	24	6
Year of Study III			
Select four pairs of *courses* from the following:			
WTAP3004A	Design IIIA	18	7
WTAP3005A	Design IIIB	18	7
WTAP3023A	Performance Studies IIIA	18	7
WTAP3024A	Performance Studies IIIB	18	7
WTAP3006A	Directing IIIA	18	7
WTAP3007A	Directing IIIB	18	7
WDFL3000A	Applied Drama and Theatre Studies IIIA	18	7
WDFL3001A	Applied Drama and Theatre Studies IIIB	18	7
WTAP3021A	Movement IIIA	18	7

Course Code	Description	NQF Credits	NQF Level
WTAP3022A	Movement IIIB	18	7
WTAP3023A	Performance Studies IIIA	18	7
WTAP3024A	Performance Studies IIIB	18	7
WCPM3002A	Introduction to Cultural Policy and Management A	18	7
WCPM3005A	Funding Context in Cultural and Creative Industries	18	7
WTAP3032A	Writing IIIA	18	7
WTAP3033A	Writing IIIB	18	7
WTAP3042A	Theatre Arts IIIA: Performance Theory	18	7
WTAP3041A	Theatre Arts IIIB: Contemporary Performance	18	7
IACS3000A	Film, Visual and Performing Arts IIIA: Aesthetics, Technologies and Commodity Cultures	18	7
IACS3001A	Film, Visual and Performing Arts IIIB: Medium, Process, and Criticality	18	7
WTAP3043A	Musical Theatre IIIA	18	7
WTAP3044A	Musical Theatre IIIB	18	7
In the case of a *student* who intends to become a teacher, a major *course* should be selected in terms of 2.1.1.2.			
Year of Study IV			
Select one of the following *courses*:			
WTAP4037A	Long Essay	30	8
WTAP4086A	Research Project	30	8
WDFL4003A	Drama Therapy Research Essay	30	8
WDFL4010A	Applied Drama Research Essay	30	8
WDFL4030A	Dance Movement Therapy Research Essay	30	8
IACS4018A	Research Project in Interdisciplinary Arts and Culture Studies	30	8
ii) Select four of the following *courses*:			
WTAP4002A	Design IVA	23	8
WTAP4004A	Design IVB	23	8
WTAP4006A	Directing IVA	23	8
WTAP4008A	Directing IVB	23	8
WDFL4018A	Applied Drama and Theatre Studies IVA	23	8
WDFL4019A	Applied Drama and Theatre Studies IVB	23	8
WTAP4048A	Movement IVA	23	8
WTAP4050A	Movement IVB	23	8
WTAP4052A	Performance Studies IVA	23	8
WTAP4054A	Performance Studies IVB	23	8

Course Code	Description	NQF Credits	NQF Level
WCPM4003A	Directions in Cultural Leadership	23	8
IACS4026A	Film Studies IV	23	8
WTAP4077A	Writing IVA	23	8
WTAP4080A	Writing IVB	23	8
WCPM4012A	Cultural Entrepreneurship	23	8
WCPM4010A	Arts Marketing: Context, Strategies and Practices	23	8
WTAP4127A	Musical Theatre IVA	23	8
WTAP4128A	Musical Theatre IVB	23	8
WDFL4028A	Dance Movement Therapy: Theory and Practice A	23	8
WDFL4029A	Dance Movement Therapy: Theory and Practice B	23	8
WDFL4011A	Reflective Practice in Applied Drama and Theatre IVA	23	8
WDFL4012A	Reflective Practice in Applied Drama and Theatre IVB	23	8
WDFL4013A	Drama Therapy: Theory and Practice A	23	8
WDFL4014A	Drama Therapy: Theory and Practice B	23	8
WDFL4024A	Theatre-Making for Social Justice	23	8

2.1.10.4 Completion rules

A *student* is required to complete a minimum of 554 *credits* and four years of study to qualify for the Bachelor of Arts in Dramatic Art, as per the *curriculum* table above.

2.1.10.5 Award with Distinction

The degree shall be awarded with distinction based on the following criteria, as per the table below:

a) A *student* must have obtained 48 points on the rating system as per the below.

b) A student must have obtained a first class pass and at least one upper second class pass in the research component and the professional major.

	First (75% and above)	Upper second (70% - 74%)	Second (60% - 69%)
Any 12, 18 or 24 *credits*	3	2	1
Any 36 or 48 *credits*	6	4	2
Any 72 *course credits*	12	8	4

2.2 Bachelor of Arts General Degrees

Qualification Name	Programme Code	NQF Exit Level	NQF Credits
Bachelor of Arts	ABA00	7	432
Bachelor of Arts	ABA01 PT	7	432
Bachelor of Arts	ABA02 with law major	7	432
Bachelor of Arts	ABA03 PT with law major	7	432

2.2.1 Admission Rules

Please see specific admission rules for the general qualifications outlined below.

2.2.1.1 Minimum requirements for admission to programmes

National Senior Certificate Requirements:

a) A pass in English First Language with at least 5 at the NSC level or a pass in English First Additional Language with at least 5 at the NSC level.

b) And a pass of at least 3 in Mathematics or a 4 in Mathematical Literacy at the NSC level for Bachelor of Arts (with Law major).

Or

Matriculation Requirements:

a) A pass in English First Language at the Higher Grade or a standard of at least 40 percent in English Second Language as a major at the Higher Grade

b) A pass in English First Language at the Higher Grade or a standard of at least 60 percent in English Second Language at the Higher Grade if you select Arts and Global Citizenship as a major.

c) A pass at the Higher Grade in at least two of the following subjects:

A language other than English; Art; Biblical Studies; Biology; Drama; Economics; Geography; History; Mathematics; Music; Physical Science; Physiology; Speech and Drama.

Note: The Faculty of Humanities will not be considering NC (V) *applicants*.

2.2.1.2 Admission under special conditions

The following *applicants* may be permitted by the *Senate* to proceed to a degree of bachelor in the Faculty of Humanities under such special conditions as the *Senate* considers necessary

a) An *applicant* who has obtained *credit* in *courses* towards one of the degrees of bachelor in the Faculty of Humanities, and who wishes to proceed to another degree of bachelor in the faculty.

b) An *applicant* who holds a degree of bachelor in the Faculty of Humanities, hereinafter referred to as the first degree, and who wishes to proceed to a second degree of bachelor in Humanities, hereinafter referred to as the second degree.

c) An *applicant* who has obtained *credit* in *courses* towards a degree of bachelor in another faculty and who wishes to proceed to a bachelor's degree in the Faculty of Humanities.

d) An *applicant* who holds a degree of bachelor of another university or in another faculty of this *University* and who wishes to proceed to a degree of bachelor in the Faculty of Humanities.

e) A mature age *applicant* seeking *admission* into part-time studies is required to enrol for twoshort *courses* as part of an alternative access route for mature age applicants into the Bachelor of Arts; this is in lieu of the National Benchmark Test (NBT).

Provided that an *applicant* mentioned in (b) or (d) above shall:

i) attend and obtain *credit* in *courses* yielding half the *credits* required for the Bachelor of Arts which shall include all the *credits* required at the 3000 level or, in the case of a degree other than the Bachelor of Arts with Honours all the *courses* required for the final two years of study, except by permission of the *Senate* in a case considered by it to be exceptional.

ii) Not be permitted to complete the requirements for the second degree until at least two years have elapsed after s/he has satisfied all the requirements prescribed for the first degree of bachelor.

Credit is not normally granted in terms of this rule for *courses* at the level 3000 or *courses* required for the third and fourth years of study for other degrees of bachelor.

2.2.1.3 A degree of bachelor with a law major:

a) An *applicant* to a degree of Bachelor of Arts (in any discipline) may apply to read for a law major.

b) In addition to the relevant faculty-specific entrance requirements and restrictions applying to the relevant Bachelor of Arts degree, an *applicant* wanting to read for a law major must meet the minimum *admission* requirements of the School of Law (set out in (c) below).

c) Minimum *admission* requirements of the School of Law:

i) an *applicant* must have a National Senior Certificate (NSC) with a score of at least 43 points (calculated in terms of the applicable SENC formula). In addition, the applicant must have completed the school-leaving subjects English (with a final result of at least 5 (60%)) and either Mathematics (with a final result of at least 4 (50%)) or Mathematics Literacy (with a final result of at least 6 (70%)); or

ii) an *applicant* who matriculated before 2008 must have a matriculation certificate with a score of at least 26 points (calculated in terms of the applicable SENC formula); or

iii) an applicant from a country outside of South Africa must have a school-leaving qualification at least equivalent to the National Senior Certificate (NSC). This is determined with reference to Higher Education South Africa's list of qualifications by country.

In the case of the Cambridge *qualification* it must include:

i) for the A level subject English, the applicant must have obtained a final result of an A or a B. Alternatively, should the applicant obtain a final result of a C for English, s/he must have obtained no more than three Cs for purposes of her/his A Level Cambridge qualification; and

ii) the applicant must not have obtained a final result lower than a C in any of her/his A Level subjects; and

iii) the applicant must have completed Mathematics (with a final result of a C or above) at least in terms of her/his O Level Cambridge qualification.

iv) an applicant admitted to a programme leading to a degree of bachelor on the basis of mature age must have completed a year of university study with an average of at least 65%.

d) Amending to a law major in a degree of Bachelor of Arts:

i) a *student* registered for a degree of Bachelor of Arts at this *University* may apply to the School of Law *Admissions* Committee to amend one of her/his majors in the second year of study to a law major;

ii) minimum requirements of the School of Law for an amendment stipulate that the *student* must have completed her/his first year of study with an average of at least 65% and must not have failed any *courses*;

iii) an *applicant* registered for a *programme* leading to a degree of Bachelor of Arts with a law major at another university may apply for a transfer to a corresponding *programme* at this *University*;

2.2.1.4 Minimum requirements for admission to specific courses

Subject to Rule G14.1 and unless otherwise permitted by the *Senate*, a *student* may not be admitted to a *course* listed under A below unless s/he has satisfied the minimum requirements or standard at the *matriculation examination* or *National Senior Certificate* (NSC) level or an *examination* considered by the *Senate* to be equivalent, or other pre-university or university requirements listed under B below.

A. Courses	B.Pre-NSC Minimum Requirements	C. NSC Minimum Requirements
AFRICAN LANGUAGES		
AFRL1007A The History and Relationship of South African Languages I AFRL1002A Drama, Ritual and Performance I	A pass in , Setswana, Northern Sotho, isiZulu, SiSwati, IsiNdebele, IsiXhosa, XiTsonga or Tshivenda (First Language) or must have satisfied the Senate that s/he is proficient in one of these languages so as to warrant her/his admission.	A pass in , Setswana, Northern Sotho, isiZulu, SiSwati, IsiNdebele, IsiXhosa, XiTsonga or Tshivenda First Language or Additional Language with a minimum of 3 at the NSC level
COMMERCE COURSES		
STAT1000A Business Statistics I	A minimum of an E symbol in Mathematics (Higher Grade) or at least a C symbol in Mathematics (Standard Grade).	A minimum of 36 points according to the University rating system. A pass in English First Language or English First Additional Language with at least 5 at the NSC level and a pass in Mathematics with a minimum of 5 at the NSC Level.
APPM1004A Computational Mathematics I	A minimum of an E symbol in Mathematics (Higher Grade) or at least a C symbol in Mathematics (Standard Grade).	A minimum of 36 points according to the University rating system. A pass in English First Language or English First Additional Language with a minimum of 5 at the NSC level and a pass in Mathematics with a minimum of 5 at the NSC Level.
ECON1012A/1013A Economic Theory IA – Microeconomics for Economists ECON1014A/1015A Economic Theory IB – Macroeconomics for Economists	A minimum of an E symbol in Mathematics (Higher Grade) or A minimum of a C symbol in Mathematics (Standard Grade).	A minimum of 36 points according to the University rating system. A pass in English First Language or English First Additional Language with at least 5 at the NSC level and a pass in Mathematics with a minimum of 5 at the NSC Level.
ECON1002A Economic Concepts IA ECON1003A Economic Concepts IB	A minimum of 23 points according to the University rating system for the Matriculation examination or obtained credit in courses yielding at least 72 credits towards the degree, including 36 credits from what, in the opinion of the Senate, constitutes a Social Science.	A minimum of 36 credits according to the University rating system.

A. Courses	B.Pre-NSC Minimum Requirements	C. NSC Minimum Requirements
ENGLISH		
ENGL1009A/ ENGL1008A (PT) **Global Literary Studies**	A minimum of a B symbol in English Higher Grade (First Language), or at least an A symbol in English Higher Grade (Second Language), or have obtained credit in courses yielding a minimum of 36 credits towards the programme.	A pass in English First Language with at least 5 at the NSC level or a pass in English First Additional Language with at least 7 at the NSC level, or have obtained credit in courses yielding a minimum of 36 credits towards the programme.
LAW		
LAWS1011A/ LAWS1016A(PT) Introduction to Law LAWS1012A/ LAWS1017A (PT) Law of Persons	A minimum of 26 points according to the University rating system for the Matriculation examination. A minimum of a D symbol in English First or Second Language (Higher Grade)	A minimum of 43 points according to the University rating system. [A pass in English First Language with at least level 5 (60%) at the NSC level or a pass in English First Additional Language level 5 (60%)] and [Mathematics level 4 (50%) or Mathematical Literacy level 6 (70%)]
MATHEMATICS		
MATH1041A Auxiliary Mathematics I	A minimum of a C symbol in Mathematics (Higher Grade)	A minimum of a 6 in Mathematics at the NSC level or equivalent
MATH1035A Calculus I	A minimum of a C symbol in Mathematics (Higher Grade)	A minimum of 6 in Mathematics at the NSC level or equivalent
MATH1034A Algebra I with (MATH1036) Calculus I		A minimum of 6 at National Senior Certificate (NSC) level or other Senate recognised school leaving certificates in Mathematics (excluding Mathematical Literacy)
MUSIC		
MUSC1018A Music Performance Studies IA	MUSC1032A Foundation in Music Performance Studies and MUSC1033A Foundation in General Musicianship or the successful completion of an audition	

A. Courses	B.Pre-NSC Minimum Requirements	C. NSC Minimum Requirements
MUSC1022A Music Literacies and Skills IA	MUSC1026A Foundation In Music Literacies A and MUSC1027A Foundation in Music Literacies B or the successful completion of an audition	
MODERN LANGUAGES AND LITERATURES		
French		
MDLL1009A Intermediate French Language and Culture I	MDLL1003A Basic French Language and Culture I or a minimum of an E symbol in French (Higher Grade)	A pass in French First Language or Additional Language with A minimum of 5 at the NSC level, or MDLL1003A Basic French Language and Culture I
MDLL2001A French Language and Text Production IIA	A pass in MDLL1009A Intermediate French Language and Culture I or a minimum of a D symbol in French (Higher Grade) or A course considered by the Senate to be equivalent to any of the above or Proficiency of a Mother-tongue speaker	A pass in French First Language or Additional Language with a minimum of 5 at the NSC level, or A course considered by the Senate to be equivalent to any of the above or Proficiency of a Mother-tongue speaker
MDLL2002A French Language and Text Production II B	MDLL2001A French Language and Text Production IIA	
German		
MDLL1010A Intermediate German Language and Culture I	A minimum of an E symbol in German (Higher Grade)	A pass in German First Language or Additional Language with a minimum of 4 at the NSC level
MDLL2003A German Language and Text Production IIA	A minimum of a B symbol in German (Higher Grade) or a course considered by the Senate to be equivalent or MDLL1010A Intermediate German Language and Culture I	A pass in German First Language or Additional Language with a minimum of 5 at the NSC level or a course considered by the Senate to be equivalent or MDLL1010A Intermediate German Language and Culture I
Italian		
MDLL1011A Intermediate Italian Language and Culture I	A minimum of an E symbol in Italian (Higher Grade) or a Pass in MDLL1005A Basic Italian Language and Culture I	A pass in Italian First Language or Additional Language with a minimum of 5 at the NSC level or a Pass in MDLL1005A Basic Italian Language and Culture I

A. Courses	B.Pre-NSC Minimum Requirements	C. NSC Minimum Requirements
MDLL2005A Italian Language and Text Production IIA	A minimum of a B symbol in Italian (Higher Grade) or MDLL1011A Intermediate Italian Language and Culture I	A pass in Italian First Language or Additional Language with a minimum of 5 at the NSC level or MDLL1011A Intermediate Italian Language and Culture I
Portuguese		
MDLL1012A Intermediate Portuguese Language and Culture I	MDLL1006A Basic Portuguese Language and Culture I or A minimum of an E symbol in Portuguese (Higher Grade)	A pass in Portuguese First Language or Additional Language with A minimum of 5 at the NSC level or a Pass in MDLL1006A Basic Portuguese Language and Culture I
MDLL2013A Portuguese Language and Text Production IIA	A minimum of a B symbol in Portuguese (Higher Grade) or MDLL1012A Intermediate Portuguese Language and Culture I	A pass in Portuguese First Language or Additional Language with A minimum of 5 at the NSC level or MDLL1012A Intermediate Portuguese Language and Culture I
Spanish		
MDLL1014A Intermediate Spanish Language and Culture I	MDLL1007A Basic Spanish Language and Culture I or A minimum of an E symbol in Spanish (Higher Grade)	A pass in Spanish First Language or Additional Language with A minimum of 5 at the NSC level or a Pass in MDLL1007A Basic Spanish Language and Culture I
MDLL2015A Spanish Language and Text IIA	A minimum of a B symbol in Spanish (Higher Grade) or MDLL1014A Intermediate Spanish Language and Culture I	A pass in Spanish First Language or Additional Language with A minimum of 5 at the NSC level or MDLL1014A Intermediate Spanish Language and Culture I
PHILOSOPHY		
PHIL1003A Introduction to Philosophy: Knowledge and Reality	A minimum of 22 points according to the University rating system for the Matriculation examination	A minimum of 34 points at the NSC level according to the University rating system
STATISTICS AND ACTUARIAL SCIENCE		
STAT1002A Actuarial Science I	A minimum of a B symbol in Mathematics (Higher Grade)	A minimum of a 7 in Mathematics at the NSC level or equivalent
STAT1003A Mathematical Statistics I	A minimum of a C symbol in Mathematics (Higher Grade)	A minimum of 7 in Mathematics at the NSC level or equivalent

Special restriction on the *curriculum* of *students* on first year of study

Except where the *Senate* otherwise determines, the *curriculum* of a *student* in the first year of study may not include a *course* offered towards the Bachelor of Arts that does not enable a *student* to go on to a second-level *course*.

Cross-registration with *course*s from other faculties:

In a case considered by the *Senate* to be exceptional, a *student* may include in her/his *curriculum* a *course* at the third-year level in a subject/s offered for the Bachelor of Science if that subject is included in the syllabuses section of this book. Such a *student* shall be required to obtain *credit* in all the *course*s that may be required for the Bachelor of Science for him/her to obtain *credit* in that *course* and shall be bound by the rules for the Bachelor of Science insofar as they are applicable.

a) In a case considered by the *Senate* to be exceptional, a *student* may include in her/his *curriculum* a *course* at the third-year level in a subject selected from the list in the CLM Rules and Syllabus book offered for the Bachelor of Commerce if that subject is not included in the syllabuses section of this book. Such a *student* shall be required to obtain *credit* in all the *course*s that may be required for the degree of Bachelor of Commerce for him/her to obtain *credit* in that *course* and shall be bound by the rules for the Bachelor of Commerce insofar as they are applicable.

b) A *student* may include in her/his *curriculum* a first *course* in Chemistry (CHEM1012A) or Physics (PHYS1000A or PHYS1001A) if such *course* is considered by the *Senate* to be an appropriate complement to a subject in which the *student* is intending to register for as a major subject, provided that the *curriculum* of a *student* may not include more than one *course* at the 1000 level that does not lead to a *course* at the 2000 or 3000 level.

c) By permission of the *Senate*, a *student* in the second or third year of study may include in her/his *curriculum* a *course* in a subject not included in the subjects listed in the syllabuses section and which is offered by another Faculty in the University and be bound by any requirement laid down in the rules of that Faculty in respect of that *course*.

d) A part-time *student* registered for the Bachelor of Arts through the Centre for Part-time Studies may include in her/his *curriculum course*s offered in the Faculty of Commerce, Law and Management adding up to 180 *credit*s, including one major, from the curricula listed for part-time studies

e) If any one or more of the Marketing, Management or Human Resource Management courses are selected the *student* must satisfy the *Senate* that s/he has at least two years' relevant work experience in the commercial sector and the number of *credit*s from the Commerce *course*s listed in the CLM Rules and Syllabus book does not exceed 180 *credit*s as calculated in terms of these rules. Such a *student* may replace the prerequisite *course*s Applied Mathematics and Business Statistics with 36 *credit* from PSYC1009A Psychology I or Economic Concepts I.

f) At the discretion of the *Senate* a *student* may be granted a *credit* towards the Bachelor of Arts Degree for a *course*/s completed towards another *programme* in the *University*.

2.2.2 Credit Rules

Special restrictions on credit for all courses:

A *student* shall not obtain a *credit*:

a) in more than two of the following: Ancillary Mathematics I (18 *credit*s), Ancillary Statistics I (18 *credit*s), Mathematical Statistics I (18 *credit*s), Actuarial Science I (18 *credit*s), Business Statistics I (18 *credit*s) and Computational Mathematics I (18 *credit*s);

b) in more than one of the following: Mathematics I (Major) (36 *credit*s), Mathematics I (Auxiliary) (36 *credit*s), Ancillary Mathematics I (18 *credit*s) and Ancillary Statistics I (18 *credit*s), Business Statistics I (18 *credit*s) and Computational Mathematics I (18 *credit*s);

c) in more than one major in: African Political Studies in History and Politics; Political Studies; and Politics and Public Administration; or in Sociology and Labour and Economic Sociology;

d) in more than 36 *credit*s at the 1000 level, 48 *credit*s at the 2000 level and 72 *credit*s at the 3000 level in what, in the opinion of the *Senate*, constitutes a major;

e) for a *course* towards the second major when that *course* has been used as a *credit* towards the first major; and

f) for a course leading to a major in Law for the purpose of a BA General degree.

2.2.3 Length of Study

The Bachelor of Arts is a full-time three year undergraduate degree, the part-time Bachelor of Arts *curriculum* takes up to six years of enrolment.

2.2.4 Curricula for Bachelor of Arts General and Bachelor of Arts (with Law Major)

Note: *Student*s intending to proceed to the Postgraduate Certificate in Education should note that acceptance into certain subject methodology *course*s is not automatic as selection procedures may be applied (at present this applies to Psychology, and Modern and African Languages). In particular, those intending to major in Psychology with a view to registering for Guidance Methodology are advised to include in their curricula at least two *course*s or a *course* at the 2000 level in a third teaching subject. In addition, *students* intending to proceed to the Postgraduate Certificate in Education are strongly advised to confirm with the Faculty Office that the *curriculum* chosen for the bachelor *programme* satisfies the requirements for *admission* to the Postgraduate Certificate in Education. *Student*s intending to teach may not substitute for a required *course* any *course*s from related disciplines or subjects.

Special restriction on the curriculum of *students* in the first year of study:

Except where the *Senate* otherwise determines, the *curriculum* of a *student* in the first year of study may not include a *course* offered towards the Bachelor of Arts that does not enable a *student* to go on to a second-level *course*.

A student is required to complete two semester courses in one of the following languages: isiZulu, Sesotho or South African Sign Language (SASL). If a student is proficient in any two of the three languages (isiZulu, Sesotho or SASL), the student is advised to do one of the following: (i) register in a first-language stream for two courses in isiZulu or Sesotho, (ii) register for two courses in any one of the following: French, German, Italian, Portuguese, or Spanish, or (iii) formally apply to the Dean for exemption from the requirement to register for a language subject. Where an exemption has been granted, students must add a course yielding 36 credits in a subject approved by Senate. A student may also be granted a credit if s/he has completed the same or an equivalent course.. the language policy.

Subject to Rule G7.1, a *student* may include in her/his *curriculum course*s identified in the syllabuses section provided that the entrance requirements for those *course*s are satisfied and the *course* is offered in the current *academic year*. For noting, not all elective *course*s listed below may be on offer during an *academic year*, refer to the Faculty timetable for available elective *course*s.

Full-time *students* select four pairs of *course*s in their first year of study that yield a total of 144 *credit*s, *students* further select three pairs of second year *course*s in their second year of study that yield a total of 144 *credit*s. *Student*s select two majors in their third year of study yielding a total of 144 *credit*s. In order for an undergraduate Bachelor Arts *student* to qualify, they must have a total of 432 *credit*s and two academic majors. Part-time *students* must obtain a total of 432 *credit*s and have two majors in place to qualify for a Bachelor of Arts degree.

2.2.4.1 Part-time studies

Programme Code: ABA01; ABA03 (PT)	**NQF Exit Level: 7**
Plan Code: AMAGEN11; AMAGEN13 (general) AMAHMRS11 (Human Resources) AMAMAR11 (Marketing)	**NQF Credits: 432**

Course Code	Description	NQF Credits	NQF Level
The following *course*s are available:			
ADED1009A/ ADED1018A	Facilitation Skills	18	5

Course Code	Description	NQF Credits	NQF Level
ADED1004A/ ADED1017A	Communication and Learning Skills for Academic and Work Purposes	18	5
ADED1003A/ ADED1016A	Basic Research Skills	18	5
LAWS1010A	Commercial Law I	18	5
ECON1005A	Economic Concepts IA	18	5
ECON1006A	Economic Concepts IB	18	5
BUSE2003A	Human Resources IIA	24	6
BUSE2021A	Labour Relations (PT)	24	6
BUSE2013A	Principles of Management IIA	24	6
BUSE2028A	Consumer Behaviour (PT)	12	6
BUSE2029A	Principles of Marketing (PT)	12	6
BUSE2030A	Retail Management (PT)	12	6
BUSE2031A	Integrated Marketing Communications (PT)	12	6
BUSE2023A	Entrepreneurships (PT)	24	6
BUSE3026A	Marketing IIIA (PT)	36	7
BUSE3027A	Marketing IIIB (PT)	36	7
BUSE3011A	Management III	72	7
BUSE3017A	Compensation and Benefits (PT)	18	7
BUSE3019A	Human Resources and Individual Performances III	18	7
BUSE3021A	Human Resources and Organisational Performances III	18	7
BUSE3023A	Organisational Theory (PT)	18	7

2.2.4.2 Full-time studies

Programme Code: ABA00; ABA02	**NQF Exit Level: 7**
Plan Code: AMAGEN10; AMAGEN12 (general)	**NQF Credits: 432**

In order to complete any two majors, the *curriculum* outlined below must be followed.

2.2.4.2.1 African Languages (for non-mother tongue speakers)

Programme Code: ABA00; ABA02 ABA01; ABA03 (PT)	**NQF Exit Level: 7**
Plan Code: AMAAFRL12; AMAAFRL15	**NQF Credits: 432**

Course Code	Description	NQF Credits	NQF Level
Select the *courses* below in order to complete this as a major:			
Year of Study I			
AFRL1005A	Elementary Language and Culture IA	18	5
AFRL1006A	Elementary Language and Culture IB	18	5

Course Code	Description	NQF Credits	NQF Level
Year of Study II			
AFRL2003A	Intermediate Language and Culture IIA	24	6
AFRL2004A	Intermediate Language and Culture IIB	24	6
Year of Study III			
i) Select *courses* yielding 72 *credits:*			
AFRL3001A	Comparative Structure of South African Languages III	18	7
AFRL3007A	The structure and meaning of Words and Sentences in Bantu Language III	18	7
AFRL3008A	Text and Migration in African Languages Fiction III	18	7
AFRL3011A	Introduction to Computational Linguistics	18	7
AFRL3012A	History and Development of African-Languages Media	18	7
AFRL3013A	Advanced Sesotho Language and Media IIIA	18	7
AFRL3014A	Advanced Sesotho Language and Media IIIB	18	7

2.2.4.2.2 African Languages (for non-mother tongue speakers)

isiZulu

Programme Code: ABA00; ABA02 ABA01; ABA03 (PT)	NQF Exit Level: 7
Plan Code: AMAAFRL13; AMAAFRL16	NQF Credits: 432

Course code	Description	NQF Credits	NQF Level
Select the *courses* below in order to complete this as a major:			
Year of Study I			
AFRL1003A	Elementary isiZulu Language and Culture IA	18	5
AFRL1004A	Elementary isiZulu Language and Culture IB	18	5
AFRL1009A (PT)	isiZulu for Professional purposes	18	5
Year of Study II			
AFRL2001A	Intermediate isiZulu Language and Culture IIA	24	6
AFRL2002A	Intermediate isiZulu Language and Culture IIB	24	6
Year of Study III			
i) Select AFRL3003A and AFRL3004A and two other courses:			
AFRL3003A	isiZulu Language and Media IIIA	18	7
AFRL3004A	isiZulu Language and Media IIIB	18	7
AFRL3001A	Comparative Structure of South African Languages III	18	7
LING3001A	Field Methods and Typology III	18	7
LING3005A	Phonology III	18	7
SLLS3012A	Morphology and Syntax III	18	7

2.2.4.2.3 African Languages Literature

Programme Code: ABA00; ABA02; ABA01; ABA03 (PT)	NQF Exit Level: 7
Plan Code: AMAAFRL11; AMAAFRL14	NQF Credits: 432

Course code	Description	NQF CreditS	NQF Level
Select the *courses* below in order to complete this as a major:			
Year of Study I			
AFRL1002A	Drama, Ritual and Performance I	18	5
AFRL1007A	The History and Relationship of South African Languages I	18	5
Year of Study II			
AFRL2005A	The Art of Narrative II	24	6
AFRL2006A	The Sounds and Sound Systems of African Languages II	24	6
Year of Study III			
i) Select *courses* yielding *72 credits:*			
AFRL3008A	Text and Migration in African Languages Fiction III	18	7
AFRL3002A	Drama, Written and Visual Media III	18	7
AFRL3007A	The Structure and Meaning of Words and Sentences in Bantu Languages III	18	7
AFRL3011A	Introduction to Computational Linguistics	18	7
AFRL3012A	History and Development of African-Languages Media	18	7

2.2.4.2.4 African Literature

Programme Code: ABA00; ABA02 ABA01; ABA03 (PT)	NQF Exit Level: 7
Plan Code: AMAAFRT10; AMAAFRT11	NQF Credits: 432

Course code	Description	NQF Credits	NQF Level
Select the *courses* below in order to complete this as a major:			
Year of Study I			
AFRT1001A	African Fiction: An Introduction I	18	5
AFRT1002A	Oral Literature and Performance in South Africa I	18	5
ENGL 1003A	Global Literature and Film	18	5
Year of Study II			
AFRT2001A	Gender and Writing II	24	6
AFRT2002A	Performing Power in Post-Independence Africa II	24	6

Course code	Description	NQF Credits	NQF Level
Year of Study III			
i) Select courses yielding 72 credits:			
AFRT3001A	Contemporary Trends in African Literature III	18	7
AFRT3002A	East African Fiction III	18	7
AFRT3003A	Literatures of the Black Diaspora III	18	7
AFRT3004A	Popular Media in Africa III	18	7
AFRT3005A	Select Topic in African Literature III	18	7
AFRT3006A	Love in Africa III	18	7
ENGL3015A/ ENGL3014A (PT)	Literary Studies in English IIIB	36	7

2.2.4.2.5 African Studies in History and Politics

Programme Code: ABA00; ABA02 ABA01; ABA03 (PT)	NQF Exit Level: 7
Plan Code: AMAPOLS11	NQF Credits: 432

Course code	Description	NQF Credits	NQF Level
Select the *courses* below in order to complete this as a major:			
Year of Study I			
i) Select courses yielding 36 credits in Politics or History			
POLS1007A	Introduction to Political Studies	18	5
POLS1008A	States, Power and Governance	18	5
HIST1011A (core *course*)	Global Encounters and Contemporary Realities IA	18	5
HIST1012A	Global Encounters and Contemporary Realities IB	18	5
HIST1013A	Global Encounters and Contemporary Realities IC	18	5
Year of Study II			
i) Select *courses* yielding 24 *credits:*			
POLS2012A	South Africa: Politics and Governance	24	6
POLS2019A/ POLS2016A (PT)	Feminist Theory and Politics	24	6
ii) Select *courses* yielding 24 *credits*:			
HIST2003A	History of Sub-Saharan Africa	24	6
POLS2020A	Law, State and Society	24	6

Course code	Description	NQF Credits	NQF Level
Year of Study III			
i) Select *courses* yielding *72 credits:*			
HIST3003A	History and the African City	18	7
POLS3003A POLS3020A (PT)	Development Concepts and Experiences	18	7
POLS3008A POLS3021A (PT)	Political Sociology	18	7
POLS3017A POLS3022A (PT)	Liberty, Justice and the Politics of Difference	18	7
POLS3018A POLS3023A (PT)	Conflict and Stability and State Building in Postcolonial Africa	18	7
POLS3024A	Introduction to Comparative Politics	18	7
POLS3026A	Government and the Poor	18	7
POLS3028A	Critical perspectives on State, Bureaucracy and Administration	18	7

2.2.4.2.6 Anthropology

Programme Code: ABA00; ABA02 ABA01; ABA03 (PT)	**NQF Exit Level: 7**
Plan Code: AMAANTH10; AMAANTH11 AMAANTH12	**NQF Credits: 432**

Course code	Description	NQF Credits	NQF Level
Select the *courses* below in order to complete this as a major:			
Year of Study I			
ANTH1006A	Culture and Humanity	18	5
ANTH1007A	Practices of Identification	18	5
Year of Study II			
i) Select *courses* yielding 48 credits:			
ANTH2001A	Gender and Writing II	24	6
ANTH2003A	Ritual and Power II	24	6
ANTH2004A	Select Topics in Anthropology II	24	6
ANTH2005A	Sex, Culture and Development II	24	6
ANTH2007A	Cultural Citizenship	24	6
ANTH2008A	Life Course, Kinship and Core	24	6
ANTH2009A	Lifeworlds of the City	24	6

Course code	Description	NQF Credits	NQF Level
ANTH2010A	Embodied Relations	24	6
Year of Study III			
i) Select *courses* yielding 72 *credits:*			
ANTH3001A	Anthropology of Medicine and the Body III	18	7
ANTH3003A	Race, Ethnicity and Culture III	18	7
ANTH3004A	Select Topics in Anthropology III	18	7
ANTH3005A	The Anthropology of Community III	18	7
ANTH3006A	The Anthropology of Popular Media and Performance III	18	7
ANTH3007A	The Development of Anthropological Thought III	18	7
ANTH3008A	Anthropology of Material Culture III	18	7
ANTH3009A	Anthropology of the State	18	7
ANTH3010A	Expression, Representation, Practice	18	7
ANTH3011A	'Race' and What It Means to be Human	18	7
ANTH3012A	Thinking with Earth: Anthropology in the Anthropocene and Climate Crisis	18	7

2.2.4.2.7 Archaeology

Programme Code: ABA00; ABA02 ABA01; ABA03 (PT)	NQF Exit Level: 7
Plan Code: AMAARCL10; AMAARCL11	NQF Credits: 432

Course code	Description	NQF Credits	NQF Level
Select the *courses* below in order to complete this as a major:			
Year of Study I			
ARCL1000A	Archaeology I	36	5
Year of Study II			
ARCL2002A	Archaeology II	48	6
Year of Study III			
ARCL3002A	Archaeology III	72	7

2.2.4.2.8 Arts and Global Citizenship

Programme Code: ABA00; ABA02	NQF Exit Level: 7
Plan Code: AFAAGCT10	NQF Credits: 432

Course code	Description	NQF Credits	NQF Level
Select the *courses* below in order to complete this as a major:			
Year of Study I			
WDFL1000A	Arts and Global Citizenship IA	18	5

Course code	Description	NQF Credits	NQF Level
WDFL1001A	Arts and Global Citizenship IB	18	5
Year of Study II			
WDFL2001A	Arts and Global Citizenship IIA	24	6
WDFL2002A	Arts and Global Citizenship IIB	24	6
Year of Study III			
WDFL3002A	Arts and Global Citizenship IIIA	18	7
WDFL3003A	Arts and Global Citizenship IIIB	18	7
WDFL3004A	Arts and Global Citizenship IIIC	18	7
WDFL3005A	Arts and Global Citizenship IIID	18	7

2.2.4.2.9 Film, Visual and Performing Arts

Programme Code: ABA00; ABA02 ABA01; ABA03 (PT)	NQF Exit Level: 7
Plan Code: AMAFVPA10/AMAFVPA11	NQF Credits: 432

Course code	Description	NQF Credits	NQF Level
Select the *courses* below in order to complete this as a major:			
Year of Study I			
IACS1000A	Film, Visual and Performing Arts IA	18	5
IACS1001A	Film, Visual and Performing Arts IB	18	5
Year of Study II			
i) Select two *courses:*			
WTAP2028A	Theatre Arts II: Texts and Contexts	24	6
MUSC2024A	Critical Music Studies: Concepts and Contexts IIB	24	6
CPVC2004A	History of Art IIB	24	6
DIGA2005A	Digital Art Theory IIB	24	6
WFTV2005A	Screen Studies IIB	24	6
IACS2000A	Film, Visual and Performing Arts IIA: Storytelling Across Media and Cultural Contexts	24	6
Year of Study III			
i) Select one pair of *courses* yielding 36 *credits:*			
a)			
DIGA3004A	Digital Art Theory IIIA	18	7
DIGA3005A	Digital Art Theory IIIB	18	7
or			

Course code	Description	NQF Credits	NQF Level
b)			
CPVC3005A	History of Art IIIA	18	7
CPVC3006A	History of Art IIIB	18	7
or			
c)			
MUSC3015A	Music in History and Society III: Music and Theatre	18	7
MUSC3017A	Music in History and Society III: Musical Modernisms	18	7
MUSC3018A	Music in History and Society III: Music in Contemporary Lives	18	7
or			
d)			
IACS3000A	Theatre Arts IIIA: Performance Theory	18	7
IACS3001A	Theatre Arts IIIB: Contemporary Performance	18	7
or			
e)			
WFTV3007A	Screen Studies IIIA	36	7
ii)			
IACS3000A	Film, Visual and Performing Arts IIIA: Aesthetics, Technologies and Commodity Cultures	18	7
IACS3001A	Film, Visual and Performing Arts IIIB: Medium, Process, and Criticality	18	7

2.4.2.10 Economics

Programme Code: ABA00; ABA02 ABA01; ABA03 (PT)	NQF Exit Level: 7
Plan Code: AMAECON10; AMAECON11	NQF Credits: 432

Course code	Description	NQF Credits	NQF Level
Select the *courses* below in order to complete this as a major:			
Year of Study I			
APPM1004A	Computational Mathematics	18	5
STAT1000A/ STAT1004A (PT)	Business Statistics I	18	5
ECON1016A/ ECON1017A(PT)	Economics Theory IA: Microeconomics for Economists	18	5
ECON1018A/ ECON1019A (PT)	Economics Theory IB: Macroeconomics for Economist	18	5

Course code	Description	NQF Credits	NQF Level
Year of Study II			
ECON2000A	Economics IIA	24	6
ECON2001A	Economics IIB	24	6
Year of Study III			
i) Economic Science			
ECON3015A/ ECON3032A(PT)	Microeconomics III	12	7
ECON3016A/ ECON3017A(PT)	Macroeconomics III	12	7
ECON3018A/ ECON3033A(PT)	Econometrics III	12	7
ECON3019A/ ECON3020A(PT)	Mathematical Economics III	12	7
ECON3021A/ ECON3022A(PT)	South African Development Issues III	12	7
ECON3023A / ECON3024A (PT)	International Economics III	12	7
ii) Economics Theory (a total of 72 credits needs to be selected)			
Select all courses below:			
ECON3015A	Microeconomics III	12	7
ECON3016A	Macroeconomics III	12	7
ECON3018A	Econometrics III	12	7
ECON3019A	Mathematical Economics III	12	7
ECON3021A	South African Development Issues III	12	7
iii) Select one of the following:			
ECON3023A	International Economics III	12	7
ECON3025A	History of Economic Thought III	12	7
ECON3026A	Public Economics III	12	7
ECON3027A	Health Economics III	12	7
ECON3028A	Topics in Economic Policy III	12	7
ECON3029A	Topics in Macroeconomic Theory III	12	7
ECON3030A	Topics in Contemporary Economics III	12	7
ECON3031A	Topics in Applied Economics III	12	7
ECON3034A	Labour Economics III	12	7
iv) Applied Development Economics (a total of 72 credits needs to be selected)			
ECON3015A	Microeconomics III	12	7
ECON3016A	Macroeconomics III	12	7

Course code	Description	NQF Credits	NQF Level
ECON3018A	Econometrics III	12	7
ECON3021A	South African Development Issues III	12	7
ECON3025A	History of Economic Thought III	12	7
v) Select one course from the following:			
ECON3023A	International Economics III	12	7
ECON3026A	Public Economics III	12	7
ECON3027A	Health Economics III	12	7
ECON3028A	Topics in Economic Policy III	12	7
ECON3029A	Topics in Macroeconomic Theory III	12	7
ECON3030A	Topics in Contemporary Economics III	12	7
ECON3031A	Topics in Applied Economics III	12	7
ECON3034A	Labour Economics III	12	7

Note: APPM1004A Computational Mathematics and STAT1000A/STAT1004A Business Statistics I is a prerequisite if Economics is taken as a major subject.

2.2.4.2.11 English

Programme Code: ABA00; ABA02 ABA01; ABA03 (PT)	**NQF Exit Level: 7**
Plan Code: AMAENGL10; AMAENGL11 AMAENG12	**NQF Credits: 432**

Course code	Description	NQF Credits	NQF Level
Select the *courses* below in order to complete this as a major:			
Year of Study I			
ENGL1001A/ ENGL1007A (PT)	English Literatures in Context I	18	5
ENGL1009A/ ENGL1008A (PT)	Global Literary Studies	18	5
Year of Study II			
ENGL2008A / ENGL2009A (PT)	Literary Origins and Legacies IIA	24	6
ENGL2010A/ ENGL2011A (PT)	Literary Origins and Legacies IIB	24	6
Year of Study III			
ENGL3015A/ ENGL3014A (PT)	Literary Studies in English IIIB	36	7
ENGL3013A/ ENGL3012A (PT)	Literary Studies in English IIIA	36	7

2.2.4.2.12 Environmental Studies

Programme Code: ABA00; ABA02 ABA01; ABA03 (PT)	**NQF Exit Level: 7**
Plan Code: AMAENVS10; AMAENVS11	**NQF Credits: 432**

Course code	Description	NQF Credits	NQF Level
Year of Study I			
Any courses from the Faculty of Humanities yielding a minimum of 144 level I credits as listed in 2.2.4.2.			
Year of Study II			
Compulsory courses:			
GAES2000A	People and the Environment in Africa	24	6
GAES2001A	Nature, Climate and Society	24	6
Any two majors yielding a minimum of 96 level II credits as listed in 2.1.4.6			
Year of Study III			
Compulsory courses:			
GAES3000A	Theory and Practice in Sustainability Science and Sustainable Development III	18	7
GAES3005A	Contemporary Environmental Issues in Southern Africa III	18	7
Any two courses yielding 36 credits as listed below:			
GAES3001A	Political Ecology and Environmental Justice III	18	7
GAES3002A	Communicating Environmental Issues III	18	7
GAES3003A	Human Biometeorology III	18	7
GAES3004A	Heritage Resources Management III	18	7
Any one major course yielding a minimum of 72 credits as listed in 2.2.4.2.			

2.2.4.2.13 Geography

Programme Code: ABA00; ABA02 ABA01; ABA03 (PT)	**NQF Exit Level: 7**
Plan Code: AMAGEOG10; AMAGEOG11 AMAGEOG12	**NQF Credits: 432**

Course code	Description	NQF Credits	NQF Level
Select the *courses* below in order to complete this as a major:			
Year of Study I			
GEOG1000A	Geography I	36	5
Year of Study II			
GEOG2012A	Environmental Governance: From Local to Global II	12	6
GEOG2010A	Earth and atmospheric processes II	12	6

Course code	Description	NQF Credits	NQF Level
GEOG2013A	Methods, models and geographic information systems II	12	6
GEOG2015A	Thinking geographically: concepts and practices in human geography	12	6
Year of Study III			
i) Select *courses* yielding 72 *credits:*			
GEOG3017A	Geographic Information Systems and Remote Sensing III	18	7
GEOG3019A	Economic Geography III	18	7
GEOG3020A	Climate and Environmental Change III	18	7
GEOG3021A	Advanced Atmospheric Sciences III	18	7
GEOG3023A	Theory and Practice in Sustainability Science and Sustainable Development	18	7
GEOG3024A	Environmental and Monitoring and Modelling III	18	7
GEOG3025A	Urban Futures: The Political-Economy of Population and Scarcity III	18	7
GEOG3026A	Food: Security, Politics and Culture III	18	7

2.2.4.2.14 History

Programme Code: ABA00; ABA02 ABA01; ABA03 (PT)	NQF Exit Level: 7
Plan Code: AMAHIST10; AMAHIST11	NQF Credits: 432

Course code	Description	NQF Credits	NQF Level
Select the *courses* below in order to complete this as a major:			
Year of Study I			
i) Select *courses* yielding 36 *credits:*			
HIST1011A (core *course*)	Global Encounters and Contemporary Realities IA	18	5
ii) select one of the following courses:			
HIST1012A	Global Encounters and Contemporary Realities IB	18	5
HIST1013A	Global Encounters and Contemporary Realities IC	18	5
HIST1015A	Global Encounters and Contemporary Realities ID	18	5
Year of Study II			
i) Select *courses* yielding 48 *credits:*			
HIST2003A	History of Sub-Saharan Africa II	24	6
HIST2004A	History of the United States II	24	6
HIST2009A	Southern Africa from the Deep Past to the mid-Nineteenth Century	24	6
HIST2007A	Race, Class and Nation in Modern South Africa II	24	6
HIST2008A	History of Sex	24	6

Course code	Description	NQF Credits	NQF Level
POLS2012A	South Africa: Politics and Governance	24	6
Year of Study III			
i) Select *courses* yielding 72 *credits:*			
HIST3001A	African American History in the United States III	18	7
HIST3003A	History of the African City III	18	7
HIST3007A	The Affluent Society: The Growth, Decline and Rejuvenation of Post War America III	18	7
HIST3008A	The Making of Modern South Africa III A	18	7
HIST3009A	The Making of Modern South Africa III B	18	7
HIST3010A	Theory and Practice III	18	7
HIST3011A	Topics in Sub-Saharan Africa III	18	7
HIST3016A	Southern/Eastern Africa and the Indian Ocean World	18	7
HIST3017A	Latin America and the Caribbean: From Conquest to Independence and Beyond	18	7

2.2.4.2.15 History of Art

Programme Code: ABA00; ABA02 ABA01; ABA03 (PT)	NQF Exit Level: 7
Plan Code: AMAHART10; AMAHART11	NQF Credits: 432

Course code	Description	NQF Credits	NQF Level
Select the *courses* below in order to complete this as a major:			
Year of Study I			
IACS1000A	Film, Visual and Performing Arts IA	18	5
IACS1001A	Film, Visual and Performing Arts IB	18	5
Year of Study II			
CPVC2003A	History of Art IIA	24	6
CPVC2004A	History of Art IIB	24	6
Year of Study III			
CPVC3005A	History of Art IIIA	18	7
CPVC3006A	History of Art IIIB	18	7
CPVC3007A	History of Art IIIC	18	7
CPVC3008A	History of Art IIID	18	7

2.2.4.2.16 International Relations

Programme Code: ABA00; ABA02 ABA01; ABA03 (PT)	**NQF Exit Level: 7**
Plan Code: AMAINTR10; AMAINTR12 AMAINTR11	**NQF Credits: 432**

Course code	Description	NQF Credits	NQF Level
Select the *courses* below in order to complete this as a major:			
Year of Study I			
INTR1010A INTR1011A (PT)	The International Relations of South Africa and Africa	18	5
INTR1012A INTR1013A(PT)	International Relations: An Introduction to the Discipline	18	5
Year of Study II			
i) Select *courses* yielding 48 *credits:*			
INTR2006A	State Sovereignty and the International Human Rights Regime	24	6
INTR2007A/ INTR2009A (PT)	International Political Economy (IPE)	24	6
INTR2008A/ INTR2010A (PT)	International Law and Security	24	6
Year of Study III			
i) Select *courses* yielding 72 *credits:*			
INTR3021A/ INTR3027A (PT)	Regional Studies – Africa	18	7
INTR3022A/ INTR3028A (PT)	Intermediate International Political Economy	18	7
INTR3023A	Foreign Policy Analysis	18	7
INTR3024A	South African Foreign Policy	18	7
INTR3025A/ INTR3029A (PT)	International Relations Theory and Research Methods	18	7
INTR3006A	International Relations of Latin America III	18	7
INTR3008A	Regional Studies: East Asia III	18	7
INTR3009A	Regional Studies: Europe (East and West) III	18	7
INTR3010A	Regional Studies: The Middle East III	18	7
INTR3012A/ INTR3026A (PT)	Transnational Issues in International Politics III	18	7
INTR3013A	US Foreign Policy III	18	7

2.2.4.2.17 Law

Programme Code: ABA02; ABA03 (PT)	NQF Exit Level: 7
Plan Code: AMALAW12	NQF Credits: 432

Course code	Description	NQF Credits	NQF Level
Select the *courses* below in order to complete this as a major:			
Year of Study I			
LAWS1011A/ LAWS1016A(PT)	Introduction to Law	36	5
LAWS1012A/ LAWS1017A(PT)	Law of Persons	18	5
Year of Study II			
LAWS1013A/ LAWS1015A(PT)	Family Law	36	5
LAWS2013A/ LAWS2019A(PT)	Constitutional Law	18	6
LAWS2022A/ LAWS2024(PT)	Constitutional Law: Bill of Rights	18	6
Year of Study III			
LAWS3040A/ LAWS3053A (PT)	Criminal Law	27	7
LAWS3041A/ LAWS3052A (PT)	Delict	27	7
LAWS3042A/ LAWS3051A (PT)	Jurisprudence	18	7

2.2.4.2.18 Linguistics

Programme Code: ABA00; ABA02 ABA01; ABA03 (PT)	NQF Exit Level: 7
Plan Code: AMALING10; AMALING11 AMALING12	NQF Credits: 432

Course code	Description	NQF Credits	NQF Level
Select the *courses* below in order to complete this as a major:			
Year of Study I			
LING1001A/ LING1004A (PT)	Introduction to the Structure of Language I	18	5
LING1003A/ LING1005A (PT)	Language, Mind and Society	18	5
Year of Study II			
LING2006A/ LING2008A (PT)	Linguistic Structures	24	6

Course code	Description	NQF Credits	NQF Level
LING2007A/ LING2009A (PT)	Applied Linguistics	24	6
Year of Study III			
i) Select *courses* yielding 72 *credits:*			
LING3003A/ LING3011A (PT)	Morphology and Syntax III	18	7
LING3005A/ LING3010A (PT)	Phonology III	18	7
LING3009A/ LING3012A (PT)	Sociolinguistics III	18	7
LING3008A	Selected Topic III	18	7

2.2.4.2.19 Mathematics

Programme Code: ABA00; ABA02 ABA01; ABA03 (PT)	NQF Exit Level: 7
Plan Code: AMAMATS10; AMAMATS11	NQF Credits: 432

Course code	Description	NQF Credits	NQF Level
Select the courses below in order to complete this as a major:			
Year of Study I			
i) Select *courses* yielding 36 *credits:*			
MATH1036A	Calculus I	21	5
MATH1034A	Algebra I	15	5
MATH1041A	Auxiliary Mathematics I	36	5
Year of Study II			
i) Select *courses* yielding 48 *credits:*			
MATH2001A	Basic Analysis II	8	6
MATH2007A	Multivariable Calculus II	8	6
MATH2015A	Abstract Mathematics II	8	6
MATH2019A	Linear Algebra II	8	6
MATH2025A	Transition to Abstract Mathematics II	8	6
STAT2012A	Introduction to Mathematical Statistics II	8	6
Year of Study III			
i) Select *courses* yielding 72 *credits:*			
MATH3001A	Number Theory III	12	7
MATH3003A	Coding and Crypart-timeography III	12	7
MATH3004A	Complex Analysis III	12	7
MATH3006A	Group Theory III	12	7

Course code	Description	NQF Credits	NQF Level
MATH3009A	Rings and Fields III	12	7
MATH3010A	Topology III	12	7
MATH3015A	Mathematical Economics III	12	7
MATH3028A	Elementary Algebraic Geometry II	12	7
MATH3031A	Differential Geometry III	12	7
Mathematical Statistics			
Select the courses below in order to complete this as a major:			
STAT1003A	Mathematical Statistics I	18	5
STAT2005A	Mathematical Statistics II	48	6
STAT3017A	Mathematical Statistics III	72	7

2.2.4.2.20 Media Studies

Programme Code: ABA00; ABA02 ABA01; ABA03 (PT)	NQF Exit Level: 7
Plan Code: AMAMEDS10; AMAMEDS11 AMAMEDS12	NQF Credits: 432

Course code	Description	NQF Credits	NQF Level
Select the *courses* below in order to complete this as a major:			
Year of Study I			
MDST1000A/ MDST1002A (PT)	Media and Society IA	18	5
MDST1001A/ MDST1003A(PT)	Reading Media Forms IB	18	5
Year of Study II			
MDST2000A/ MDST2002A(PT)	Media Studies IIA	24	6
MDST2005A/ MDST2004A(PT)	Sociology of Media Production	24	6
Year of Study III			
MDST3006A/ MDST3011A (PT)	Research Methods in Media and Cultural Studies	18	7
MDST3008A/ MDST3010A (PT)	Postcolonial Media in the Global South	18	7
ii) Select two courses (Please note that not all courses will be offered in any given year):			
MDST3000A/ MDST3009A (PT)	Alternative Media	18	7
MDST3002A/ MDST3014 (PT)	Media and Global Culture	18	7

Course code	Description	NQF Credits	NQF Level
MDST3005A/ MDST3015A (PT)	New Media and Society	18	7
MDST3007A/ MDST3012A (PT)	Consumer Culture and the Media	18	7
MDST3001A	Issues in South African News Media	18	7
MDST3003A	Media Policy and Regulation in South Africa III	18	7
MDST3004A	Media, Democracy and Development in Southern Africa III	18	7
SLLS3014A	Political Economy of the Media in Southern Africa	18	7

Modern Languages

2.2.4.2.21 French

Programme Code: ABA00; ABA02 ABA01; ABA03 (PT)	NQF Exit Level: 7
Plan Code: AMAFREN10; AMAFREN11	NQF Credits: 432

Course code	Description	NQF Credits	NQF Level
Select the *courses* below in order to complete this as a major:			
Year of Study I			
MDLL1003A	Basic French Language and Culture I	18	5
MDLL1009A	Intermediate French Language and Culture I	18	5
Year of Study II			
MDLL2001A	French Language and Text Production IIA	24	6
MDLL2002A	French Language and Text Production IIB	24	6
Year of Study III			
MDLL3001A	Advanced French Composition and Stylistics III	18	7
MDLL3011A	Selected Topic in French III	18	7
MDLL3005A	French Literature III	18	7
Select one of the following courses:			
MDLL3008A	Negotiating Language: French III	18	7
TRAN3006A	Translation Methods and Practice III	18	7

2.2.4.2.22 German

Programme Code: ABA00; ABA02 ABA01; ABA03 (PT)	NQF Exit Level: 7
Plan Code: AMAGERM10; AMAGERM11	NQF Credits: 432

Course code	Description	NQF Credits	NQF Level
Select the *courses* below in order to complete this as a major:			
Year of Study I			
MDLL1004A	Basic German Language and Culture I	18	5
MDLL1010A	Intermediate German Language and Culture I	18	5
Year of Study II			
MDLL2003A	German Language and Text Production IIA	24	6
MDLL2004A	German Language and Text Production IIB	24	6
Year of Study III			
MDLL3002A	Advanced German Composition and Stylistics III	18	7
MDLL3006A	German Classicism and Romanticism III	18	7
MDLL3009A	Negotiating Language: German III	18	7
MDLL3012A	Selected Topic in German III	18	7

2.2.4.2.23 Italian

Programme Code: ABA00; ABA02 ABA01; ABA03 (PT)	NQF Exit Level: 7
Plan Code: AMAITAL10; AMAITAL11	NQF Credits: 432

Course code	Description	NQF Credits	NQF Level
Select the *courses* below in order to complete this as a major:			
Year of Study I			
i) Select these *courses* for contact learning:			
MDLL1005A	Basic Italian Language and Culture	18	5
MDLL1011A	Intermediate Italian Language and Culture I	18	5
ii) Or select these courses for blended (online and contact) learning			
MDLL1017A	Basic Italian Language and Culture Alternative (blended learning)	18	5
MDLL1018A	Intermediate Italian Language and Culture Alternative (blended learning)	18	5
Year of Study II			
MDLL2005A	Italian Language and Text Production IIA	24	6
MDLL2006A	Italian Language and Text Production IIB	24	6
Year of Study III			
MDLL3003A	Advanced Italian Composition and Stylistics III	18	7

Course code	Description	NQF Credits	NQF Level
MDLL3013A	Selected Topic in Italian III	18	7
MDLL3033A	From Colonialism to Post-colonialism and Beyond	18	7
Select one of the following courses:			
MDLL3010A	Negotiating Language: Italian III	18	7
TRANS3006A	Translation Methods and Practice III	18	7

2.2.4.2.24 Portuguese

Programme Code: ABA00; ABA02 ABA01; ABA03 (PT)	NQF Exit Level: 7
Plan Code: AMAPORT10	NQF Credits: 432

Course code	Description	NQF Credits	NQF Level
Select the *courses* below in order to complete this as a major:			
Year of Study I			
MDLL1006A	Basic Portuguese Language and Culture I	18	5
MDLL1012A	Intermediate Portuguese Language and Culture I	18	5
Year of Study II			
MDLL2013A	Portuguese Language and Text IIA	24	6
MDLL2014A	Portuguese Language and Text IIB	24	6
Year of Study III			
MDLL3024A	Portuguese Stylistics and Composition	18	7
MDLL3022A	Modern and Contemporary Lusophone Literature	18	7
MDLL3023A	Negotiating Language	18	7
MDLL3025A	Selected Topic in Portuguese Studies	18	7

2.2.4.2.25 South African Sign Language (SASL)

Programme Code: ABA00; ABA02 ABA01; ABA03 (PT)	NQF Exit Level: 7
Plan Code: AMASIGN10; AMASIGN11	NQF Credits: 432

Course Code	Description	NQF Credits	NQF Level
Select the *courses* below in order to complete this as a major:			
Year of Study I			
SASL1000A	South African Sign Language: Basic IA	18	5
SASL1001A	South African Sign Language: Basic IB	18	5
Year of Study II			
SASL2000A	South African Sign Language: Intermediate IIA	24	6
SASL2001A	South African Sign Language: Intermediate IIB	24	6

Course Code	Description	NQF Credits	NQF Level
Year of Study III			
SASL3000A	South African Sign Language: Advanced III	18	7
SASL3001A	South African Sign Language Introductory Linguistics	18	7
SASL3002A	South African Sign Language Poetry and Storytelling	18	7
SASL3003A	South African Sign Language Sociolinguistics	18	7

2.2.4.2.26 Spanish

Programme Code: ABA00; ABA02 ABA01; ABA03 (PT)	NQF Exit Level: 7
Plan Code: AMASPAN10	NQF Credits: 432

Course Code	Description	NQF Credits	NQF Level
Select the *courses* below in order to complete this as a major:			
Year of Study I			
MDLL1007A	Basic Spanish Language and Culture I	18	5
MDLL1014A	Intermediate Spanish Language and Culture I	18	5
Year of Study II			
MDLL2015A	Spanish Language and Text IIA	24	6
MDLL2016A	Spanish Language and Text IIB	24	6
Year of Study III			
MDLL3032A	Spanish Stylistics and Composition	18	7
MDLL3029A	Modern and Contemporary Hispanic Literature	18	7
MDLL3030A	Negotiating Language	18	7
MDLL3031A	Selected Topic in Spanish Studies	18	7

2.2.4.2.27 Music in History and Society

Programme Code: ABA00; ABA02 ABA01; ABA03 (PT)	NQF Exit Level: 7
Plan Code: AMAMUHS10; AMAMUHS11	NQF Credits: 432

Course Code	Description	NQF Credits	NQF Level
Select the *courses* below in order to complete this as a major:			
Year of Study I			
IACS1000A	Film, Visual and Performing Arts IA	18	5
IACS1001A	Film, Visual and Performing Arts IB	18	5
Year of Study II			
MUSC2023A	Critical Music Studies: Concepts and Contexts IIA	24	6
MUSC2024A	Critical Music Studies: Concepts and Contexts IIB	24	6

Course Code	Description	NQF Credits	NQF Level
Year of Study III			
MUSC3015A	Music in History and Society III: Music and the Theatre	18	7
MUSC3016A	Music in History and Society III: Music Sound and the Moving Image	18	7
MUSC3017A	Music in History and Society III: Musical Modernisms	18	7
MUSC3018A	Music in History and Society III Music in Contemporary Lives	18	7

2.2.4.2.28 Philosophy

Programme Code: ABA00; ABA02 ABA01; ABA03 (PT)	NQF Exit Level: 7
Plan Code: AMAPHIL10	NQF Credits: 432

Course Code	Description	NQF Credits	NQF Level
Select the *courses* below in order to complete this as a major:			
Year of Study I			
PHIL1003A	Introduction to Philosophy: Knowledge and Reality I	18	5
PHIL1002A	Introduction to Ethics	18	5
Year of Study II			
i) Select *courses* yielding 48 *credits:*			
PHIL2002A	History of Philosophy A: Classical and Early Modern Philosophy II	24	6
PHIL2001A	Applied Ethics II	24	6
PHIL2005A	Philosophy of Mind and Psychology II	24	6
PHIL2006A	Philosophy of Religion II	24	6
PHIL2007A	Philosophy of Science II	24	6
PHIL2009A	Social and Political Philosophy II	24	6
PHIL2012A	Theories of Justice II	24	6
PHIL2013A	Business Ethics II	24	6
PHIL2015A	Continental Philosophy II	24	6
PHIL2016A	African Philosophy	24	6
Year of Study III			
i) Select *courses* yielding 72 *credits:*			
PHIL3001A	Epistemology and Metaphysics III	18	7
PHIL3002A	Ethics III	18	7
PHIL3003A	History of Philosophy B: Further Topics in Modern Philosophy III	18	7
PHIL3004A	Philosophy of Social Science	18	7

Course Code	Description	NQF Credits	NQF Level
PHIL3005A	Select Movements in 20th Century Philosophy III	18	7
PHIL3006A	A Selected Topic in Philosophy II	18	7
PHIL3007A	Senior Seminar in Philosophy	18	7
PHIL3008A	Philosophy of Language III	18	7
PHIL3009A	Symbolic Logic III	18	7
PHIL3010A	Philosophy of Art	18	7

2.2.4.2.29 Political Studies

Programme Code: ABA00; ABA02 ABA01; ABA03 (PT)	NQF Exit Level: 7
Plan Code: AMAPOLS10; AMAPOLS13	NQF Credits: 432

Course Code	Description	NQF Credits	NQF Level
Select the *courses* below in order to complete this as a major:			
Year of Study I			
POLS1007A/ POLS1009A (PT)	Introduction to Political Studies	18	5
POLS1008A/ POLS1010A	States, Power and Governance	18	5
Year of Study II			
i) Select *courses* yielding 48 *credits:*			
HIST2003A	History of Sub-Saharan Africa	24	6
POLS2002A/ POLS2019A (PT)	Feminist Theory and Politics	24	6
POLS2012A	South Africa: Politics and Governance	24	6
POLS2015A	Human Rights and Political Studies	24	6
POLS2020A	Law, State and Society	24	6
POLS2021A	Black Consciousness Thought and the Politics of Anti-Racism	24	6
POLS2006A/ POLS2017A (PT)	The State, Modernity and the Constitution of the Political II	24	6
Year of Study III			
i) Select *courses* yielding 72 *credits:*			
POLS3024A/ POLS3027A (PT)	Introduction to Comparative Politics	18	7
POLS3003A/ POLS3020A (PT)	Development: Concepts and Experiences	18	7
POLS3008A/ POLS3021A (PT)	Political Sociology	18	7

Course Code	Description	NQF Credits	NQF Level
POLS3010A	Politics for Public Servants	18	7
POLS3018A/ POLS3023A (PT)	Conflict, Stability and State Building in Postcolonial Africa	18	7
POLS3017A/ POLS3022A (PT)	Liberty, Justice and the Politics of Difference	18	7
POLS3026A	Government and the Poor	18	7
HIST3003A	History and the African City	18	7
ARPL3023A	Politics, Governance and the City	24	7
POLS3028A/ POLS3030A (PT)	Critical perspectives on State, Bureaucracy and Administration	18	7
POLS3029A	Post-Colonial Politics	18	7

2.2.4.2.30 Politics, Philosophy and Economics (PPE)

Programme Code: ABA00; ABA02 ABA01; ABA03 (PT)	**NQF Exit Level: 7**
Plan Code: AMAPHIL10; AMAPOLS10; AMAECON10	**NQF Credits: 432**

Course Code	Description	NQF Credits	NQF Level
Select the *courses* below in order to complete this as a major:			
Year of Study I			
POLS1007A/ POLS1009A (PT)	Introduction to Political Studies	18	5
POLS1008A/ POLS1010A (PT)	States, Power and Governance	18	5
PHIL1003A	Introduction to Philosophy: Knowledge and Reality I	18	5
PHIL1002A	Introduction to Ethics	18	5
ECON1016A	Economics Theory IA: Microeconomics for Economists	18	5
ECON1018A	Economics Theory IB: Macroeconomics for Economists	18	5
APPM1004A	Computational Mathematics	18	5
STAT1000A	Business Statistics I	18	5
Year of Study II			
ii) Select *courses* yielding 48 *credits* from Politics, 48 *credits* from Philosophy and 48 *credits* from Economics:			
POLS2002A POLS2019A (PT)	Feminist Theory and Politics	24	6
POLS2012A	South Africa: Politics and Governance	24	6
POLS2015A	Human Rights and Political Studies	24	6
POLS2020A	Law, State and Society	24	6

Course Code	Description	NQF Credits	NQF Level
POLS2021A	Black Consciousness Thought and the Politics of Anti-Racism	24	6
POLS2006A/ POLS2017A (PT)	The State, Modernity and the Constitution of the Political II	24	6
PHIL2002A	History of Philosophy A: Classical and early Modern Philosophy	24	6
PHIL2005A	Philosophy of Mind and Psychology II	24	6
PHIL2006A	Philosophy of Religion II	24	6
PHIL2007A	Philosophy of Science II	24	6
PHIL2009A	Social and Political Philosophy II	24	6
PHIL2012A	Theories of Justice II	24	6
PHIL2015A	Continental Philosophy II	24	6
PHIL2016A	African Philosophy	24	6
POLS2021A	Black Consciousness Thought and the Politics of Anti-Racism	24	6
ECON2000A	Economics IIA	24	6
ECON2001A	Economics IIB	24	6
ii) And *courses* at level 1000 yielding 36 *credits* in a course approved by the *Senate*.			
Year of Study III			
i) Select *courses* yielding 72 *credits* in Politics or Philosophy. *Students* may enroll for Economics III for a triple major:			
POLS3024A/ POLS3027A (PT)	Introduction to Comparative Politics	18	7
POLS3003A POLS3020A (PT)	Development: Concepts and Experiences	18	7
POLS3008A POLS3021A (PT)	Political Sociology	18	7
POLS3010A	Politics for Public Servants	18	7
POLS3018A/ POLS3023A (PT)	Conflict, Stability and State Building in Postcolonial Africa	18	7
POLS3017A POLS3022A (PT)	Liberty, Justice and the Politics of Difference	18	7
POLS3026A	Government and the Poor	18	7
POLS3028A/ POLS3030A (PT)	Critical perspectives on State, Bureaucracy and Administration	18	7
POLS3029A	Post-Colonial Politics	18	7
PHIL3001A	Epistemology and Metaphysics III	18	7
PHIL3002A	Ethics III	18	7
PHIL3003A	History of Philosophy B: Further Topics in Modern Philosophy III	18	7

Course Code	Description	NQF Credits	NQF Level
PHIL3004A	Philosophy of Social Science	18	7
PHIL3005A	Select Movements in 20th Century Philosophy III	18	7
PHIL3006A	A Selected Topic in Philosophy III	18	7
PHIL3007A	Senior Seminar in Philosophy	18	7
PHIL3008A	Philosophy of Language III	18	7
PHIL3009A	Symbolic Logic III	18	7
PHIL3010A	Philosophy of Art	18	7
ECON3009A	Economic Theory III	72	7
ECON3007A	Economic Science III	72	7

Note: *Students* may select *courses* at third year level in both Psychology and Orgranisational Psychology towards their major provided it does not exceed 72 *credits*.

Psychology and Organisational Psychology

2.2.4.2.31 Psychology

Programme Code: ABA00; ABA02 ABA01; ABA03 (PT)	NQF Exit Level: 7
Plan Code: AMAPSYC10; AMAPSYC11	NQF Credits: 432

Course Code	Description	NQF Credits	NQF Level
Select the *courses* below in order to complete this as a major:			
Year of Study I			
PSYC1009A PSYC1010A (PT)	Psychology I	36	5
Year of Study II			
PSYC2020A PSYC2021A (PT)	Psychology II	48	6
PSYC2005A PSYC2012A (PT)	Psychological Research Design and Analysis IIA	24	6
PSYC2006A	Psychological Research Design and Analysis IIB	24	6
Year of Study III			
i) Select the *courses* yielding 72 credits below to complete Psychology as a major:			
PSYC3001A PSYC3024A (PT)	Abnormal Psychology III	18	7
PSYC3013A PSYC3028A (PT)	Cognitive Neuropsychology III	18	7
PSYC3039A/ PSYC3040A (PT)	Career Psychology III	18	7
PSYC3015A	Health Psychology III	18	7
PSYC3016A	Community Psychology III	18	7

Course Code	Description	NQF Credits	NQF Level
PSYC3017A/ PSYC3035A(PT)	Psychotherapeutic Interventions III	18	7
PSYC3020A/ PSYC3036A(PT)	Organisational Behaviour III	18	7
PSYC3023A PSYC3031A (PT)	Organisational Effectiveness III	18	7
PSYC3022A/ PSYC3037A (PT)	Employee Relations III	18	7
PSYC3018A	Child and Adolescent Psychology III	18	7
PSYC3019A PSYC3041A(PT)	Critical Social Psychology III	18	7
PSYC3034A/ PSYC3038A(PT)	Cognitive Studies III	18	7
PSYC3033A	Select Topic in Psychology III	18	7
ii) Select the *courses* below in order to complete Organisational Psychology as a major:			
PSYC3039A/ PSYC3040A (PT)	Career Psychology III	18	7
PSYC3022A/ PSYC3037A (PT)	Employee Relations III	18	7
PSYC3020A/ PSYC3036A(PT)	Organisational Behaviour III	18	7
PSYC3023A PSYC3031A (PT)	Organisational Effectiveness III	18	7
Note: PSYC2005A/PSYC2012(PT) Psychological Research Design and Analysis IIA must be selected at third year of study if it was not passed prior.			

2.2.4.2.32 Organisational Psychology

Programme Code: ABA00; ABA02 ABA01; ABA03 (PT)	NQF Exit Level: 7
Plan Code: AMAOPSY10	NQF Credits: 432

Course Code	Description	NQF Credits	NQF Level
Select the *courses* below in order to complete this as a major:			
Year of Study I			
PSYC1009A PSYC1010A (PT)	Psychology I	36	5
Year of Study II			
PSYC2020A PSYC2021A (PT)	Psychology II	48	6
PSYC2005A PSYC2012A (PT)	Psychological Research Design and Analysis IIA	24	6

Course Code	Description	NQF Credits	NQF Level
PSYC2006A	Psychological Research Design and Analysis IIB	24	6
Year of Study III			
i) Select *courses* yielding 72 *credits:*			
PSYC3020A/ PSYC3036A (PT)	Organisational Behaviour III	18	7
PSYC3039A/ PSYC3040A (PT)	Career Psychology III	18	7
PSYC3022A/ PSYC3037A (PT)	Employee Relations III	18	7
PSYC3023A PSYC3031A (PT)	Organisational Effectiveness III	18	7
Note: PSYC2005A/PSYC3012A(PT) Psychological Research Design and Analysis IIA must be selected at third year of study if it was not passed prior.			

Sociology and Labour, Economic and Development Sociology

2.2.4.2.33 Sociology

Programme Code: ABA00; ABA02 ABA01; ABA03 (PT)	NQF Exit Level: 7
Plan Code: AMAJSOCL10; AMASOCL15 AMASOCL12	NQF Credits: 432

Course Code	Description	NQF Credits	NQF Level
Select the *courses* below in order to complete this as a major:			
Year of Study I			
SOCL1013A SOCL1008A (PT)	Southern Africa in the Era of Globalisation I	18	5
SOCL1014A SOCL1009A (PT)	Identity and Society I	18	5
Year of Study II			
i) Select *courses* yielding 24 *credits:*			
SOCL2001A/ SOCL2014A (PT)	Contemporary Social Issues II	24	6
SOCL2004A	Family, Gender and Work II	24	6
SOCL2008A/ SOCL2017A (PT)	Organisations, Movements and Change II	24	6
SOCL2005A	Knowledge and Power II	24	6
SOCL2007A SOCL2018A (PT)	Law, Crime and Power II	24	6
SOCL2009A	Population Studies II	24	6
SOCL2011A	Society, Health and Disease II	24	6

Course Code	Description	NQF Credits	NQF Level
SOCL2013A	The Sociology of Religion II	24	6
ii) Select this core *course*			
SOCL2012A SOCL2015A (PT)	Sociological Theory II	24	6
Year of Study III			
i) Select these core *courses:*			
SOCL3002A/ SOCL3025A (PT)	Culture, Identity and Power III	18	7
SOCL3008A SOCL3018A (PT)	Researching Social Life III	18	7
ii) Select *courses* yielding 36 *credits:*			
SOCL3008A/ SOCL3018A (PT)	Researching Social Life III	18	7
SOCL3001A	Contemporary Feminism: Issues and Struggles III	18	7
SOCL3003A	Demography and Development III	18	7
SOCL3005A	Intermediate Quantitative Research Methods III	18	7
SOCL3007A	Post-modern Theory III	18	7
SOCL3009A	Sociology of Education III	18	7
SOCL3010A	Sociology of Latin America and the Caribbean III	18	7
SOCL3011A	Sociology of the City III	18	7
SOCL3012A	Sociology of War and Peace III	18	7
SOCL3029A/ SOCL3028A (PT)	Class, Power, and Economic Relations III	18	7
SOCL3014A/ SOCL3021A (PT)	South African Industrial Relations III	18	7
SOCL3015A/ SOCL3022A (PT)	States, Markets and Economic Policy III	18	7
SOCL3016A/ SOCL3023A (PT)	Sociology of Africa III	18	7
SOCL3026A/ SOCL3027A (PT)	Contemporary Social Issues III	18	7

2.2.4.2.34 Labour, Economic and Development Sociology

Programme Code: ABA00; ABA02 ABA01; ABA03 (PT)	**NQF Exit Level: 7**
Plan Code: AMALAEC11; AMALAEC14 AMALAEC13	**NQF Credits: 432**

Course Code	Description	NQF Credit	NQF Level
Select the *courses* below in order to complete this as a major:			
Year of Study I			
SOCL1013A/ SOCL1008A (PT)	Southern Africa in the Era of Globalisation I	18	5
SOCL1014A/ SOCL1009A (PT)	Identity and Society I	18	5
Year of Study II			
i) Select *courses* yielding 24 *credits:*			
SOCL2004A	Family, Gender and Work II	24	6
SOCL2008A/ SOCL2017A (PT)	Organisations, Movements and Change II	24	6
Or by permission of the Senate with a cognate second year level course offered by Sociology, or by another discipline in the Faculty, or by another Faculty that is a suitable alternative for the purposes of the Degree.			
ii) Select this core *course:*			
SOCL2012A/ SOCL2015A (PT)	Sociological Theory II	24	6
Year of Study III			
i) Select these core *courses:*			
SOCL3029A/ SOCL3028A(PT)	Class, Power, and Economic Relations III	18	7
SOCL3008A/ SOCL3018A (PT)	Researching Social Life III	18	7
Or by permission of the Senate with a cognate second year level course offered by Sociology, or by another discipline in the Faculty, or by another Faculty that is a suitable alternative for the purposes of the Degree.			
ii) Select *courses* yielding 36 *credits:*			
SOCL3001A	Contemporary Feminism: Issues and Struggles III	18	7
SOCL3002A/ SOCL3025A (PT)	Culture, Identity and Power III	18	7
SOCL3003A	Demography and Development III	18	7
SOCL3005A	Intermediate Quantitative Research Methods III	18	7
SOCL3007A	Post-modern Theory III	18	7
SOCL3009A	Sociology of Education III	18	7
SOCL3010A	Sociology of Latin America and the Caribbean III	18	7

Course Code	Description	NQF Credit	NQF Level
SOCL3011A	Sociology of the City III	18	7
SOCL3012A	Sociology of War and Peace III	18	7
SOCL3014A/ SOCL3021A (PT)	South African Industrial Relations III	18	7
SOCL3015A/ SOCL3022A (PT)	States, Markets and Economic Policy III	18	7
SOCL3016A/ SOCL3023A (PT)	Sociology of Africa III	18	7
SOCL3026A/ SOCL3027A (PT)	Contemporary Social Issues III	18	7

2.2.4.2.35 Additional courses that may be included in a curriculum

Course Code	Description	NQF Credit	NQF Level
Year of Study I			
APPM1004A/ APPM1011A/ APPM1005A	Computational Mathematics I	18	5
ECON1002A/ ECON1005A(PT)	Economic Concepts IA	18	5
ECON1003A/ ECON1006A(PT)	Economic Concepts IA	18	5
STAT1002A	Actuarial Science I	18	5
STAT1005A	Ancillary Statistics I	18	5
STAT1000A/ STAT1001A/ STAT1004A	Business Statistics I	18	5
Year of Study III			
TRAN3006A	Translation Methods and Practice III	18	7

2.2.5 Progression Rules

Full-time students:

Unless otherwise permitted by the *Senate* the *curriculum* of the full-time *student* must include:

a) In the first year:

Courses yielding not less than 72 *credits* in any *semester* and 144 *credits* for the year; and

b) In the second year:

Courses yielding not less than 72 *credits* in any *semester* and 144 *credits* for the year, *students* may include an additional 24 or 48 *credits* in second year provided they have obtained 144 *credits* in first year; and

c) In the final year:

Courses yielding not less than 72 *credits* in any *semester*, unless fewer *credits* are needed to complete the degree and 144 *credits* for the year.

d) Part-time *students*:

Unless otherwise permitted by the *Senate* the *curriculum* of a part-time *student*: may not include *courses* yielding less than 36 *credits* in any *semester*, *students* are required to register at the beginning of the *academic year* for all *courses* to be included in her/his *curriculum* for that year whether the *courses* are offered in the first *semester* or in the second *semester*.

2.2.6 Admission to courses

a) In order to progress to the next level *course* a *student* must have completed the preceding level *course* at a standard considered by the *Senate* to warrant her/his *admission* to the next level.

b) In exceptional circumstances, in accordance with Faculty rules pertaining to condonations and with the approval of the *Senate*, failure may be condoned to a pass.

c) A failure condoned to a pass may result in the *student* not being allowed to progress to the next level *course*.

2.2.7 Year of study

A *student* is deemed to be:

a) in the first year until s/he has obtained *credit* in *courses* which make up a total of 144 *credits* in terms of these rules;

b) in the second year until s/he has obtained *credit* in *courses* which make up a total of 288 *credits* of which 96 *credits* must be at the second year level in terms of these rules;

c) in the third year of study until s/he is taking *courses* which will enable him/her to complete the requirements of the *programme* in that year.

A *student* who does not meet the minimum requirements of study may be refused permission by the *Senate* to renew her/his enrolment. If however, a *student* is permitted to renew her/his enrolment after having failed to satisfy the minimum requirements of study s/he may be required to satisfy the following and such further conditions as the *Senate* may determine in her/his case.

2.2.8 Readmission to and repeating courses

a) Unless otherwise permitted by the *Senate*, a *student* shall not be readmitted to a *course* for which s/he has twice registered but which s/he has not passed: Provided that a *student* who cancels her/his registration in such *course* timeously in terms of Rule *G5.9.2 is deemed not to have registered for that *course* in that particular year or *semester*.

b) Unless otherwise permitted by the *Senate*, a *student* will not be permitted to repeat any Foundation *course*.

2.2.9 Exclusion Rules

Full-time students:

Students, that do not meet a minimum of 72 *credits* in any *semester*, may be academically excluded and must appeal to the Wits Re*admission* Council (WRC) for re*admission*.

Part-time students:

Students, that do not meet a minimum of 36 *credits* in any *semester*, may be academically excluded and must appeal to the Wits Re*admission* Council (WRC) for re*admission*.

2.2.10 Prerequisite Rules

A. Course	B. Prerequisite Courses
AFRICAN LANGUAGES	
AFRL2003A Intermediate Language and Culture IIA AFRL2004A Intermediate Language and Culture IIB	AFRL1005A Elementary Language and Culture IA and AFRL1006A Elementary Language and Culture IB
AFRL3005A Language and Media IIIA AFRL3006A Language and Media IIIB AFRL3013A Advanced Sesotho Language and Media IIIA AFRL3014A Advanced Sesotho Language and Media IIIB	AFRL2003A Intermediate Language and Culture IIA and AFRL2004A Intermediate Language and Culture IIB
isiZulu AFRL2001A Intermediate isiZulu Language and Culture IIA AFRL2002A Intermediate isiZulu Language and Culture IIB	AFRL1003A Elementary isiZulu Language and Culture IA and AFRL1004A Elementary isiZulu Language and Culture IB
AFRL3003A isiZulu Language and Media IIIA AFRL3004A isiZulu Language and Media IIIB	AFRL2001A Intermediate isiZulu Language and Culture IIA and AFRL2002A Intermediate isiZulu Language and Culture IIB
African Languages Literature AFRL2005A The Art of Narrative II	AFRL1002A Drama, Ritual and Performance and AFRL1007A A The History and Relationship of South African Languages I
AFRL3008A Text and Migration in African Languages Fiction III AFRL3009A The Poetics of the Oppressed and Drama in Education III(in abeyance)	AFRL1002A Drama, Ritual and Performance and AFRL1007A The History and Relationship of South African Languages I and AFRL2005A The Art of Narrative II and AFRL2006A The Sounds and Sound Systems of African Languages II
AFRL2006A The Sound and Sound Systems of African Languages II	AFRL1007A The History and Relationship of South African Languages I and LING1001A Introduction to the Structure of Language I
AFRL3001A Comparative Structure of South African Languages III AFRL3007A The Structure and Meaning of Words and Sentences in Bantu Languages III	AFRL2005A The Art of Narrative II and AFRL2006A The Sounds and Sound Systems of African Languages II
AFRL3011A Introduction to Computational Linguistics	AFRL2006A The Sounds and Sound Systems of African Languages II or AFRL3001A Comparative Structure of South African Languages III or LING3003A Morphology and Syntax III and LING3005A Phonology III
AFRL3012A History and Development of African-Languages Media	AFRL2005A The Art of Narrative II and AFRL2006A The Sounds and Sound Systems of African Languages II or MDST2000A Media Studies IIA and MDST2001A Sociology of Media Production or AFRT2001A Gender and Writing II and AFRT2002A Performing Power in Post-Independence Africa II

A. Course	B. Prerequisite Courses
AFRICAN LITERATURE	
AFRT2001A Gender and Writing II	Obtained credit in courses yielding at least 72 credits towards the programme
AFRT3001A Contemporary Trends in African Literature III Literature III	Obtained credit in courses yielding at least 144 credits at level 1000 and 48 credits at level 2000
AFRT3002A East African Fiction III	Obtained credit in courses yielding at least 144 credits at level 1000 and 48 credits at level 2000
AFRT3004A Popular Media in Africa III	Obtained credit in courses yielding at least 144 credits at level 1000 and 48 credits at level 2000
ANTHROPOLOGY	
ANTH2001A Development and Gender II ANTH2003A Ritual and Power II ANTH2004A Selected Topics in Anthropology II ANTH2005A Sex, Culture and Society II ANTH2007A Cultural Citizenship II ANTH2009A Lifeworlds of the City ANTH2010A Embodied Relations	ANTH1007A Culture and Humanity or ANTH1006A Practices of Identification
ANTH3003A Race, Ethnicity and Culture III ANTH3004A Selected Topics in Anthropology III ANTH3005A The Anthropology of Community III ANTH3006A The Anthropology of Popular Media and Performance III ANTH3007A The Development of Anthropological Thought III ANTH3010A Expression, Representation, Practice	ANTH1006A Practices of Identification and ANTH1007A Culture and Humanity and 48 credits from: ANTH2001A Development and Gender II, ANTH2003A A Ritual and Power II, ANTH2004A A Selected Topics in Anthropology II, ANTH2005A Sex, Culture and Society II, ANTH2006A Human Rights and Culture
ANTH3001A Anthropology of Medicine and the Body III ANTH3009A Anthropology of the State III ANTH3011A 'Race' and What It Means to be Human	ANTH2001A Development and Gender II or ANTH2003A Ritual and Power II or ANTH2004A Selected Topics in Anthropology II or ANTH2007A Cultural Citizenship II or ANTH2008A Life Course, Kinship and Core or ANTH2009A Lifeworlds of the City or ANTH2010A Embodied Relations
ARCHAEOLOGY	
ARCL2000A Approaches to Cognitive Archaeology II ARCL2001A Food Production and Analytical Archaeology II ARCL2002A Archaeology II	ARCL1000A Archaeology I; or ARCL1001A Archaeology in Action I with ARCL1002A African Prehistory in World Context I
ARCL3000A Advanced Prehistory of Southern Africa III Part A ARCL3001A Advanced Prehistory of Southern Africa III Part B ARCL3002A Archaeology III	ARCL2002A Archaeology II; or ARCL2000A Approaches to Cognitive Archaeology II; or ARCL2001A Food Production & Analytical Archaeology II
ARCL3000A Advanced Prehistory of Southern Africa Part A	ARCL1000A Archaeology I; ARCL2001A Food Production and Analytical Archaeology II

A. Course	B. Prerequisite Courses
ARCL3001A Advanced Prehistory of Southern Africa Part B	ARCL1001A Archaeology I; ARCL1002A African Prehistory in World Context I and ARCL2000A Approaches to Cognitive Archaeology II; or ARCL 2001A Food Production & Analytical Archaeology II; ARCL1000A Archaeology I; ARCL2002A Food Production and Analytical Archaeology II
ARTS AND GLOBAL CITIZENSHIP	
WDFL2001A Arts and Global Citizenship 2A	WDFL1000A Arts and Global Citizenship IA, or IACS1000A Film, Visual and Performing Arts IA
WDFL2002A Arts and Global Citizenship 2B	WDFL1001A Arts and Global Citizenship IB, or IACS1001A Film, Visual and Performing Arts IB
WDFL3002A Arts and Global Citizenship 3A	CPVC2003A History of Arts IIA or CPVC2004A History of Arts IIB, or MUCS2023A Music Studies: Concepts and Context IIIA or MUSC2024A Critical Music Studies: Concepts and Context IIIB or IACS2000A Film, Visual and Performing Arts IIA: Storytelling across Media and Cultural Contexts, and WFTV2005A Screen Studies IIB, or DIGA2005A Digital Art Theory II, or WTAP2028A Theatre Arts II: Texts and Contexts.
WDFL3003A Arts and Global Citizenship 3B	
WDFL3004A Arts and Global Citizenship 3C	
WDFL3005A Arts and Global Citizenship 3D	
AUDIOLOGY	
ANAT2001A Neuroanatomy for Speech, Language and Hearing	ANAT1003A Anatomy and Physiology for Speech Pathology and Audiology Students
SPPA2005A Clinical Practical in Audiology II	SPPA1003A Speech and Hearing Science SPPA1004A Speech Pathology and Audiology
SPPA3004A Clinical Practical in Audiology III	SPPA2005A Clinical Practical in Audiology II
SPPA4002A Audiology IV SPPA4004A Clinical Practical in Audiology IV	SPPA3001A Audiology III, SPPA3004A Clinical Practical in Audiology III, and any four of the following Psychology courses: PSYC3017A Psychotherapeutic Interventions III, PSYC3013A/3028A Cognitive Neuropsychology III, PSYC3001A/3024A Abnormal Psychology III, PSYC3015A Health Psychology III, PSYC3019A Critical Social Psychology III, PSYC3018A Child and Adolescent Psychology III, PSYC3016A Community Psychology III, PSYC3020A Organisational Behaviour III, PSYC3039A/PSYC3040A(PT) Career Psychology III, PSYC3022A Employment Relations III, PSYC3023A/PSYC3031A Organisational Effectiveness III, PSYC3033A Select Topic in Psychology III, PSYC3034A Cognitive Studies III

A. Course	B. Prerequisite Courses
ECONOMICS	
Note: Credit cannot be obtained for both ECON1002A/1005A Economic Concepts IA and ECON1003A/1006A Economic Concepts IB and ECON1008A Economics IA and ECON1009A Economics IB.	
ECON1018A Economic Theory IB – Macroeconomics for Economists	ECON1016A Economic Theory IA- Microeconomics for Economists
ECON1014A A Economics IB - Macroeconomics	ECON1012A Economics IA - Microeconomics
ECON1009A Economics IB	ECON1008A Economics IA
ECON2000A Economics IIA	ECON1008A Economics IA and ECON1009A Economics IB or ECON1016A Economic Theory IA - Microeconomics for Economists and ECON1018A Economic Theory IB - Macroeconomics for Economists or ECON1012A Economics IA - Microeconomics with a minimum of 65% and ECON1014A Economics IB - Macroeconomics with a minimum of 65%; or ECON1012A Economics IA - Microeconomics and ECON1014A Economics IB – Macroeconomics with a combined average of 70%
ECON2001A Economics IIB	ECON2000A Economics IIA
Microeconomics III ECON3015A/ ECON3032A(PT) Macroeconomics III ECON3016A/ ECON3017A(PT) International Economics III ECON3023A / ECON3024A(PT) Econometrics III ECON3018A/ECON3033A(PT) Mathematical Economics III ECON3019A/ ECON3020A(PT) South African Development Issues III ECON3021A/ ECON3022A(PT) History of Economic Thought III ECON3025A Public Economics III ECON3026A Labour Economics III ECON3034A Health Economics III ECON3027A Topics in Economic Policy III ECON3028A Topics in Macroeconomic Theory III ECON3029A Topics in Contemporary Economics III ECON3030A Topics in Applied Economics III ECON3031A	ECON2000A Economics IIA and ECON2001A Economics IIB
ECON1002A/1005A Economic Concepts IA	Obtained credit in courses yielding at least 72 credits towards the degree

A. Course	B. Prerequisite Courses
ECON1003A/1006A Economic Concepts IB	Economic Concepts IA
ENGLISH	
ENGL2008A/ENGL2009A Literary Origins and Legacies IIA ENGL2010A/ENGL2011A Literary Origins and Legacies IIB	ENGL1001A/ENGL1007A (PT) English Literatures in Context I and ENGL1009A/ENGL1008A (PT) **Global Literary Studies**
ENGL3013A/ENGL3012A (PT) Literary Studies in English IIIA ENGL3008A/ENGL3009A (PT) Postmodernism in English Literature	ENGL2008A/ENGL2009A Literary Origins and Legacies IIA ENGL2010A/ENGL2011A Literary Origins and Legacies IIB
FILM AND TELEVISION	
WFTV2003A Visual Storytelling IIA and WFTV2004A Visual Storytelling IIB	WFTV1001A Visual Storytelling IA and WFTV1002A Visual Storytelling IB
WFTV2001A Image Creation IIA and WFTV2002A Image Creation IIB	WFTV1003A Image Creation IA and WFTV1004A Image Creation IB
WFTV3001A Directing Fiction III and WFTV3002A Documentary Filmmaking III	WFTV2003A Visual Storytelling IIA and WFTV2004A Visual Storytelling IIA with a pass of at least 65% in both courses
WFTV3003A Principles of Sound Design III and Principles of Sound Design III Principles of Sound Design III WFTV3004A Principles of Studio Production III	WFTV2001A Image Creation IIA and WFTV2002A Image Creation IIB
WFTV3005A Screenwriting IIIA and WFTV3006A Screenwriting IIIB	WFTV2003A Visual Storytelling IIA and WFTV2004A Visual Storytelling IIB with a pass of at least 65% in both courses
WFTV4018A Screenwriting IVA and WFTV4019A Screenwriting IVB	Must pass all third year level courses and a pass of at least 65% in WFTV3005A Screenwriting IIIA or WFTV3006A Screenwriting IIIB
WFTV4020A Fact and Fiction; WFTV4021A Experimental Film; WFTV4022A Fundamentals of Cinematography; WFTV4023A Funamentals of Post Production; WFTV4027A Long Essay and WFTV4028A Research Project	Must pass all third year level courses
GAME DESIGN	
DIGA2003A Game Design IIA	DIGA1002A Game Design IA and DIGA1003A Game Design IB
DIGA2002A Digital Art Practice II	DIGA1002A Game Design IA and DIGA1003A Game Design IB
DIGA2004A Game Design IIB	DIGA2003A Game Design IIA
DIGA3004A Digital Art Theory IIIA and DIGA3001A Digital Art Theory IIIB	IACS1000A Film, Visual and Performing Arts IA and IACS1001A Film, Visual and Performing Arts IB and two of the following DIGA2004A Game Design IIB; DIGA2001A Digital Art Theory II
DIGA3001A Game Design IIIA and DIGA3002A Game Design IIIB	DIGA2003A Game Design IIA and DIGA2004A Game Design IIB

A. Course	B. Prerequisite Courses
DIGA3007A Animation IIIB	DIGA3006A Animation IIIA
ENVIRONMENTAL STUDIES	
GAES3004A Heritage Resources Management	GAES2000A People and Environment in Africa; and GAES2001A Nature, Climate and Society
GEOGRAPHY	
GEOG2010A Earth and Atmospheric Processes II GEOG2011A An Introduction to Climate Change and Society II GEOG2012A Environmental Governance: From Local to Global II GEOG2015A Thinking Geographically: Concepts and Practices in Human Geography II GEOG2014A Conservation Biogeography II GEOG2013A Geographic Information Systems, Science and Mapping II	GEOG1000A Geography I or Permission required from the Senate or Equivalent
GEOG3017A Geographic Information Systems and Remote Sensing III	GEOG2013A Methods, Models and GIS; or GEOL2008A Geology II or equivalent
GEOG3022A City Cultures III GEOG3019A Economic Geography III GEOG3025A Urban Futures: The Political-Economy of Population and Scarcity	GEOG1000A Geography I; or GEOG2012A Environmental Governance or equivalent
GEOG3020A Climate and Environmental GEOG3021A Change III Advanced Atmospheric Sciences III GEOG3024A Environmental Monitoring and Modelling III GEOG3023A Theory and Practice in Sustainability Science and Sustainable Development	GEOG1000A Geography I; or GEOG2012A Environmental Governance or equivalent; or GEOG2010A Earth and Atmospheric Processes II; or GEOL2008A Geology II; or equivalent
HISTORY	
HIST3001A African American History in the United States III HIST3002A Early Modern Europe III HIST3003A History of the African City HIST3004A Modern Europe Since 1870 III HIST3012A United States before 1877 HIST3005A Renaissance Italy III HIST3007A The Affluent Society: The Growth, Decline and Rejuvenation of Post-War America III HIST3008A The Making of Modern South Africa IIIA HIST3009A The Making of Modern South Africa IIIB	HIST1011A Global Encounters and Contemporary Realities IA HIST1012A Global Encounters and Contemporary Realities IB HIST1013A Global Encounters and Contemporary Realities IC(Africa and Latin America) And two courses from the following: HIST2002A History of Britain 1815 – 1914 II HIST2003A History of Sub-Saharan Africa

A. Course	B. Prerequisite Courses
HIST3010A Theory and Practice III HIST3011A Topics in Sub-Saharan Africa III HIST3013A Victorian and Edwardian Britain III HIST3014A United States since 1877 III HIST3018A Europe 1700-1870 III	HIST2004A History of the United States HIST2009A Southern Africa from the Deep Past to the mid- Nineteenth Century HIST2007A Race, Class and Nation in Modern South Africa POLS2012A South Africa: Politics and Governance POLS2012A South Africa: Politics and Governance
HISTORY OF ART	
CPVC2003A History of Art IIA	Courses yielding at least 72 credits at level 1000 and a pass in IACS1000A Film, Visual and Performing Arts IA or IACS1001A Film, Visual and Performing Arts or ARCL1001A Archaeology in Action I, or ARCL1002A African Prehistory in the World Context I, or HIST1011A Global Encounters and Contemporary Realities IA, or HIST1012A Global Encounters and Contemporary Realities IB, or HIST1013A Global Encounters and Contemporary Realties IC.
CPVC2004A History of Art IIB	Courses yielding at least 72 credits at level 1000 and a pass in IACS1000A Film, Visual and Performing Arts IA or IACS1001A Film, Visual and Performing Arts IB, or ARCL1001A Archaeology in Action I, or ARCL1002A African Prehistory in the World Context I, or HIST1011A Global Encounters and Contemporary Realities IA, or HIST1012A Global Encounters and Contemporary Realities IB, or HIST1013A Global
HART3004A Art: Constructs of the Renaissance III	HART2002A Historical Modernism II and IACS1000A Film, Visual and Performing Arts IA and IACS1001A Film, Visual and Performing Arts IB
CPVC3005A History of Art IIIA CPVC3006A History of Art IIIB CPVC3007A History of Art IIIC CPVC3008A History of Art IIID	IACS1001A Film, Visual and Performing Arts IB; CPVC2003A History of Art IIA and CPVC2004A History of Art IIB
INTERNATIONAL RELATIONS	
INTR2007A International Political Economy INTR2008A International Law and Security	INTR1003A/INTR1009A International Society and Foreign Policy I, INTR1004A/INTR1007A The International System: Cooperation and Conflict I or INTR1005A Introduction to Principles of International Relations INTR1010A/INTR1011AThe International Relations of South Africa and Africa and INTR1012A/INTR1013A International Relations: An Introduction to the Discipline

A. Course	B. Prerequisite Courses
INTR3004A International Political Economy III INTR3006A International Relations of Latin America III INTR3008A Regional Studies: East Asia III INTR3009A Regional Studies: Europe III INTR3010A Regional Studies: The Middle East III INTR3012A Transnational Issues in International Politics III INTR3013A US Foreign Policy III INTR3021A Regional Studies – Africa INTR3022A Intermediate International Political Economy INTR3023A South African Foreign Policy INTR3024A Foreign Policy Analysis INTR3025A International Relations Theory and Research Methods	INTR1010A/INTR1011A The International Relations of South Africa and Africa and INTR1012A/INTR1013A International Relations: An Introduction to the Discipline and 48 credits from: INTR2006A State Sovereignty and the International Human Rights Regime INTR2007A International Political Economy INTR2008A International Law and Security
LINGUISTICS	
LING2007A/LING2009A(PT) Applied Linguistics LING2006A/LING2008A(PT) Linguistic Structures	LING1001A/LING1004A(PT) Introduction to the Structure of Language I and LING1003A/LING1005A(PT) Language, Mind and Society
LING3002A Historical Linguistics III LING3003A/LING3011A(PT) Morphology and Syntax III LING3005A/LING3010A(PT) Phonology III LING3008A Selected Topic III LING3009A/LING3012A(PT) Sociolinguistics	LING2006A/LING2008A(PT) Linguistic Structures
MATHEMATICS	
MATH1034A Algebra I MATH1036A Calculus I	Minimum of 70% in National Senior Certificate (NSC) or other Senate recognised school leaving certificate in Mathematics (excluding Mathematical Literacy)
MATH2022A Introductory Analysis II MATH2007A Multivariable Calculus II MATH2019A Linear Algebra II	MATH1034A Algebra I with MATH1036A Calculus I or MATH1014A Mathematics I (Engineering) with a minimum of 60% or MATH1041A Auxiliary Mathematics I with a minimum of 60%
MATH2021A Multivariable Calculus II	MATH1034A Algebra I with MATH1036A Calculus I or MATH1014A Mathematics I (Engineering) with a minimum of 60% or MATH1041A Auxiliary Mathematics I with a minimum of 60%
MATH2015A Abstract Mathematics II MATH2003A Differential Equations II	MATH1034A Algebra I with MATH1036A Calculus I or MATH1014A Mathematics I (Engineering) with a minimum of 60% or MATH1041A Auxiliary Mathematics I with a minimum of 60%

A. Course	B. Prerequisite Courses
MATH3001A Number Theory III MATH3003A Coding and Cryptography III	MATH2001A Basic Analysis II; MATH2022A Introductory Analysis II and MATH2015A Abstract Mathematics II
MATH3034A Leontief Systems III	MATH2007A Multivariable Calculus II and MATH2019A Linear Algebra II
MATH3032A Real Analysis III	MATH2001A Basic Analysis II; MATH2022A Introductory Analysis II and MATH2016A Advanced Analysis II and MATH2021A Multivariable Calculus II
MATH3006A Group Theory III	MATH2001A Basic Analysis II; MATH2022A Introductory Analysis II and MATH2015A Abstract Mathematics II and MATH2019A Linear Algebra II
MATH3009A Rings and Fields III	MATH2001A Basic Analysis II; MATH2022A Introductory Analysis II and MATH2015A Abstract Mathematics II and MATH2019A Linear Algebra II
MATH3010A Topology III	MATH2001A Basic Analysis II; MATH2022A Introductory Analysis II and MATH2016A Advanced Analysis II; MATH2021A Multivariable Calculus II and MATH2015A Abstract Mathematics II and MATH2019A Linear Algebra II
MATH3004A Complex Analysis	MATH2001A Basic Analysis II; MATH2022A Introductory Analysis II and MATH2007A Multivariable Calculus II and MATH2016A Advanced Analysis II; MATH2021A Multivariable Calculus II and MATH2015A Abstract Mathematics II and MATH2019A Linear Algebra II
MATH3031A Differential Geometry III	MATH2001A Basic Analysis II; MATH2022A Introductory Analysis II and MATH2007A Multivariable Calculus II and MATH2016A Advanced Analysis II; MATH2021A Multivariable Calculus II and MATH2015A Abstract Mathematics II and MATH2019A Linear Algebra II; and MATH2003A Differential Equations II or STAT2012A Introduction to Mathematical Statistics II
MEDIA STUDIES	
MDST2000A/MDST2002A (PT) Media Studies IIA MDST2001A/MDST2003A (PT) Sociology of Media Production	MDST1001A/MDST1002A (PT) Media and Society IA and SLLS1006A/MDST1003A (PT) Reading Media Forms IB

A. Course	B. Prerequisite Courses
MDST3000A Issues in Alternative Media in South Africa III MDST3001A Issues in South African News Media III MDST3002A Media and Global Culture III MDST3003A Media Policy and Regulation in South Africa III MDST3004A Media, Democracy and Development in Southern Africa III MDST3013A Digital Media and Society MDST3016A Political Economy of the Media in Southern Africa III MDST3017A South African Media History III MDST3006A Research Methods in Media and Cultural Studies MDST3007A Consumer Culture and the Media	MDST1001A/MDST1002A (PT) Media and Society IA and SLLS1006A/MDST1003A (PT) Reading Media Forms IB MDST2000A/MDST2002A (PT) Media Studies IIA and MDST2001A/MDST2003A (PT) Sociology of Media Production
MODERN LANGUAGES	
French	
MDLL2001A French Language and Text Production IIA	MDLL1009A Intermediate French Language and Culture I or French (Higher Grade) with symbol A; B; C; D
MDLL2002A French Language and Text Production IIB	MDLL2001A French Language and Text Production IIA
MDLL3001A Advanced French Composition and Stylistics III MDLL3005A French Literature III MDLL3008A Negotiating Language: French III MDLL3011A Selected Topic in French III	MDLL2001A French Language and Text Production IIA and MDLL2002A French Language and Text Production IIB
German	
MDLL2003A German Language and Text Production IIA MDLL2004A German Language and Text Production IIB	MDLL1004A Basic German Language and Culture I and MDLL1010A Intermediate German Language and Culture I
MDLL3002A Advanced German Composition and Stylistics III MDLL3006A German Classicism and Romanticism III MDLL3009A Negotiating Language: German III MDLL3012A Selected Topic in German III	MDLL2003A German Language and Text Production IIA and MDLL2004A German Language and Text Production IIB
Italian	
MDLL2005A Italian Language and Text Production IIA MDLL2006A Italian Language and Text Production IIB	MDLL1005A Basic Italian Language and Culture I and MDLL1011A Intermediate Italian Language and Culture I

A. Course	B. Prerequisite Courses
MDLL3003A Advanced Italian Composition and Stylistics III MDLL3033A From Colonialism to Postcolonialism and Beyond MDLL3010A Negotiating Language: Italian III MDLL3013A Selected Topic in Italian III	MDLL2005A Italian Language and Text Production IIA and MDLL2006A Italian Language and Text Production IIB
Portuguese	
MDLL3022A Modern and Contemporary Lusophone Literature MDLL3023A Portuguese Negotiating Language MDLL3024A Portuguese Stylistics and Composition MDLL3025A Selected Topic in Portuguese	MDLL2013A Portuguese Language and Text IIA and MDLL2014A Portuguese Language and Text IIB
Spanish	
MDLL3032A Spanish Stylistics and Composition MDLL3029A Modern and Contemporary Hispanic Literature MDLL3030A Negotiating Language MDLL3031A Selected Topic in Spanish Studies	MDLL2015A Spanish Language and Text IIA MDLL2016A Spanish Language and Text IIB
South African Sign Language (SASL)	
SASL2000A South African Sign Language (SASL): Intermediate IIA SASL2001A South African Sign Language (SASL): Intermediate IIB	SASL1000A South African Sign Language (SASL): Basic IA and SASL1001A South African Sign Language (SASL): Basic IB
SASL3001A A South African Sign Language Linguistics III SASL3000A South African Sign Language: Advanced III	SASL2000A South African Sign Language Intermediate IIA and SASL2001A South African Sign Language: Intermediate IIB
SASL3000A South African Sign Language (SASL): Advanced III SASL3001A South African Sign Language (SASL): Introductory Linguistics SASL3002A South African Sign Language (SASL): Poetry and Storytelling SASL3003A South African Sign Language (SASL): Sociolinguistics	SASL2000A South African Sign Language (SASL) Intermediate IIA, SASL2001A South African Sign Language (SASL): Intermediate IIB
MUSIC	
MUSC1019A Music Performance Studies IB	MUSC1018A Music Performance Studies IA
MUSC1023A Music Literacies and Skills 1B	MUSC1022A Music Literacies and Skills IA
MUSC2017A Music Performance Studies IIA	MUSC1018A Music Performance Studies IA and MUSC1019A Music Performance Studies IB
MUSC2018A Music Performance Studies IIB	MUSC2017A Music Performance Studies IIA
MUSC2019A Music Literacies and Skills IIA	MUSC1022A Music Literacies and Skills IA and MUSC1023A Music Literacies and Skills IB
MUSC2020A Music Literacies and Skills IIB	MUSC2019A Music Literacies and Skills IIA

A. Course	B. Prerequisite Courses
MUSC3021A Composition Studies IIIA MUSC3020A Composition Studies IIIB	MUSC2019A Music Literacies and Skills IIA and MUSC2020A Music Literacies and Skills IIB
MUSC4179A Music Performance Studies IV	65% aggregate for MUSC3019A Music Performance Studies IIIA and MUSC3022A Music Performance Studies IIIB
MUSC4034A Music Performance IV: Minor Study	MUSC3019A Music Performance Studies IIIA and MUSC3022A Music Performance Studies IIIB
MUSC4032A Composition Studies IV Portfolio MUSC4031A Composition Studies IV: Theory and Analysis	MUSC3021A Music Composition Studies IIIA and MUSC3020A Music Composition Studies IIIB
MUSC4178A Community Music Major Studies and MUSC4039A Community Music: Minor Studies	MUSC2017A Music Performance Studies IIA and MUSC2018A Music Performance Studies IIB
MUSIC IN HISTORY AND SOCIETY	
MUSC1031A Music Performance: Preliminary Studies	MUSC1030A General Musicianship: Preliminary Studies
MUSC1030A General Musicianship: Preliminary Studies	MUSC1031A Music Performance: Preliminary Studies
MUSC1029A Music Literacies: Preliminary Studies B	MUSC1028A Music Literacies: Preliminary Studies A
MUSC2023A Critical Music Studies: Concepts and Contexts IIA MUSC2024A Critical Music Studies: Concepts and Contexts IIB	IACS1000A Film, Visual and Performing Arts IA or IACS1001A Film, Visual and Performing Arts IB
MUSC3015A Music in History and Society III: Music and the Theatre MUSC3016A Music in History and Society III: Music, Sound and the Moving Image MUSC3018A Music in History and Society III: Music in Contemporary Lives	IACS1000A Film, Visual and Performing Arts IA and IACS1001A Film, Visual and Performing Arts IB and MUSC2023A Critical Music Studies: Concepts and Contexts IIA and MUSC2024A Critical Music Studies: Concepts and Contexts IIB or CPVC2003A History of Art IIA or CPVC2004A History of Art IIB
MUSC3023A Community Music III	MUSC2019A Music Literacies and Skills IIA and MUSC2020A Music Literacies and Skills IIB, MUSC2017A Music Performance Studies IIA and MUSC2018A Music Performance Studies IIB
MUSC3017A Music in History and Society III: Musical Modernisms	MUSC2023A Critical Music Studies: Concepts and Contexts IIA and MUSC2024A Critical Music Studies: Concepts and Contexts IIB

A. Course	B. Prerequisite Courses
MUSC4037A Music Criticism Research Project	A pass in any three of the following courses: MUSC3015A Music in History and Society III: Music and the Theatre MUSC3016A Music in History and Society III: Music, Sound and the Moving Image or MUSC3023A Community Music III MUSC3017A Music in History and Society III: Musical Modernisms MUSC3018A Music in History and Society III: Music in Contemporary Lives
MUSC4036A Music Long Essay	65% aggregate for the following courses: MUSC3015A Music in History and Society III: Music and the Theatre MUSC3016A Music in History and Society III: Music, Sound and the Moving Image or MUSC3023A Community Music III MUSC3017A Music in History and Society III: Musical Modernisms MUSC3018A Music in History and Society III: Music in Contemporary Lives
PHILOSOPHY	
PHIL2001A Applied Ethics II PHIL2002A History of Philosophy A: Classical and Early Modern Philosophy II PHIL2005A Philosophy of Mind and Psychology II PHIL2006A Philosophy of Religion II PHIL2007A Philosophy of Science II PHIL2009A Social and Political Philosophy II PHIL2012A Theories of Justice II PHIL2013A Business Ethics (service course) PHIL2015A Continental Philosophy II PHIL2016A African Philosophy II	Credit in courses yielding at least 72 credits at level 1000
PHIL3001A Epistemology and Metaphysics III PHIL3002A Ethics III PHIL3003A History of Philosophy B: Further Topics in the History of Modern Philosophy III PHIL3004A Philosophy of Social Science III PHIL3005A Select Movements in 20th Century Philosophy III PHIL3006A A Selected Topic in Philosophy III PHIL3007A Senior Seminar in Philosophy III PHIL3008A Philosophy of Language III PHIL3009A Symbolic Logic III PHIL3010A Philosophy of Art	PHIL1003A Introduction to Philosophy: Knowledge and Reality I and PHIL2002A History of Philosophy: Classical and Early Modern Philosophy II and 42 credits from PHIL1002A Introduction to Ethics I and any 2000 level courses from list below or 48 credits from any two 2000 level courses listed below PHIL2001A Applied Ethics II PHIL2005A Philosophy of Mind and Psychology II, PHIL2006A Philosophy of Religion II, PHIL2007A Philosophy of Science II, PHIL2009A Social and Political Philosophy II, PHIL2011A The Scientific Image II, PHIL2015A Continental Philosophy

A. Course	B. Prerequisite Courses
POLITICAL STUDIES	
HIST2003A History of Sub-Saharan Africa POLS2002A Feminist Theory and Politics POLS2006A Social Theories of Modernity POLS2012A South Africa: Politics and Governance POLS2020A Law, State and Society	Courses yielding 36 credits at 1000 level POLS1001A Introduction to Politics I POLS1007A Introduction to Political Studies POLS1008A States Power and Governance
POLS3003A Development: Concepts and Experiences III POLS3008A Political Sociology III POLS3018A Conflict, Stability and State Building in Postcolonial Africa POLS3017A Liberty, Justice and the Politics of Difference POLS3024A Introduction to Comparative Politics POLS3025A Politics of Public Service POLS3026A Government and the Poor HIST3003A History and the African City	Courses yielding 72 credits at 1000 level and POLS1001A Introduction to Politics I, POLS1007A Introduction to Political Studies POLS1008A States Power and Governance, and POLS2006A Social Theories of Modernity, POLS2012A South Africa; Politics and Governance
PSYCHOLOGY AND ORGANISATIONAL PSYCHOLOGY	
PSYC2005A/2012A Psychological Research Design and Analysis IIA	PSYC1009A/1010A Psychology I
PSYC2006A Psychological Research Design and Analysis IIB	PSYC1009A/1010A Psychology I and a pass of at least 60% in PSYC2005A/PSYC2012A Psychological Research Design and Analysis IIA
PSYC2020A/PSYC2021A Psychology II	PSYC1009A/1010A Psychology I
Psychology: PSYC3001A/3024A Abnormal Psychology III PSYC3013A/3028A Cognitive Neuropsychology III PSYC3015A Health Psychology III PSYC3016A Community Psychology III PSYC3017A Psychotherapeutic Interventions III PSYC3018A Child and Adolescent Psychology III PSYC3019A Critical Social Psychology III PSYC3033A Select Topic in Psychology III PSYC3034A Cognitive Studies III Organisational Psychology: PSYC3020A Organisational Behaviour III PSYC3039A/PSYC3040A (PT)Career Psychology III PSYC3022A Employment Relations III PSYC3023A/3031A Organisational Effectiveness III	A pass from PSYC2020A/2021A Psychology II Note: PSYC2005A/PSYC2012A Psychological Research Design and Analysis IIA is a corequisite for all 3000 level Psychology courses.
SOCIAL WORK	
SOCW2001A Field Instruction in Social Work Practice II SOCW2006A Integrated Social Work Methods and Human Rights	SOCW1005A Introduction to Social Work Theory and Practice and SOCW1001 Field Instruction in Social Work Practice I

A. Course	B. Prerequisite Courses
SOCW3001A Field Instruction in Social Practice III SOCW3005A Integrated Social Work Theory and Practice	SOCW2006A Integrated Social Work Methods and Human Rights, SOCW2001 Field Instruction in Social Work Practice II
SOCW4001A Field Instruction in Social Work Practice IV SOCW4003A Social Work Theory and Practice IV	SOCW3001A Field Instruction in Social Work Practice III and SOCW3005A Integrated Social Work Theory and Practice SOCW3002A Social Work Theory and Practice III Either a pass in four of the following: Sociology courses SOCL3014A/3021A South African Industrial Relations III, SOCL3008A/3018A Researching Social Life III, SOCL3011A Sociology of the City III, SOCL3012A/ SOCL3019A Sociology of War and Peace III, SOCL3016A/SOCL3023A Sociology of Africa III, SOCL3002A/3024A Culture, Identity and Power III, SOCL3029A/SOCL3028A(PT) Class, Power, and Economic Relations III, SOCL3003A Demography and Development III, SOCL3009A Sociology of Education, SOCL3001A Contemporary Feminism: Issues and Struggles III, SOCL3005A Intermediate Quantitative Research Methods III, SOCL3007A Post-modern Theory III, SOCL3010A Sociology of Latin America and the Caribbean III, SOCL3015A/3022A States, Markets and Economic or a pass in four of the following Psychology courses PSYC3017A Psychotherapeutic Interventions III, PSYC3013A/3028A Cognitive Neuropsychology III, PSYC3001A/3024A Abnormal Psychology III, PSYC3015A Health Psychology III, PSYC3019A Critical Social Psychology III, PSYC3018A Child and Adolescent Psychology III, PSYC3016A Community Psychology III, PSYC3020A Organisational Behaviour III, PSYC3039A/PSYC3040A (PT) Career Psychology III, PSYC3022A Employment Relations III, PSYC3023A/PSYC3031A Organisational Effectiveness III, PSYC3033A Select Topic in Psychology III, PSYC3034A Cognitive Studies III
SOCW4004A Research Report	SOCW3001A Field Instruction in Social Work Practice III and SOCW3005A Integrated Social Work Theory and Practice

A. Course	B. Prerequisite Courses
SOCIOLOGY	
SOCL2011A Society, Health and Disease II SOCL2008A/2017A Organisations, Movements and Change II SOCL2005A Knowledge and Power II SOCL2009A Population Studies II SOCL2012A/2015A Sociological Theory II SOCL2013A The Sociology of Religion II SOCL2007A Law, Crime and Power II SOCL2002A Environment, Development and Globalisation II SOCL2004A Family, Gender and Work II SOCL2001A/2014A Contemporary Social Issues in Southern Africa	A pass in two of the following courses: SOCL1015A Introduction to Sociology, SOCL1013A/1008A Southern Africa in the Era of Globalisation, SOCL1014A/1009A Identity and Society, SOCL1005A Introduction to Sociology A: Identity and Society, SOCL1006A Introduction to Sociology B: South Africa and Globalisation,SOCL1016A Sociological Foundations of Health, SOCL1004A Human Behavioural Sciences, SOCL1012A Human Behavioural Sciences
SOCL3014A/3021A South African Industrial Relations III SOCL3008A/3018A Researching Social Life III SOCL3011A Sociology of the City III SOCL3012A/SOCL3019A Sociology of War and Peace III SOCL3016A/SOCL3023A Sociology of Africa III SOCL3002A Culture, Identity and Power III SOCL3029A/SOCL3028A (PT) Class, Power, and Economic Relations III SOCL3003A Demography and Development III SOCL3009A Sociology of Education SOCL3001A Contemporary Feminism: Issues and Struggles III SOCL3005A Intermediate Quantitative Research Methods III SOCL3007A Post-modern Theory III SOCL3010A Sociology of Latin America and the Caribbean III SOCL3015A/3022A States, Markets and Economic Policy III SOCL3026A Contemporary Social Issues III	A pass in one of the following courses: SOCL2011A Society, Health and Disease II, SOCL2008A/2017A Organisations, Movements and Change II, SOCL2005A Knowledge and Power II, SOCL2009A Population Studies II, SOCL2012A/2015A Sociological Theory II, SOCL2013A The Sociology of Religion II, SOCL2007A Law, Crime and Power II, SOCL2002A Environment, Development and Globalisation II, SOCL2004A Family, Gender and Work II, SOCL2001A/2014A Contemporary Social Issues in Southern Africa
Speech- Language Pathology	
ANAT2001A Neuroanatomy for Speech, Language and Hearing	ANAT1003A Anatomy and Physiology for Speech Pathology and Audiology Students
SPPA2004A Clinical Practical in Speech Path II	SPPA1003A Speech and Hearing Science SPPA1004A Speech Pathology and Audiology
SPPA3002A Clinical Practical in Speech Language Pathology III	SPPA2004A Clinical Practical in Speech Path II

A. Course	B. Prerequisite Courses
SPPA4007A Speech and Language Pathology IV SPPA4003A Clinical Practical in Speech Language Pathology IV	SPPA3005A Speech Pathology III, SPPA3002A Clinical Practical in Speech Path III Psychology courses: PSYC3017A Psychotherapeutic Interventions III, PSYC3013A/3028A Cognitive Neuropsychology III, PSYC3001A/3024A Abnormal Psychology III, PSYC3015A Health Psychology III, PSYC3019A Critical Social Psychology III, PSYC3018A Child and Adolescent Psychology III, PSYC3016A Community Psychology III, PSYC3020A Organisational Behaviour III, PSYC3039A/PSYC3040A (PT) Career Psychology III, PSYC3022A Employment Relations III, PSYC3023A/PSYC3031A Organisational Effectiveness III, PSYC3033A Select Topic in Psychology III, PSYC3034A Cognitive Studies III
STATISTICS AND ACTUARIAL SCIENCE	
STAT1002A Actuarial Science I	STAT1003A Mathematics I (Major) and Mathematical Statistics I
Business Statistics STAT1000A/STAT1004A Business Statistics I STAT1004A Business Statistics I	APPM1004A Computational Mathematics I
Mathematical Statistics STAT1003A Mathematical Statistics I	MATH1001A Mathematics I (Major)
STAT2005A Mathematical Statistics II	STAT1003A Mathematical Statistics I and MATH1034A Algebra I with MATH1036A Calculus I
STAT3017A Mathematical Statistics III	STAT2005A Mathematical Statistics II and MATH2001A Basic Analysis II and MATH2022A Introductory Analysis II; MATH2007A Multivariable Calculus II and MATH2016A Advanced Analysis II; MATH2021A Multivariable Calculus II and MATH2015A Abstract Mathematics II and MATH2019A Linear Algebra II and MATH2003A Differential Equations II
COMPUTATIONAL AND APPLIED MATHEMATICS	
APPM2007A Computational and Applied Mathematics II	APPM1006A Computational and MATH1034A Applied Mathematics I (Major) and MATH1036A Algebra I with Calculus I

A. Course	B. Prerequisite Courses
APPM3017A Computational and Applied Mathematics III	APPM2007A Computational and Applied Mathematics II and MATH2001A Basic Analysis II and MATH2022A Introductory Analysis II ; MATH2007A Multivariable Calculus II and MATH2016A Advanced Analysis II; MATH2021A Multivariable Calculus II and MATH2015AAbstract Mathematics II and MATH2019A Linear Algebra II; and MATH2003A Differential Equations II or STAT2012A Introduction to Mathematical Statistics II
TELEVISION	
WFTV2003A Visual Storytelling IIA WFTV2004A Visual Storytelling IIB	WFTV1001A Visual Storytelling IA WFTV1002A Visual Storytelling IB
WFTV2001A Image Creation IIA WFTV2002A Image Creation IIB	WFTV1003A Image Creation IA WFTV1004A Image Creation IB
WFTV3001A Directing Fiction III WFTV3002A Documentary Filmmaking III	WFTV2003A Visual Storytelling IIA WFTV2004A Visual Storytelling IIB
WFTV3003A Principles of Sound Design III WFTV3004A Principles of Studio Production III	WFTV2001A Image Creation IIA WFTV2002A Image Creation IIB
WFTV4021A Experimental Film IV WFTV4020A Fact and Fiction IV	WFTV3001A Directing Fiction III WFTV3002A Documentary Filmmaking III
WFTV4022A Fundamentals of Cinematography IV WFTV4023A Fundamentals of Post-Production IV	WFTV3004A Principles of Studio Production III WFTV3003A Principles of Sound Design III

2.2.11 Completion Rules

To obtain a Bachelor of Arts degree a *student* must complete two majors and obtain a minimum of 432 *credits* of which 96 *credits* must be at the second year level and 144 *credits* must be at the third year level.

2.2.12 Conferment of degree with Distinction

The following criteria shall be applied to determine whether a *student* shall be awarded the degree with distinction:

a) A *student* must have obtained a minumum of 48 points on the rating system as per the below.

b) A *candidate* must have obtained at least four first class passes in eight, third year *courses* that together comprise of the two majors.

c) A *candidate* who has majored in Law must have obtained at least 46 points, with a minimum of 18 *credits* from Law *courses* at 2000 and 3000 level. Note that only two of the three first year level Law *courses* will be considered when calculating the 46 points.

	First (75% and above)	Upper second (70% - 74%)	Second (60% - 69%)
Any 12, 18 or 24 *credits*	3	2	1
Any 36 or 48 *credits*	6	4	2
Any 72 *credits*	12	8	4

3 Postgraduate degrees and diplomas

3.1 Diplomas

Qualification Name	Programme Code	NQF Exit Level	NQF Credits
Postgraduate Diploma in Arts	AXA00	8	120

3.1.1 Professional Diplomas

Qualification Name	Programme Code	NQF Exit Level	NQF Credits
Postgraduate Diploma in Translation and Interpreting	AXA10	8	125

3.1.1.1 Admission Rules

The *Senate* may admit as a *candidate* for the diploma a person who is

a) A graduate of this or another university who satisfies the *Senate* by means of an entrance *examination* that s/he is proficient in English and at least one other language approved by the *Senate* in her/his case.

b) Or a person accepted by virtue of having passed at any other university or institution such *examination* as are, in the opinion of the *Senate*, equivalent to or higher than the *examinations* prescribed for the Bachelor of Arts.

3.1.1.2 Additional admission requirements

No person shall be registered as a *candidate* for the diploma unless or until:

a) s/he has passed the *matriculation examination* or holds a certificate of full *exemption* issued by the *Matriculation* Board;

b) s/he has submitted to the Head of the discipline of Fine Arts a portfolio of practical work in fine arts that, in the opinion of the *Senate* and the *Senate*, is of a sufficiently high standard to warrant her/his *admission* as a *candidate* for the diploma.

3.1.1.3 Exemptions and credits

The *Senate* may, in circumstances considered by it to be exceptional, exempting a *candidate* from, and grant *credit* for, any of the *courses* on the ground of her/his having obtained *credit* in the same or a similar *course* at this University or elsewhere.

3.1.1.4 Progression Rules

A *candidate* for the diploma shall:

a) attend, perform the work of the class and, as the *Senate* determines, present her/him for *examination* or present such work in lieu thereof as may be required of him/her in the syllabuses of the *courses*;

b) be required to obtain *credit* in every *course* at the first attempt provided that, by permission of the *Senate* in a case considered by it to be exceptional, a *candidate* who has completed all but one of the *courses* may be permitted to repeat such a *course* the next time it is offered: Provided further that if the *candidate* again fails the *course* her/his registration will be cancelled.

3.1.1.5 Languages in which practical work is offered for the Postgraduate Diploma in Translation and Interpreting

The practical work for the diploma, in both the interpreting and translation fields, is normally offered in the following languages or combinations of those languages: Afrikaans, English, French, German, Italian,

Northern Sotho, Portuguese, Russian, Spanish, , Setswana, isiXhosa, isiZulu or in any other language approved by the *Senate* from time to time.

Note: The *University* cannot guarantee practical work in all of these languages every year.

3.1.1.6 Additional language combinations for the Postgraduate Diploma in Translation and Interpreting

In the field of Interpreting, a *candidate* is required to work in one of the following language combinations:

Interpreting from Language B (second language) and from Language C (third language) into Language A (first language) and from Language A (first language) into Language B (second language).

In the field of Translation, a *candidate* is required to work in one of the following language combinations:

a) Translation from Language B (second language) and from Language C (third language) into Language A (first language); or

b) translation from Language B (second language) into Language A (first language) and from Language A (first language) into Language B (second language); or

c) translation from Language B (second language) into Language A (first language).

3.1.1.7 Language Proficiency Definitions

Languages A, B and C may be defined as follows:

Language A: *Applicant*s are expected to possess the ability to write and speak so fluently in this language that the expression of thought is structurally, grammatically and idiomatically correct, and to demonstrate the range of vocabulary common to a person who has received his or her education at university level in a country of that language.

Language B: *Applicant*s are expected to possess the ability to understand fully the meaning of a text on a general subject in this language without the help of a dictionary or other references.

Language C: *Applicant*s are expected to possess the ability to understand this language for translation or interpreting purposes, possibly with the help of dictionaries or other reference works.

Languages in which the practical work is offered: The Practical work in both Interpreting and Translation fields is normally offered in the following Languages: Afrikaans, English, French, German, Italian, Northern Sotho, Portuguese, Russian, Spanish, , Setswana, isiXhosa, isiZulu or in any other language approved by the *Senate* from time to time. (Note that the University cannot guarantee practical work in all of these languages every year). English is required to be one of the languages in the candidate's language combination.

In addition to obtaining a standard considered by the *Senate* to be satisfactory in any other major subject, a *candidate* shall be required to satisfy the *Senate*, by means of an entrance test, that s/he has the required level of proficiency in English and the other Language or Languages recognised by the *Senate* for the purposes of the degree.

3.1.1.8 Curricula

a) The full-time degree of Postgraduate Diploma in Translation and Interpreting normally extends over no less than and no more than 12 months (save by permission of *Senate*). The part-time degree normally extends over no less than and no more than 24 months (save by permission of *Senate*).

b) Candidates for the degree follow a set *curriculum* which is approved by the Graduate Studies Committee and follows the standard format for the Postgraduate Diplomas in the Faculty of Humanities, which is five taught *course*s, each of which constitutes 20% of the overall mark.

c) In exceptional cases, the *course*s of the *curriculum* for the Postgraduate Diploma in Translation and Interpreting may be substituted by *course*s from other disciplines or *course*s that are deemed by the discipline of Translation and Interpreting Studies to be appropriate substitutions for existing *course*s of the *curriculum*. In such cases the *curriculum* must be approved by the Chairperson of the Graduate Studies Committee.

3.1.1.9 Curriculum for Postgraduate Diploma in Translation and Interpreting

a) In the field of Translation

Programme Code: AXA10		NQF Exit Level: 8	
Plan Code: AFATRAN53		NQF Credits: 125	
Course Code	**Description**	**NQF Credits**	**NQF Level**
i)			
TRAN5008A	Principles and Practice of Translation	25	8
TRAN5004A	Specialist Translation with Interpreting I	25	8
TRAN5005A	Specialist Translation with Interpreting II	25	8
TRAN5016A	Translation Studies	25	8
TRAN5007A	Advanced Practical Translation and Analysis	25	8
Or by permission of the Senate a cognate Postgraduate Diploma level course offered by the University or by another discipline in the Faculty or another Faculty that is a suitable alternative for the purpose of the qualification.			

b) In the field of Interpreting

Programme Code: AXA10		NQF Exit Level: 8	
Plan Code: AFAINTE50		NQF Credits: 125	
Course code	**Description**	**NQF Credits**	**NQF Level**
i)			
TRAN5010A	Principles and Practice of Interpreting	25	8
TRAN5011A	Specialist Translation for Interpreters	25	8
TRAN5012A	Conference Interpreting Skills	25	8
TRAN5013A	Interpreting Studies	25	8
TRAN5014A	Interpreting Research: Methods and Analysis	25	8
Or by permission of the Senate a cognate Postgraduate Diploma level course offered by the University or by another discipline in the Faculty or another Faculty that is a suitable alternative for the purpose of the qualification.			

3.1.1.10 Completion Rules

Endorsement on the Postgraduate Diploma in Translation and Interpreting certificate

The diploma certificate of a *candidate* shall be endorsed to reflect which field of study has been completed and, in addition, the languages in which the practical work have been conducted.

3.1.1.11 Award with Distinction

In order to pass the Postgraduate Diploma in Translation and Interpreting diploma in the first class, a *student* must achieve an average of 75% for all five components.

3.2 General Diplomas

Qualification Name	Programme Code	NQF Exit Level	NQF Credits
Postgraduate Diploma in Arts	AXA00	8	120

3.2.1 Admission Rules

No person shall be registered as a *candidate* for the diploma if:

a) *He/she has* a BA with a specilialisation in Applied Drama and Theatre, or an equivalent thereof;

b) He/she has completed at least three to Four Drama for Life Short *Courses* (NQF level 5, 6 and 7) from the Drama for Life Short *Course offerings*; and

c) He/she has a comprehensive record of community theatre, theatre-in-education and/or performance training and experience;

d) He/she has an audition and interview with the Drama for Life panel.

3.2.2 Additional admission requirements

a) The applicant must have passed the *matriculation examination* or holds a certificate of full *exemption* issued by the *Matriculation* Board.

b) The applicant must submitted to the Head of the discipline of Fine Arts a portfolio of practical work in fine arts that, in the opinion of the *Senate*, is of a sufficiently high standard to warrant her/his *admission* as a *candidate* for the diploma.

3.2.3 Exemptions and credits

The *Senate* may, in circumstances considered by it to be exceptional, exempting a *candidate* from, and grant *credit* for, any of the *course*s on the ground of her/his having obtained *credit* in the same or a similar *course* at this University or elsewhere.

3.2.4 Curricula

The diploma is offered in the field of Applied Drama and Theatre Studies.

a) The full-time Postgraduate Diploma in Arts would normally extend over not less than nine months (save by permission of *Senate*). The part-time diploma would normally extend over not less than twenty-three months (save by permission of *Senate*).

3.2.5 Postgraduate Diploma in Arts in the field of Applied Drama and Theatre Studies

Programme Code: AXA00	**NQF Exit Level: 8**
Plan Code: AFAADTS50	**NQF Credits: 120**

Course Code	Description	NQF Credits	NQF Level
WDFL5001A	Introduction to Applied Drama	30	8
WDFL5002A	Introduction to Applied Theatre	30	8
WDFL5003A	Introduction to Reflective Practice in Applied Drama and Theatre	15	8
WDFL5004A	Introduction to Cultural Leadership in Applied Drama and Theatre	15	8
WDFL5005A	Performance Project	30	8

3.2.6 Admission Rules

No person shall be registered as a *candidate* for the diploma if:

a) *He/she* has a BA degree with a specilialisation in Dance and, or Movement Studies, or the equivalent thereof;

b) He/she has completed at least three to four Drama for Life Short *Courses* (NQF level 5, 6 and 7) from the Drama for Life Short *Course offerings*;

c) He/she has a comprehensive record of community dance, dance in education and/or performance training and experience and

d) He/she has an audition and interview with the Drama for Life panel.

3.2.7 Additional admission requirements

a) The applicant must have passed the *matriculation examination* or holds a certificate of full *exemption* issued by the *Matriculation* Board.

b) The applicant must submit to the Head of the discipline of Fine Arts a portfolio of practical work in fine arts that, in the opinion of the *Senate*, is of a sufficiently high standard to warrant her/his *admission* as a *candidate* for the diploma.

3.2.8 Exemptions and credits

The *Senate* may, in exeptional circumstances, exempt a *candidate* from, and grant *credit* for, any of the *courses* on the ground of her/his having obtained *credit* in the same or a similar *course* at this University or elsewhere.

3.2.9 Curricula

The diploma is offered in the field of Dance in Education, Communities and Social Contexts.

a) The full-time Postgraduate Diploma in Arts would normally extend over not less than one year (save by permission of *Senate*). The part-time diploma would normally extend over not less than two years (save by permission of *Senate*).

3.2.10 Postgraduate Diploma in Arts in the field of Dance in Education, Communities and Social Contexts

Programme Code: AXA00	**NQF Exit Level: 8**
Plan Code: AFADECS50	**NQF Credits: 120**

Course Code	Description	NQF Credits	NQF Level
WDFL5006A	Dance in Education, Communities and Social Contexts A	30	8
WDFL5007A	Dance in Education, Communities and Social Contexts B	30	8
WDFL5003A	Introduction to Reflective Practice in Applied Drama and Theatre	15	8
WDFL5004A	Introduction to Cultural Leadership in Applied Drama and Theatre	15	8
WDFL5005A	Performance Project	30	8

3.2.11 Completion Rules

A *candidate* for the diploma shall:

a) attend, perform the work of the class and, as the *Senate* determines, present her/him self for *examination* or present such work in lieu thereof as may be required of him/her in the syllabuses of the *courses*;

b) be required to obtain *credit* in every *course* at the first attempt provided that, by permission of the *Senate* in a case considered by it to be exceptional, a *candidate* who has completed all but one of the *courses* may be permitted to repeat such a *course* the next time it is offered: Provided further that if the *candidate* again fails the *course* her/his registration will be cancelled.

3.2.12 Award with Distinction

The diploma may be awarded with distinction if a *candidate* obtains at least 75% on the aggregate of the *course*work.

3.3 General Honours* Degrees

3.3.1 Degree of Bachelor of Arts Honours

Qualification Name	Programme Code	NQF Exit Level	NQF Credits
Bachelor of Arts Honours	AHA00	8	122
Bachelor of Arts joint Honours	AHA01	8	122
Bachelor of Arts Honours (South Africa Sign Language)	AHA02	8	122

*** Prior to January 2023, all honours programme titles were stated as Bachelor with Honours.**

3.3.1.1 Admission Rules

3.3.1.1.1 Admission Requirements

The following applies:

a) A person who has obtained *credit* in all the *courses* prescribed for a bachelor's degree and who has obtained the standard in the final undergraduate *courses* in the proposed field considered by the *Senate* to be adequate in her/his case, or a person who has in any other manner satisfied the *Senate* that s/he is so qualified, may be admitted by the *Senate*, if it is satisfied that s/he is qualified to undertake the proposed field of study, as *candidate* for the Bachelor of Arts Honours.

b) The prerequisites listed under B below are prescribed for *admission* to the particular fields of study listed under A below:

A. Field of study	B. Prerequisite
African Literature	The major subject African Literature; or a major subject in another approved language/ literature subject
African Languages and Linguistics	The major subject Applied English Language Studies or the major subject Linguistics; or major subject in any language
Journalism and Media Studies	A person who has obtained a degree of bachelor: Evidence of appropriate analytical and writing skills A person other than a graduate: Three years journalism experience and passing of admissions test

A. Field of study	B. Prerequisite
Media Studies	Degree of bachelor should include a major in media studies or a cognate discipline in the Social Sciences or Humanities
Publishing Studies	Obtained a standard considered by the Senate to be satisfactory in any major subject
Translation or Interpreting	In addition to obtaining a standard considered by the Senate to be satisfactory in any major subject, a candidate shall be required to satisfy the Senate, by means of an entrance examination, that s/he is proficient in both English and another language recognised by the Senate for the purposes of the degree.
Psychology	Degree of bachelor that includes a major in Psychology and pass in Psychological Research Design and Analysis IIA (PSYC2005A/2012A) or equivalent
Organisational Psychology	Degree of bachelor that includes a major in Psychology or Industrial/ Organisational Psychology where at least half of the courses completed at third year level are in Industrial/ Organisational Psychology; and a pass in Psychological Research Design and Analysis IIA (PSYC2005A/2012A) or equivalent.
African Languages and Linguistics	Obtained the major in African Languages; Linguistics and Literature or another approved language or Linguistics course
Creative Writing	Obtained an appropriate degree in literature, journalism or cognate degrees, and evidence of excellence in creative writing. Non graduates must show excellence in creative writing through a portfolio and published work

Provided that the *Senate* may in a case considered by it to be exceptional, dispense with, or vary, any of the prerequisites listed above.

c) Development Studies

For entry into the Bachelor of Arts Honours in the field of Development Studies:

i. an *applicant* must have an average of at least 68% in her/his undergraduate studies;

ii. a background in Social Sciences is an advantage;

iii. work or volunteer experience in the development field is an added advantage.

3.3.1.2 Curricula

Length of curriculum

Unless otherwise permitted by the *Senate*, the Honours degree shall extend over one *academic year* of full-time study or two *academic years* of part-time study.

3.3.1.3 Fields of study

The degree is offered in the fields of study outlined from 3.2.

Note: The *University* cannot guarantee that in any particular year *courses* listed under a field of study will necessarily be offered.

3.3.1.4 Structure of the degree

A *candidate* must complete the *programme* in the field of study by completing four *course*s, plus a research essay, subject to the following exceptions:

a) In Applied Drama: Theatre in Education, Communities and Social Context, the Honours *programme* comprises five *course*s and a research essay.

b) In Drama Therapy the Honours *programme* comprises six *course*s and a research essay.

With the permission of the *Senate* a *candidate* may choose a *course* other than a *course* from the field of study selected offered by another discipline in the Faculty or another Faculty if, in the opinion of the *Senate*, it is a suitable *course* for the purposes of the degree.

3.3.1.5 in the field of Interpreting and Translation

Languages in which the practical work is offered:

The Practical in Interpreting and Translation is normally offered in the following Languages or combination of those languages: Afrikaans, English, French, German, Italian, Northern Sotho, Portuguese, Russian, Spanish, , Setswana, isiXhosa, isiZulu or in any other language approved by the *Senate* from time to time. (Note that the University cannot guarantee practical work in all of these languages every year). English is required to be one of the languages in the candidate's language combination.

Language combinations for the Honours in the field of Translation or Interpreting:

In the field of Translation a *candidate* is required to work in one of the following language combinations:

a) translation from Language B (second language) and/or from Language C (third language) into Language A (first language);

b) translation from Language B (second language) into Language A (first language) and/or from Language A (first language) into Language B (second language).

In the field of Interpreting: a *candidate* is required to work in one of the following language combinations:

Interpreting from Language B (second language) and/or from Language C (third language) into Language A (first language) and/or from Language A (first language) into Language B (second language)

Language Proficiency Definitions

Languages A, B and C may be defined as follows:

Language A: *Applicant*s are expected to possess the ability to write and speak so fluently in this language that the expression of thought is structurally, grammatically and idiomatically correct, and to demonstrate the range of vocabulary common to a person who has received his or her education at university level in a country of that language.

Language B: *Applicant*s are expected to possess the ability to understand fully the meaning of a text on a general subject in this language without the help of a dictionary or other references.

Language C: *Applicant*s are expected to possess the ability to understand this language for translation or interpreting purposes, possibly with the help of dictionaries or other reference works.

In addition to obtaining a standard considered by the *Senate* to be satisfactory in any other major subject, a *candidate* shall be required to satisfy the *Senate*, by means of an entrance test, that s/he has the required level of proficiency in English and another Language recognised by the *Senate* for the purposes of the degree.

3.3.2 Bachelor of Arts Honours in the fields of study

Note: Not all *courses* listed below will necessarily be offered in a given year. Please consult the relevant School for further information. Some fields may require the completion of practical work. Most research/long essays are based on an approved topic.

3.3.2.1 Bachelor of Arts Honours in the field of African Languages and Linguistics

Programme Code: AHA00		**NQF Exit Level: 8**	
Plan Code: AFAAFLL40		**NQF Credits: 122**	
Course Code	**Description**	**NQF Credits**	**NQF Level**
i) Select four *courses:*			
AFRL4007A	Approved topic in Linguistics	23	8
AFRL4013A	Selected Topic in African Languages	23	8
AFRL4022A	Language and Culture	23	8
AFRL4024A	Language Policy and Planning	23	8
AFRL4023A	Modern Prose	23	8
AFRL4027A	Modern Poetry and Drama	23	8
AFRL4026A	Phonology	23	8
AFRL4025A	Morphology	23	8
AFRL4021A	Semantics and Pragmatics	23	8
AFRL4020A	Sociolinguistics	23	8
AFRL4019A	Syntax	23	8
AFRL4018A	Traditional literature	23	8
AFRL4017A	Translation Studies	23	8
MDST4008A	Media in African Languages	23	8
LING4013A	Psycholinguistics	23	8
AFRL4028A	Alternative African Film Studies in Cinema and Television	23	8
AFRL4029A	Sociology of Media Production in African Languages	23	8
AFRL4031A	Computational Linguistics	23	8
AFRL4030A	Onomastics	23	8
ii)			
AFRL4008A	Long Essay	30	8

3.3.2.2 Bachelor of Arts Honours in the field of African Literature

Programme Code: AHA00	NQF Exit Level: 8
Plan Code: AFAAFRT40	NQF Credits: 122

Course Code	Description	NQF Credit	NQF Level
i) Select four *courses:*			
AFRT4005A	African Popular Media and the Novel	23	8
AFRT4006A	Canonical Writers and the Postcolonial Experience	23	8
AFRT4012A	Memory, Violence and Representation in Africa	23	8
AFRT4013A	Orality, Literacy and Readership	23	8
AFRT4023A	Teaching African Literature in the Classroom	23	8
AFRT4008A	Contemporary Trends in African Literature	23	8
AFRT4009A	Critical Approaches to African Literature	23	8
AFRT4022A	Selected Topic: African Literature	23	8
AFRT4009A	History of the Book	23	8
ENGL4028A	South African and Postcolonial Literature	23	8
ENGL4030A	Theory of Literature	23	8
MDLL4017A	Francophone African Literature	23	8
JOMS4030A	Postcolonial Theory and Studies	23	8
AFRT4028A	Sentiment, Sensation and Feeling	23	8
LING4013A	Psycholinguistics	23	8
AFRL4028A	Alternative African Film Studies in Cinema and Television	23	8
ii)			
AFRT4020A	Research Essay	30	8

3.3.2.3 Bachelor of Arts Honours in the field of Applied Drama: Theatre in Education, Communities and Social Context

Programme Code: AHA00	NQF Exit Level: 8
Plan Code: AFAAPPD40	NQF Credits: 125

Course Code	Description	NQF Credits	NQF Level
i)			
WDFL4016A	Applied Drama and Theatre IVA	18	8
WDFL4017A	Applied Drama and Theatre IVB	18	8
WDFL4021A	Reflective Practice in Applied Drama and Theatre IVA	18	8
WDFL4022A	Reflective Practice in Applied Drama and Theatre IVB	18	8
WDFL4024A	Theatre-Making for Social Justice	23	8

Course Code	Description	NQF Credits	NQF Level
ii)			
WDFL4004A	Applied Drama Research Essay	30	8

3.3.2.4 Bachelor of Arts Honours in the field of Archaeology

Programme Code: AHA00	NQF Exit Level: 8
Plan Code: AFAARCL41	NQF Credits: 120

Course Code	Description	NQF Credits	NQF Level
i)			
ARCL4016A	Archaeology in the Field / Laboratory	20	8
ARCL4025A	Research Project Archaeology	40	8
ii) Select three *courses:*			
ARCL4023A	Rock Art Management	20	8
ARCL4024A	Rock Art of Africa	20	8
ARCL4026A	Stone Age Archaeology	20	8
ARCL4028A	Classification in Archaeology	20	8
ARCL4022A	Archaeology of the Last 2000 Years	20	8
ARCL4019A	Archaeology of Food Production	20	8
ARCL4018A	Archaeometry	20	8
ARCL4015A	Archaeobotany	20	8
ARCL4020A	Geoarchaeology	20	8
iii) Or an elective *course* from the list below and two elective courses from list ii)			
ARCL4027A	Theory of Archaeology	20	8
ARCL4017A	Archaeological Ethics	20	8

3.3.2.5 Bachelor of Arts Honours in the field of Cultural Policy and Management

Programme Code: AHA00	NQF Exit Level: 8
Plan Code: AFACPMA40	NQF Credits: 122

Course Code	Description	NQF Credits	NQF Level
i)			
WCPM4013A	Cultural Entrepreneurship	23	8
WCPM4010A	Arts, Marketing: Context, Strategies and Practices	23	8
ii) Select two *courses:*			
CPVC4001A	Rewriting the Self	23	8
CPVC4022A	Museum Education	23	8

Course Code	Description	NQF Credits	NQF Level
CPVC4021A	Postcolonial Art History	23	8
CPVC4020A	African Art History	23	8
CPVC4000A	Memory and Visual Culture	23	8
CPVC4038A	Archive Theory and Practice	23	8
WCPM4004A	Directions in Cultural Leadership	23	8
IACS4017A	Digital Humanities	23	8
IACS4014A	Participatory Cultures	23	8
Or by permission of *Senate*, two cognate *courses* at Honours level offered within the Wits School of Arts.			
iii)			
WCPM4011A	Long Essay in Cultural Policy and Management	30	8

3.3.2.6 Bachelor of Arts Honours in the field of Anthropology

Programme Code: AHA00	NQF Exit Level: 8
Plan Code: AFAANTH40	NQF Credits: 122

Course Code	Description	NQF Credits	NQF Level
i)			
ANTH4024A	The Craft of Anthropology: Research Methods	23	8
ANTH4030A	African Ethnography	23	8
ii) Select two *courses:*			
ANTH4001A	Anthropological Approaches to Culture	23	8
ANTH4002A	Anthropology and Development	23	8
ANTH4004A	Identity and Culture	23	8
ANTH4005A	Nationalism and Transformation	23	8
ANTH4006A	Performance Theory	23	8
ANTH4007A	Political and Legal Anthropology	23	8
ANTH4009A	Selected Topic: Social Anthropology	23	8
ANTH4010A	Social and Cultural Meanings of the Built Environment	23	8
ANTH4019A	The Anthropology of Meaning	23	8
ANTH4021A	Medical Anthropology	23	8
ANTH4022A	Economic Anthropology	23	8
ANTH4025A	Ethnographic Analysis and Writing	23	8
ANTH4027A	Sociocultural Theory	23	8
ANTH4028A	The Place of 'Race' in Western Medicine	30	8
ANTH4029A	Art, Archives, Anthropology	30	8

Course Code	Description	NQF Credits	NQF Level
SOSS4011A	Sexuality and HIV/AIDS	23	8
SOSS4055A	Introduction to Migration and Displacement	23	8
CPVC4002A	Public Culture	23	8
iii)			
ANTH4023A	Research Essay on an Approved Topic	30	8

3.3.2.7 Bachelor of Arts Honours in the field of Creative Writing

Programme Code: AHA00	NQF Exit Level: 8
Plan Code: AFACREA40	NQF Credits: 122

Course Code	Description	NQF Credits	NQF Level
i)			
WCRW400A	Working Concepts in Creative Writing	23	8
ii) Select two *courses:*			
ENGL4036A	Travel Writing	23	8
WTAP4078A	Writing IVA	23	8
WTAP4108A	Writing IVB	23	8
JOMS4006A	Journalism Practice B	23	8
WCRW4003A	Writing Immersion	23	8
WCRW4001A	Image and Text	23	8
WCRW4002A	Writing Poetry	23	8
WCRW4004A	Literature for Writers	23	8
WCRW4005A	Writing: Theory and Practice	23	8
JOMS4005A	Creative Writing for Journalists	23	8
Or by permission of the *Senate*, select a writing *course* from another discipline.			
iii) Select one Honours course yielding at least 23 credits from African Literature, English, Modern Languages or a cognate Honours course in another programme.			
iv) Select one research (long) essay:			
ENGL4037A	Long Essay: Creative Writing	30	8
AFRL4008A	Long Essay	30	8
AFRT4020A	Research Essay	30	8
ENGL4024A	Research Essay	30	8
MDLL4051A	Research Essay	30	8
MDLL4052A	Research Essay	30	8
MDLL4053A	Research Essay	30	8
Or by permission of the *Senate*, select a research essay in another field of study.			

3.3.2.8 Bachelor of Arts Honours in the field of Dance Movement Therapy

Programme Code: AHA00	NQF Exit Level: 8
Plan Code: AFADMTH41	NQF Credits: 138

Course Code	Description	NQF Credits	NQF Level
WDFL4016A	Applied Drama and Theatre IV A	18	8
WDFL4017A	Applied Drama and Theatre IV B	18	8
WDFL4011A	Reflective Practice in Applied Drama and Theatre IV A	18	8
WDFL4012A	Reflective Practice in Applied Drama and Theatre IV B	18	8
WDFL4026A	Dance Movement Therapy: Theory and Practice A	18	8
WDFL4027A	Dance Movement Therapy: Theory and Practice B	18	8
WDFL4030A	Dance Movement Therapy Research Essay	30	8
iii)			
SOSS4034A	Research Essay	30	8

3.3.2.9 Bachelor of Arts Honours in the field of Demography and Population Studies

Programme Code: AHA00	NQF Exit Level: 8
Plan Code: AFADPOP40	NQF Credits: 122

Course Code	Description	NQF Credits	NQF Level
i)			
SOSS4012A	Introduction to Population Studies	23	8
SOSS4015A	Basic Demographic Methods	23	8
SOSS4047A	Statistics for Demographic Survey and Analysis	23	8
ii) Select one *course:*			
SOSS4016A	Migration and Spatial Demography	23	8
SOSS4048A	Health Demography	23	8
SOSS4049A	Demography of Fertility and Reproduction	23	8
SOSS4050A	Selected Topic in Social Science	23	8
iii)			
SOSS4034A	Research Essay	30	8

3.3.2.10 Bachelor of Arts Honours in the field of Development Studies

Programme Code: AHA00	NQF Exit Level: 8
Plan Code: AFADSTU40	NQF Credits: 122

Course Code	Description	NQF Credits	NQF Level
SOCL4014A	Economic Sociology: Institutions, Capitalism and Markets	23	8
ii) Select one course:			
SOCL4009A	Development as Ideology and Practice	23	8
POLS4012A	Development Theories, Issues, Problems and Strategies	23	8
INTR4044A	The International Political Economy of Development	23	8
A *candidate* who studies Bachelor of Arts Honours in the field of Development Studies *students* should select SOCL4009A Development as Ideology and Practice . *Candidate* who select to do a Joint Honours in the fields of Political Studies and Development Studies *students* must choose POLS4012A Development Theories, Issues, Problems and Strategies. Joint honours in the fields of International Relations and Development Studies *students* must choose INTR4044A The International Political Economy of Development.			
iii) Select two *courses*:			
ANTH4030A	African Ethnography	23	8
HIST4001A	Capitalism and the South African Countryside	23	8
HIST4013A	The Making of Urban South Africa	23	8
HIST4020A	The Environmental History of Africa	23	8
INTR4005A	African Human Security in an International Context	23	8
INTR4057A	Conflict Prevention and Resolution in Africa	23	8
POLS4037A	Debates in Feminism, Politics and Society	23	8
SOSS4060A	Institutions, Governance and Violence in Africa	23	8
SOCL4006A	Collective Action and Social Movement	23	8
SOSS4061A	History of Economic Thought	23	8
SOCL4015A	Environmental Sociology	23	8
SOCL4029A	Selected Topic in Sociology	23	8
SOCL4030A	Social Transitions	23	8
SOCL4040A	Land and Agrarian Reform in Southern Africa	23	8
SOCL4045A	A Work and Labour in the Global Economy	23	8
SOSS4065A	Current Epidemics in Afric	23	8
SOSS4022A	Labour and Development	23	8
POLS4057A	Public Policy and Political Economy Analysis	23	8
Or by permission of the Senate with a cognate Honours level *course* offered by another discipline in the Faculty or another Faculty that is suitable alternative for the purpose of the degree.			

Course Code	Description	NQF Credits	NQF Level
iv)			
SOCL4028A	Research Essay	30	8
POLS4026A	Research Essay	30	8
INTR4037A	Research Essay	30	8
A *candidate* who select to study Bachelor of Arts Honours in the field of Development Studies should select SOCL4028A Research Essay. Candidates who select to do Joint Honours in the fields of Political Studies and Development Studies *candidates* should select POLS4026A Research Essay. Joint honours in the fields of International and Relations Development Studies *candidates* should select INTR4037A Research Essay.			

3.3.2.11 Bachelor of Arts Honours in the field of Digital Art

Programme Code: AHA00	NQF Exit Level: 8
Plan Code: AFADIGI40	NQF Credits: 122

Course Code	Description	NQF Credits	NQF Level
i)			
DIGA4000A	Research Project in Digital Art	30	8
DIGA4001A	Digital Art Theory	23	8
DIGA4004A	Digital Art Project	46	8
ii) Select one *course:*			
DIGA4013A	Interactive Media: Advanced	23	8
DIGA4011A	Animation: Advanced	23	8
DIGA4008A	Game Design: Advanced		
DIGA4009A	Game Design: Introduction	23	8
DIGA4016A	Writing and Interactivity: Advanced	23	8
DIGA4014A	Interactive Media: Introduction	23	8
DIGA4006A	Animation: Introduction	23	8
or by permission of the *Senate* with a cognate Honours level *course* offered by another discipline in the Faculty or another Faculty that is a suitable alternative for the purpose of the degree.			

3.3.2.12 Bachelor of Arts Honours in the field of Critical Diversity Studies

Programme Code: AHA00	NQF Exit Level: 8
Plan Code: AFACRIT40	NQF Credits: 122

Course code	Description	NQF Credits	NQF Level
i)			
SOSS4053A	Keywords in Critical Diversity Studies	23	8
SOSS4054A	Research Methods in Critical Diversity Studies	23	8

Course code	Description	NQF Credits	NQF Level
ii) Select two *courses:*			
LING4027A	Language, Gender and Sexuality	23	8
POLS4037A	Debates in Feminism, Politics and Society	23	8
SOCL4017A	Globalization, Social Policy and Social Development	23	8
SOSS4019A	Identity, Movement and Control: Theories of Southern African Migration	23	8
POLS4010A	Gender Equality and Social Policy	23	8
POLS4049A	Political Thought	23	8
SOCL4018A	Human Rights and Power	23	8
SOCL4043A	Whiteness, Race and National Identity	23	8
iii)			
SOSS4034A	Research Essay	30	8

3.3.2.13 Bachelor of Arts Honours in the field of Theatre and Performance

Programme Code: AHA00	NQF Exit Level: 8
Plan Code: AFATAP40	NQF Credits: 122

Course code	Description	NQF Credits	NQF Level
i) Select four *courses:*			
WTAP4098A	Design IVA	23	8
WTAP4099A	Design IVB	23	8
WTAP4100A	Directing IVA	23	8
WTAP4101A	Directing IVB	23	8
WCPM4004A	Directions in Cultural Leadership	23	8
IACS4017A	Digital Humanities	23	8
IACS4014A	Participatory Cultures	23	8
WTAP4090A	Movement IVA	23	8
WTAP4091A	Movement IVB	23	8
WTAP4088A	Performance Studies IVA	23	8
WTAP4089A	Performance Studies IVB	23	8
WTAP4078A	Writing IVA	23	8
WTAP4108A	Writing IVB	23	8
DIGA4011A	Animation: Advanced	23	8
DIGA4013A	Interactive Media: Advanced	23	8
IACS4025A	Film Studies IV	23	8
WTAP4130A	Musical Theatre IVA	23	8
WTAP4131A	Musical Theatre IVB	23	8

Course code	Description	NQF Credits	NQF Level
ii)			
WTAP4112A	Long Essay on an Approved Topic	30	8
or			
IACS4024A	Long Essay in Interdisciplinary Arts and Culture Studies	30	8

3.3.2.14 Bachelor of Arts Honours in the field of Drama Therapy

Programme Code: AHA00	NQF Exit Level: 8
Plan Code: AFADRTH40	NQF Credits: 138

Course Code	Description	NQF Credits	NQF Level
i)			
WDFL4016A	Applied Drama and Theatre IVA	18	8
WDFL4017A	Applied Drama and Theatre IVB	18	8
WDFL4021A	Reflective Practice in Applied Drama and Theatre IVA	18	8
WDFL4022A	Reflective Practice in Applied Drama and Theatre IVB	18	8
WDFL4017A	Drama Therapy: Theory and Practice A	18	8
WDFL4001A	Drama Therapy: Theory and Practice B	18	8
ii)			
WDFL4003A	Drama Therapy Research Essay	30	8

3.3.2.15 Bachelor of Arts Honours in the field of English

Programme Code: AHA00	NQF Exit Level: 8
Plan Code: AFAENGL40	NQF Credits: 122

Course Code	Description	NQF Credits	NQF Level
i) Select four *courses:*			
ENGL4001A	American Literature	23	8
ENGL4020A	Experiments in Telling: A Course in Creative Writing	23	8
ENGL4021A	Medieval Literature	23	8
ENGL4022A	Post-Modern and Contemporary Literature	23	8
ENGL4023A	Renaissance Studies	23	8
ENGL4027A	Selected Topic in Modern and Contemporary Literature	23	8
ENGL4028A	South African and Postcolonial Literature	23	8
ENGL4029A	The Modernist Novel	23	8
ENGL4030A	Theory of Literature	23	8
ENGL4031A	Twentieth century Poetry	23	8
ENGL4032A	Victorian Studies	23	8

Course Code	Description	NQF Credits	NQF Level
ENGL4035A	Romanticism	23	8
ii)			
ENGL4024A	Research Essay	30	8

3.3.2.16 Bachelor of Arts Honours in the field of Transnational Literary and Cultural Studies

Programme Code: AHA00	NQF Exit Level: 8
Plan Code: AFATLC40	NQF Credits: 122

Course Code	Description	NQF Credits	NQF Level
i)			
MDLL4059A	Social Change in the 19th Century Novel	23	8
ii) Select three *courses:*			
MDLL4002A	Re-Writing History	23	8
MDLL4003A	A Sense of Space	23	8
MDLL4090A	Comparative Postcolonialisms	23	8
MDLL4016A	Fantasy, Science Fiction and the Fiction of the Unreal	23	8
MDLL4047A	Locus of Paradoxes – Mythical Past, Lost Present and Marginalised Space	23	8
MDLL4054A	Selected Topic in European Literature	23	8
MDLL4061A	The Detective's Story	23	8
MDLL4062A	The Heroine's Text	23	8
MDLL4065A	Writing the City	23	8
ENGL4035A	Romanticism	23	8
iii)			
MDLL4050A	Research Essay	30	8

3.3.2.17 Bachelor of Arts Honours in the field of Film and Television

Programme Code: AHA00	NQF Exit Level: 8
Plan Code: AFAFITV40	NQF Credits: 122

Course Code	Description	NQF Credits	NQF Level
i) Select four *courses:*			
WFTV4030A	The Business of Film	23	8
WFTV4013A	Experimental Film	23	8
WFTV4014A	Fundamentals of Cinematography	23	8
WFTV4015A	Fundamentals of Postproduction	23	8

Course Code	Description	NQF Credits	NQF Level
WTAP4078A	Screenwriting IVA	23	8
WTAP4108A	Screenwriting IVB	23	8
iii) Select one research *course:*			
WFTV4026A	Research Essay on an Approved Topic	30	8
WFTV4025A	Research Project: Short Formats for Cinema and Broadcast	30	8
WFTV4024A	Research Project: Cinematic Fiction Forms	30	8
IACS4024A	Long Essay in Interdisciplinary Arts and Culture Studies	30	8

3.3.2.18 Bachelor of Arts Honours in the field of Fine Art

Programme Code: AHA00	NQF Exit Level: 8
Plan Code: AFAFIN40	NQF Credits: 122

Course Code	Description	NQF Credits	NQF Level
i)			
FINA4019A	Critical Theories and Visual Cultures	23	8
FINA4020A	Fine Arts IVA	23	8
FINA4021A	Fine Arts IVB	23	8
FINA4018A	Professional Practice in Fine Arts	23	8
Or by permission of the *Senate* with a cognate Honours level *course* offered by another discipline in the Faculty or another Faculty that is a suitable alternative for the purpose of the degree.			
ii)			
FINA4022A	Research Project	30	8

3.3.2.19 Bachelor of Arts Honours in the field of French and Francophone Studies

Programme Code: AHA00	NQF Exit Level: 8
Plan Code: AFAFREN40	NQF Credits: 122

Course Code	Description	NQF Credits	NQF Level
i)			
MDLL4076A	French for Specific Purposes	23	8
ii) Select three *courses:*			
MDLL4017A	Francophone African Literature	23	8
MDLL4068A	Advanced Translation	23	8
MDLL4080A	Critical Writing in French	23	8
MDLL4056A	Selected Topic in French Literature and Language Studies	23	8

Course Code	Description	NQF Credits	NQF Level
iii)			
MDLL4051A	Research Essay on an Approved topic	30	8

3.3.2.20 Bachelor of Arts Honours in the field of Geography

Programme Code: AHA00	NQF Exit Level: 8
Plan Code: AFAGEOG40	NQF Credits: 120

Course Code	Description	NQF Credits	NQF Level
Compulsory *course:*			
GEOG4038A	Research Project: Geography	40	8
i) Select four *courses* from the following:			
GEOG4033A	Advanced GIS and RemoteSensing	20	8
GEOG4034A	Environmental Management: Water Challenges in South Africa	20	8
GEOG4037A	Environmental Policy and Practice	20	8
GEOG4039A	Local and Regional Economic Development	20	8
GEOG4042A	Air Pollution and Synoptic Climatology	20	8
GEOG4046A	Nature and Society	20	8
GEOG4044A	Global Atmospheric Change IV	20	8
GEOG4015A	Geographic Informaton Systems	24	8
GEOG4045A	Disaster Risk and Geohazards IV	20	8

3.3.2.21 Bachelor of Arts Honours in the field of German Language and Literature

Programme Code: AHA00	NQF Exit Level: 8
Plan Code: AFAGERM40	NQF Credits: 122

Course Code	Description	NQF Credits	NQF Level
i)			
MDLL4008A	Canonical Texts in German Literature	23	8
ii) Select three *courses:*			
MDLL4001A	Re-Tracing the Past	23	8
MDLL4009A	Contemporary German Literature	23	8
MDLL4034A	German Speaking Societies: Image and Reality	23	8
MDLL4035A	Images of the Other	23	8
MDLL4046A	Literature and Society	23	8

Course Code	Description	NQF Credits	NQF Level
MDLL4049A	Modernism and Postmodernism	23	8
MDLL4057A	Selected Topic in German Language and Literature	23	8
iii)			
MDLL4052A	Research Essay	30	8

3.3.2.22 Bachelor of Arts Honours in the field of Heritage Studies

Programme Code: AHA00	NQF Exit Level: 8
Plan Code: AFAHSTU40	NQF Credits: 122

Course Code	Description	NQF Credits	NQF Level
i)			
CPVC4002A	Public Culture	23	8
ii) Select three *courses:*			
AFRT4005A	African Popular Media and the Novel	23	8
AFRT4012A	Memory, Violence and Representation in Africa	23	8
AFRT4028A	Sentiment, Sensation and Feeling	23	8
ENGL4036A	Travel Writing	23	8
CPVC4001A	Rewriting the Self	23	8
CPVC4021A	Postcolonial Art History	23	8
CPVC4022A	Museum Education	23	8
CPVC4003A	Selected Topic in History of Art	23	8
CPVC4025A	Arts and Science	23	8
CPVC4000A	Memory and Visual Culture	23	8
CPVC4006A	Collections Management	23	8
CPVC4029A	Art and Technology	23	8
CPVC4030A	Representing Slavery	23	8
CPVC4004A	Selected Topic in Heritage	23	8
CPVC4005A	Curating Exhibitions: The Politics and Aesthetics	23	8
iii)			
CPVC4036A	Research Essay in Heritage	30	8

3.3.2.23 Bachelor of Arts Honours in the field of History

Programme Code: AHA00	NQF Exit Level: 8
Plan Code: AFAHIST40	NQF Credits: 122

Course Code	Description	NQF Credits	NQF Level
i)			

Course Code	Description	NQF Credits	NQF Level
HIST4021A	Historical Research: Methods, Sources and Approaches	23	8
ii) Select three *courses:*			
HIST4001A	Capitalism and the South African Countryside	23	8
HIST4009A	Representations and Re-representations in History	23	8
HIST4011A	Rural Development	23	8
HIST4012A	Selected Topic in History	23	8
HIST4022A	Histories of the Global South: The Indian Ocean since 1750	23	8
HIST4013A	The Making of Urban South Africa	23	8
HIST4014A	Themes in African-American History in the United States	23	8
HIST4016A	War and European Society in the 20th Century	23	8
HIST4017A	South Asian History and Politics	23	8
HIST4018A	Oral and Documentary History: Theory and Practice	23	8
SOSS4050A	Selected Topic in Social Science	23	8
HIST4020A	The Environmental History of Africa	23	8
iii)			
HIST4010A	Research Essay	30	8

3.3.2.24 Bachelor of Arts Honours in the field of History of Art

Programme Code: AHA00	NQF Exit Level: 8
Plan Code: AFAHART40	NQF Credits: 122

Course Code	Description	NQF Credits	NQF Level
i)			
CPVC4018A	Writing Art's Histories	23	8
ii) Select three *courses:*			
CPVC4001A	Rewriting the Self	23	8
CPVC4003A	Selected Topic in the History of Art	23	8
CPVC4021A	Postcolonial Art History	23	8
CPVC4020A	African Art History	23	8
CPVC4031A	Curating Exhibitions: The Politics and Aesthetics of Display	23	8
CPVC4022A	Museum Education	23	8
CPVC4024A	Exhibitions Histories	23	8
CPVC4025A	Art and Science	23	8
CPVC4000A	Memory and Visual Culture	23	8
CPVC4006A	Collections Management	23	8

Course Code	Description	NQF Credits	NQF Level
CPVC4029A	Art and Technology	23	8
CPVC4030A	Representing Slavery	23	8
CPVC4038A	Archive Theory and Practice	23	8
iii)			
CPVC4013A	Research Essay	30	8

3.3.2.25 Bachelor of Arts Honours in the field of Interdisciplinary Arts and Culture Studies

Programme Code: AHA00	NQF Exit Level: 8
Plan Code: AFAINTC40	NQF Credits: 122

Course Code	Description	NQF Credits	NQF Level
i) Select two of the following *courses* or by permission of the *Senate*, one Honours level *course* from the Wits School of Arts:			
IACS4002A	Youth and Hollywood Cinema IV	23	8
IACS4025A	Film Studies IV	23	8
IACS4014A	Participatory Cultures	23	8
IACS4017A	Digital Humanities	23	8
IACS4020A	Selected Topic in Interdisciplinary Arts and Culture Studies	23	8
ii) and by permission of the *Senate* with a cognate Honours level *courses* offered by another discipline in the Faculty or another Faculty, yielding a minimum of 46 *credits*.			
iii)			
IACS4024A	Long Essay in Interdisciplinary Arts and Culture Studies	30	8

3.3.2.26 Bachelor of Arts Honours in the field of International Relations

Programme Code: AHA00	NQF Exit Level: 8
Plan Code: AFAINTL40	NQF Credits: 122

Course Code	Description	NQF Credits	NQF Level
i) Select one *course:*			
INTR4055A	International Rlations Theories, Research Methodologies, Desings and Methods in the Post-Cold War Era	23	8
INTR4051A	Principles of Statistical Social Analysis	23	8
ii) Select three *courses:*			
INTR4056A	International Institutions and International Norms	23	8
INTR4001A	Advanced Diplomacy and Negotiation	23	8
INTR4010A	Gender and Critical Theory in International Relations	23	8

Course Code	Description	NQF Credits	NQF Level
INTR4017A	International Relations of the Asia Pacific Region	23	8
INTR4028A	Peace and Conflict in the Middle East	23	8
INTR4057A	Conflict Prevention and Resolution in Africa	23	8
INTR4036A	Regional Studies: Europe, East and West	23	8
INTR4039A	Selected topic in International Relations	23	8
INTR4044A	The International Political Economy of Development	23	8
INTR4045A	The Politics of Economic Co-operation in Africa	23	8
INTR4049A	Comparative Peace Processes	23	8
INTR4050A	International Relations of Africa's Natural Resources	23	8
INTR4052A	Africa and IR: Historical and Critical Perspectives	23	8
INTR4053A	Empire and the Crisis of Civilization	23	8
INTR4054A	International Politics of Elections in Sub-Saharan Africa	23	8
INTR4046A	The Role of the Media in Interanational Relations	23	8
SOSS4063A	Data Science and Data Analysis for the Social Sciences and Humanities	23	8
SOSS4050A	Selected Topic in Social Science	23	8
iii)			
INTR4037A	Research Essay	30	8

3.3.2.27 Bachelor of Arts Honours in the field of Interpreting

Programme Code: AHA00	NQF Exit Level: 8
Plan Code: AFAINTR41	NQF Credits: 122

Course Code	Description	NQF Credits	NQF Level
i) Select four *courses:*			
TRAN4028A	Principles and Practice of Interpreting	23	8
TRAN4029A	Specialist Translation for Interpreters	23	8
TRAN4030A	Conference Interpreting Skills	23	8
TRAN4031A	Interpreting Studies	23	8
TRAN4032A	Selected Topic in Translation Studies	23	8
Or by permission of the *Senate* with a cognate Honours level *course* offered by another discipline in the Faculty or another Faculty that is a suitable alternative for the purpose of the degree.			
ii)			
TRAN4026A	Translation Research Essay	30	8

3.3.2.28 Bachelor of Arts Honours in the field of Italian Language and Literature

Programme Code: AHA00	NQF Exit Level: 8
Plan Code: AFAITAL40	NQF Credits: 122

Course Code	Description	NQF Credits	NQF Level
i)			
MDLL4010A	Dante and the Middle Ages	23	8
ii) Select three *courses:*			
MDLL4005A	Applied Italian Language	23	8
MDLL4037A	Italian Drama	23	8
MDLL4043A	Italian Post-modern and Experimental Literature	23	8
MDLL4044A	Italian Women Writers	23	8
MDLL4045A	Italy: Image and Reality	23	8
MDLL4048A	Modern Italian Narrative (19th and early 20th Century)	23	8
MDLL4058A	Selected Topic in Italian Language and Literature	23	8
iii)			
MDLL4053A	Research Essay	30	8

3.3.2.29 Bachelor of Arts Honours in the field of Journalism and Media Studies

Note: *Candidates* must complete Journalism Studies A before commencing with Journalism Research.

Programme Code: AHA00	NQF Exit Level: 8
Plan Code: AFAJMED40	NQF Credits: 122

Course Code	Description	NQF Credits	NQF Level
Select *courses* from either a) or b):			
a) Honours in Journalism and Media Studies (Mid-Career)			
i)			
JOMS4008A	Journalism Studies A	23	8
JOMS4015A	Journalism Research	30	8
ii) Select three *courses:*			
MDST4009A	Editing Media Texts	23	8
JOMS4004A	Creating Media	23	8
JOMS4005A	Creative Writing for Journalists	23	8
JOMS4010A	Media Law and Ethics	23	8
MDST4010A	Media Management	23	8
JOMS4011A	Online Journalism	23	8

Course Code	Description	NQF Credits	NQF Level
JOMS4012A	Radio Journalism	23	8
MDST4011A	Selected Topic: Journalism and Media Studies	23	8
JOMS4013A	Television Journalism	23	8
JOMS4014A	Financial Journalism	23	8
JOMS4003A	Photojournalism	23	8
JOMS4021A	Radio Studies	23	8
JOMS4018A	The Story of Money	23	8
JOMS4025A	Journalism Practice A (PT)	23	8
JOMS4020A	Journalism Practice B (feature writing)	23	8
JOMS4019A	Communicating for Social Change	23	8
JOMS4001A	Investigative Journalism A	23	8
MDST4012A	Reporting on Children	23	8
JOMS4022A	South African Narrative Non- fiction	23	8
JOMS4023A	South African Journalism History	23	8
Or by permission of the *Senate* with a cognate Masters level *course* offered by another discipline in the Faculty or another Faculty that is a suitable alternative for the purpose of the degree.			
b) Honours in Journalism and Media Studies Career Entry: for *candidates* with little or no journalism experience.			
i)			
JOMS4006A	Journalism Practice A	23	8
JOMS4007A	Journalism Practice B (must complete A in order to register for B)	23	8
JOMS4008A	Journalism Studies A	23	8
JOMS4000A	Journalism Studies B	30	8
ii) Select one *course:*			
JOMS4012A	Radio Journalism	23	8
JOMS4003A	Photojournalism	23	8
JOMS4013A	Television Journalism	23	8
JOMS4024A	Media and Fear	23	8

3.3.2.30 Bachelor of Arts Honours in the field of Labour Policy and Globalisation

Programme Code: AHA00	NQF Exit Level: 8
Plan Code: AFAGLUL40	NQF Credits: 122

Course Code	Description	NQF Credits	NQF Level
Note: Compulsory courses can be substituted with the permission of the Senate with a cognate Honours level course offered by another discipline in the Faculty or another Faculty that is a suitable alternative for the degree.			
i)			
SOSS4022A	Labour and Development	23	8
SOCL4014A	Economic Sociology: Institutions, Capitalism and Markets	23	**8**
Or by permission of the *Senate* with a cognate Honours level *course* offered by another discipline in the Faculty or another Faculty that is a suitable alternative for the purpose of the degree.			
ii)			
SOCL4028A	Research essay	30	8
iii) Select two *courses:*			
INTR4044A	The International Political Economy of Development	23	8
HIST4001A	Capitalism and the South African Countryside	23	8
HIST4013A	The Making of Urban South Africa	23	8
POLS4033A	The State in Africa: Democratisation and Crisis	23	8
SOCL4002A	Advanced Social Research	23	8
SOCL4006A	Collective Action and Social Movements	23	8
SOCL4009A	Development as Ideology and Practice	23	8
SOSS4019A	Identity, Movement and Control: Theories of Southern African Migration	23	8
SOCL4025A	Labour Movements in Developing Societies	23	8
SOCL4029A	Selected Topic in Sociology	23	8
SOCL4030A	Social Transitions	23	8
SOCL4040A	The Sociology of Land and Agrarian reform	23	8
SOCL4038A	The Making of the South African Social Order	23	8
SOCL4045A	Work and Labour in the Global Economy	23	8
SOCL4047A	Key Issues in Industrial and Economic Sociology	23	8

3.3.2.31 Bachelor of Arts Honours in the field of Linguistics

Programme Code: AHA00	NQF Exit Level: 8
Plan Code: AFALING40	NQF Credits: 122

Course Code	Description	NQF Credits	NQF Level
i) Select four *courses:*			
LING4001A	Approved Topic in Linguistics	23	8
LING4003A	Historical Linguistics	23	8
LING4011A	Morphology	23	8
LING4012A	Phonology	23	8
LING4013A	Psycholinguistics	23	8
LING4023A	Semantics	23	8
LING4024A	Sociolinguistics	23	8
LING4025A	Syntax	23	8
LING4026A	Phonetics	23	8
LING4027A	Language, Gender and Sexuality	23	8
AFRL4031A	Computational Linguistics	23	8
ii)			
LING4015A	Research Essay	30	8

3.3.2.32 Bachelor of Arts Honours in the field of Media Studies

Programme Code: AHA00	NQF Exit Level: 8
Plan Code: AFAMEDI40	NQF Credits: 122

Course Code	Description	NQF Credits	NQF Level
i)			
MDST4001A	Critical Media Analysis	23	8
MDST4000A	African Media Systems	23	8
ii) Select two *courses:*			
MDST4003A	Media and Politics	23	8
AFRL4013A	Sociology of News Production in African Languages	23	8
LING4023A	Sociolinguistics	23	8
MDST4004A	Media Economics	23	8
MDST4005A	Selected Topic in Media Studies	23	8
JOMS4017A	Global Cinema and Society	23	8
MDST4006A	Media and Gender	23	8
MDST4013A	Media and the Environment	23	8
AFRL4031A	Computational Linguistics	23	8

Course Code	Description	NQF Credits	NQF Level
iii)			
MDST4002A	Media Stream Research Report	30	8

3.3.2.33 Bachelor of Arts Honours in the field of Migration and Displacement

Programme Code: AHA00	NQF Exit Level: 8
Plan Code: AFAMIG41	NQF Credits: 122

Course Code	Description	NQF Credits	NQF Level
i)			
SOSS4055A	Introduction to Migration and Displacement	23	8
SOSS4059A	The Logics and Methods of Inquiry for Migration Research	23	8
ii) Select two *courses:*			
SOSS4057A	Migration, Mobility and Health in Southern Africa	23	8
SOSS4058A	Critical Perspectives on Labour Migration and Livelihoods	23	8
SOSS4056A	Selected Topic: Migration and Displacement	23	8
SOSS4019A	Identity, Movement and Control: Theories of Southern Africa Migration	23	8
Or by permission of the *Senate* with a cognate Honours level *course* offered by another discipline within the School of Social Sciences that is a suitable alternative for the purpose of the degree.			
iii)			
SOSS4034A	Research Essay	30	8

3.3.2.34 Bachelor of Arts Honours in the field of Music

Programme Code: AHA00	NQF Exit Level: 8
Plan Code: AFAMUS40	NQF Credits: 121

Course Code	Description	NQF Credits	NQF Level
i)			
MUSC4041A	Music Research Methods	23	8
ii) Select courses from either a), b) or c)			
a)			
MUSC4043A	Performance Studies	45	8
b)			
MUSC4044A	Composition Studies: Theory and Analysis	23	8
MUSC4045A	Composition Studies: Portfolio	23	8

Course Code	Description	NQF Credits	NQF Level
c)			
MUSC4046A	Community Music	45	8
iii)			
MUSC4047A	Music Business Studies	23	8
Or by permission of the *Senate* with a cognate Honours level *course* offered by another discipline in the Faculty or another Faculty that is a suitable alternative for the purpose of the degree.			
iv)			
MUSC4042A	Music Research Essay	30	8

3.3.2.35 Bachelor of Arts Honours in the field of Philosophy

Programme Code: AHA00	NQF Exit Level: 8
Plan Code: AFAPHIL40	NQF Credits: 122

Course Code	Description	NQF Credits	NQF Level
i) Select four *courses:*			
PHIL4001A	Applied Ethics	23	8
PHIL4002A	Ethics	23	8
PHIL4003A	Mathematical Logic	23	8
PHIL4004A	Metaphysics	23	8
PHIL4006A	Philosophical Logic	23	8
PHIL4013A	Philosophy of Art	23	8
PHIL4014A	Philosophy of Language	23	8
PHIL4015A	Philosophy of Mind	23	8
PHIL4016A	Philosophy of Science	23	8
PHIL4017A	Philosophy of Social Science	23	8
PHIL4019A	Select Authors	23	8
PHIL4020A	Select Schools of Philosophy	23	8
PHIL4021A	Select Topics in the History of Philosophy	23	8
PHIL4022A	Social and Political Philosophy	23	8
PHIL4023A	Theory of Knowledge	23	8
PHIL4024A	African Philosophy	23	8
ii)			
PHIL4018A	Research Essay	30	8

3.3.2.36 Bachelor of Arts Honours in the field of Political Studies

Programme Code: AHA00	NQF Exit Level: 8
Plan Code: AFAPOLS40	NQF Credits: 122

Course Code	Description	NQF Credits	NQF Level
i)			
POLS4039A	The Logic of Political Enquiry – Theory and Explanation	23	8
POLS4052A	Research Methods and Research Ethics in Political Studies	23	8
ii) Select two *courses:*			
POLS4040A	Classical Political Economy	23	8
POLS4036A	Democratic Theory	23	8
POLS4041A	Themes in South African Politics	23	8
POLS4038A	Violence, Identity and Transformation	23	8
POLS4037A	Debates in Feminism, Politics and Society	23	8
POLS4009A	From Structuralism to Post-Marxism	23	8
POLS4010A	Gender Equality and Social Policy	23	8
POLS4012A	Development Theories, Issues, Problems and Strategies	23	8
POLS4016A	Political Sociology of South Africa	23	8
POLS4027A	Selected Topic in Political Studies	23	8
POLS4030A	The Exceptional State: Fascism, Totalitarianism, Religious Fundamentalism	23	8
POLS4031A	The Politics of Genocide	23	8
POLS4033A	The State in Africa: Democratisation and Crisis	23	8
POLS4042A	Politics of Public Policy	23	8
POLS4042A	Politics of Race Representation and Memory	23	8
SOSS4008A	Research Methods in the Social Sciences	23	8
POLS4045A	African Politics	23	8
POLS4057A	Public Policy and Political Economy Analysis	23	8
POLS4047A	Politics and Utopia	23	8
POLS4044A	Democracy, Justice andRedistribution	23	8
POLS4046A	The Politics of Slavery and Human Trafficking	23	8
POLS4048A	Contemporary Problems in Politics	23	8
POLS4049A	Political Thought	23	8
POLS4051A	Equality	23	8
SOSS4060A	Institutions, Governance and Violence in Africa	23	8
POLS4054A	An Introduction to Biopower	23	8
POLS4053A	Political Judgement	23	8

Course Code	Description	NQF Credits	NQF Level
SOSS4050A	Selected Topic in Social Science	23	8
POLS4055A	Afro-politics and Religion	23	8
POLS4056A	African Political Theory: Late 19th Century to the Present	23	8
POLS4058A	Decentralising the African State	23	8
POLS4059A	Comparative Political Theory	23	8
iii)			
POLS4026A	Research Essay	30	8

3.3.2.37 Bachelor of Arts Honours in the field of Portuguese

Programme Code: AHA00	NQF Exit Level: 8
Plan Code: AFAPORT40	NQF Credits: 122

Course Code	Description	NQF Credits	NQF Level
i)			
MDLL4085A	Research Methods	23	8
MDLL4086A	Introduction to Teaching Foreign languages: Methodology and Practice	23	8
MDLL4083A	Research Essay	30	8
ii) Select two *courses:*			
MDLL4081A	Applied Portuguese Language	23	8
MDLL4082A	African Lusophone Literature	23	8
MDLL4084A	Selected Topic in Portuguese Language and Literature	23	8

3.3.2.38 Bachelor of Arts Honours in the field of Psychology

Programme Code: AHA00	NQF Exit Level: 8
Plan Code: AFAPSYC46	NQF Credits: 122

Course Code	Description	NQF Credits	NQF Level
i)			
PSYC4045A	Research Methods in Psychology	23	8
ii) Select three *courses:*			
PSYC4007A	Cognitive Neuroscience	23	8
PSYC4009A	Community Psychology	23	8
PSYC4026A	Mind, Brain and Behaviour	23	8
PSYC4029A	Personality and the Psychopathology	23	8
PSYC4032A	Psychoanalytic Theory	23	8
PSYC4034A	Psychological Assessment: Theory and Research	23	8

Course Code	Description	NQF Credits	NQF Level
PSYC4035A	Psychological Interventions	23	8
PSYC4098A	Qualitative Research Methods	23	8
PSYC4046A	Social Psychology	23	8
PSYC4057A	Health Psychology	23	8
PSYC4058A	Developmental Psychology	23	8
PSYC4066A	Selected Topic in Psychology	23	8
PSYC4065A	Psycho-Educational Assessment	23	8
PSYC4075A	Educational Psychology in the South African Context	23	8
PSYC4072A	Everyday Life and Social Interaction	23	8
PSYC4074A	Gender in Psychology	23	8
PSYC4073A	Narratives of Youth Identities	23	8
iii)			
PSYC4044A	Research Essay	30	8

3.3.2.39 Bachelor of Arts Honours in the field of Psychology (PT)

Programme Code: AHA03	NQF Exit Level: 8
Plan Code: AFAPSYC40	NQF Credits: 122

Course Code	Description	NQF Credits	NQF Level
i)			
PSYC4076A (PT)	Research Methods in Psychology	23	8
ii) Select three courses:			
PSYC4078A (PT)	Cognitive Neuroscience	23	8
PSYC4079A (PT)	Community Psychology	23	8
PSYC4084A (PT)	Mind, Brain and Behaviour	23	8
PSYC4086A (PT)	Personality and Psychopathology	23	8
PSYC4087A (PT)	Psychoanalytic Theory	23	8
PSYC4088A (PT)	Psychological Assessment: Theory and Research	23	8
PSYC4089A (PT)	Psychological Interventions	23	8
PSYC4090A (PT)	Qualitative and Programme Evaluation Techniques	23	8
PSYC4091A (PT)	Social Psychology	23	8
PSYC4083A (PT)	Health Psychology	23	8
PSYC4080A (PT)	Developmental Psychology	23	8
PSYC4092A (PT)	Educational Psychology in the South African Context	23	8
PSYC4081A (PT)	Everyday Life and Social Interaction	23	8
PSYC4082A (PT)	Gender in Psychology	23	8
PSYC4085A (PT)	Narratives of Youth Identities	23	8

Course Code	Description	NQF Credits	NQF Level
iii)			
PSYC4077A (PT)	Research Essay	30	8

3.3.2.40 Bachelor of Arts Honours in the field of Organisational Psychology

Programme Code: AHA00	NQF Exit Level: 8
Plan Code: AFAPSYC45	NQF Credits: 122

Course Code	Description	NQF Credits	NQF Level
i)			
PSYC4045A	Research Methods in Psychology	23	8
ii)			
PSYC4016A	Group Processes in Organisations	23	8
PSYC4019A	Individual Well-Being and Effectiveness at Work	23	8
PSYC4053A	Theoretical Foundations of Organisational Psychology	23	8
iii)			
PSYC4044A	Research Essay	30	8

3.3.2.41 Bachelor of Arts Honours in the field of Organisational Psychology (Wits Plus)

Programme Code: AHA03	NQF Exit Level: 8
Plan Code: AFAPSYC47	NQF Credits: 122

Course Code	Description	NQF Credits	NQF Level
i)			
PSYC4093A (PT)	Research Methods in Psychology	23	8
ii)			
PSYC4094A (PT)	Group Processes in Organisations	23	8
PSYC4095A (PT)	Individual Well-Being and Effectiveness at Work	23	8
PSYC4096A (PT)	Theoretical Foundations of Organisational Psychology	23	8
iii)			
PSYC4097A (PT)	Research Essay	30	8

3.3.2.42 Bachelor of Arts Honours in the field of Publishing Studies

Programme Code: AHA00	NQF Exit Level: 8
Plan Code: AFAPUBS40	NQF Credits: 122

Course Code	Description	NQF Credits	NQF Level
i) Select four *courses:*			
AFRT4030A	Commissioning for Publishing	23	8
AFRT4011A	Management for Publishing Industry	23	8
AFRT4031A	Copy-editing for Publishers	23	8
AFRT4033A	Sales and Marketing for Publishing	23	8
AFRT4034A	The Publishing Environment	23	8
AFRT4026A	Selected Topic in Publishing	23	8
ii)			
AFRT4032A	Research Essay: Publishing Studies	30	8

3.3.2.43 Bachelor of Arts Honours in the field of Sociology

a) Bachelor of Arts Honours in the field of General Sociology:

Programme Code: AHA00	NQF Exit Level: 8
Plan Code: AFASOCL40	NQF Credits: 122

Course Code	Description	NQF Credits	NQF Level
i) Select one course:			
SOCL4030A	Social Transitions	23	8
SOCL4038A	The Making of the South African Social Order	23	8
ii) Select three *courses:*			
SOCL4002A	Advanced Social Research	23	8
SOCL4006A	Collective Action and Social Movements	23	8
SOCL4009A	Development as Ideology and Practice	23	8
SOCL4014A	Economic Sociology: Institutions, Capitalism and Markets	23	8
SOCL4015A	Environmental Sociology	23	8
SOCL4016A	Global Institutions and Economic Restructuring	23	8
SOCL4017A	Globalisation, Social Policy and Social Planning	23	8
SOCL4018A	Human Rights and Power	23	8
SOCL4019A	Identity, Movement and Control: Theories of Southern African Migration	23	8
SOSS4022A	Labour and Development	23	8
SOCL4025A	Labour Movements in Developing Societies	23	8
SOCL4026A	Militarisation and Development	23	8

Course Code	Description	NQF Credits	NQF Level
SOCL4029A	Selected Topic in Sociology	23	8
SOCL4030A	Social Transitions	23	8
SOCL4037A	The Demography of Southern Africa	23	8
SOCL4038A	The Making of the South African Social Order	23	8
SOCL4039A	Sociology of Health and Illness	23	8
SOCL4040A	Land and Agrarian Reform in Southern Africa	23	8
SOCL4041A	The South African City	23	8
SOCL4043A	Whiteness, Race and National Identity	23	8
SOCL4045A	Work and Labour in the Global Economy	23	8
SOCL4047A	Key Issues in Industrial and Economic Sociology	23	8
SOSS4050A	Selected Topic in Social Science	23	8
Or by permission of the *Senate* with a cognate Honours level *course* offered by another discipline in the Faculty or another Faculty that is a suitable alternative for the purpose of the degree.			
iii)			
SOCL4028A	Research Essay	30	8

b) Bachelor of Arts Honours in the field of Labour, Economic and Development Sociology

Programme Code: AHA00	**NQF Exit Level: 8**
Plan Code: AFALADE40	**Total NQF Credits: 122**

Course Code	Description	NQF Credits	NQF Exit Level
i)			
SOCL4014A	Economic Sociology: Institutions, Capitalism and Markets	23	8
Or by permission of the Senate with a cognate Honours level course offered by Sociology, or by another discipline in the Faculty, or by another Faculty that is a suitable alternative for the purposes of the degree.			
ii) Select one *course:*			
SOCL4030A	Social Transitions	23	8
SOCL4038A	The Making of the South African Social Order	23	8
iii) Select two *courses:*			
SOCL4002A	Advanced Social Research	23	8
SOCL4006A	Collective Action and Social Movements	23	8
SOCL4009A	Development as Ideology and Practice	23	8
SOCL4014A	Economic Sociology: Institutions, Capitalism and Markets	23	8
SOCL4015A	Environmental Sociology	23	8
SOCL4016A	Global Institutions and Economic Restructuring	23	8
SOCL4017A	Globalisation, Social Policy and Social Planning	23	8
SOCL4018A	Human Rights and Power	23	8

Course Code	Description	NQF Credits	NQF Exit Level
SOCL4019A	Identity, Movement and Control: Theories of Southern African Migration	23	8
SOSS4022A	Labour and Development	23	8
SOCL4025A	Labour Movements in Developing Societies	23	8
SOCL4026A	Militarisation and Development	23	8
SOCL4027A	Religion and Power in the Contemporary World	23	8
SOCL4029A	Selected Topic in Sociology	23	8
SOCL4030A	Social Transitions	23	8
SOCL4037A	The Demography of Southern Africa	23	8
SOCL4038A	The Making of the South African Social Order	23	8
SOCL4039A	Sociology of Health and Illness	23	8
SOCL4040A	Land and Agrarian Reform in Southern Africa	23	8
SOCL4041A	The South African City	23	8
SOCL4043A	Whiteness, Race and National Identity	23	8
SOCL4045A	Work and Labour in the Global Economy	23	8
SOCL4047A	Key Issues in Industrial and Economic Sociology	23	8
SOSS4050A	Selected Topic in Social Science	23	8
Or by permission of the *Senate* with a cognate Honours level course offered by another discipline in the Faculty or another Faculty that is a suitable alternative for the purpose of the degree.			
iv)			
SOCL4028A	Research Essay	30	8

3.3.2.44 Bachelor of Arts Honours in the field of South African Sign Language

Programme Code: AHA00	**NQF Exit Level: 8**
Plan Code: AFASASL40	**NQF Credits: 122**

Course Code	Description	NQF Credits	NQF Level
i)			
SASL4000A	South African Sign Language Research Essay	30	8
SASL4001A	South African Sign Language Research Methodology	23	8
ii) Select three *courses*			
SASL4002A	Specialised South African Sign Language	23	8
SASL4003A	South African Sign Language Literature & Folklore	23	8
SASL4004A	Sign Language Acquisition	23	8
SASL4005A	South African Sign Language Advanced Linguistics	23	8

Course Code	Description	NQF Credits	NQF Level
Or by permission of the *Senate* with a cognate Honours level *course* offered by another discipline in the Faculty of another Faculty that is a suitable alternative for the purpose of the degree.			

3.3.2.45 Bachelor of Arts Honours in the field of Spanish and Latin American Studies

Programme Code: AHA00	NQF Exit Level: 8
Plan Code: AFASPLA40	NQF Credits: 122

Course Code	Description	NQF Credits	NQF Level
i)			
MDLL4085A	Research Methods	23	8
MDLL4086A	Introduction to Teaching Foreign languages: Methodology and Practice	23	8
MDLL4088A	Spanish and Latin American Literature	23	8
MDLL4089A	Selected Topic in Spanish and Latin American Studies	23	8
MDLL4087A	Research Essay in Spanish and Latin American Studies	30	8

3.3.2.46 Bachelor of Arts Honours in the field of Translation

Programme Code: AHA00	NQF Exit Level: 8
Plan Code: AFATRAN40	NQF Credits: 122

Course Code	Description	NQF Credits	NQF Level
i) Select four *courses*:			
TRAN4022A	Principles and Practice of Translation and Interpreting	23	8
TRAN4023A	Specialist Translation with Interpreting I	23	8
TRAN4024A	Specialist Translation with Interpreting II	23	8
TRAN4033A	Translation Studies	23	8
TRAN4027A	Selected Topic in Translation Studies	23	8
Or by permission of the *Senate* with a cognate Honours level *course* offered by another discipline in the Faculty or another Faculty that is a suitable alternative for the purpose of the degree.			
ii)			
TRAN4026A	Translation Research Essay	30	8

3.3.3 Completion Rules

Completion of all requirements

3.3.3.1 A *candidate* (full-time or part-time) who has not satisfied all the requirements for the degree within the period stipulated by the *Senate*, including submission of a research essay, if s/he is required to submit one, will be deemed to have failed the *examinations* unless the *Senate* grants her/him an extension of time. If the *Senate* grants him/her such extension of time s/he will be required to register for the new *academic year*.

3.3.3.2 A *candidate* must pass all *courses* at the first attempt.

3.3.3.3 A *candidate* who is absent from the *examination* for which s/he is required, permitted or entitled to present herself/himself shall, unless the *Senate* is satisfied that such absence was due to some good and sufficient cause, be deemed to have failed in that *examination*.

3.3.3.4 The Faculty Standing Orders on Honours degrees specify that one *course*, which may not be the Research Essay, may be repeated or condoned under specified circumstances.

3.3.4 Award with Distinction

In order to pass the Honours degree in the first class, a *student* must achieve an average of 75% for all five components, as well as an average mark of 75% for any two components.

3.4 Degrees of Master

3.4.1 Masters Degrees

Qualification Name	Programme Code	NQF Exit Level	NQF Credit
Master of Arts in Audiology	ACA01 / ARA02	9	180
Master of Arts in Clinical Psychology	ACA02	9	180
Master of Arts in Community Based Counselling Psychology	ACA03	9	180
Master of Arts in Heritage	ACA09 / ARA10	9	180
Master of Arts in Social Work in the field of Occupational Social Work	ACA14	9	190
Master of Arts in Social Work in the field of School Social Work	ACA17	9	180
Master of Arts in Speech Pathology	ACA05 / ARA06	9	180
Master of Arts in Theatre and Performance	ACA18 / ARA12	9	180
Master of Arts in Translation	ACA06 / ACA16	9	180

Candidates are required to complete the *curriculum* stipulated below within the normal period of study that is normally, one year of full-time study, or two years of part-time study. The only exceptions are professional Master degrees in Psychology that is normally two years of full-time study.

3.4.1.1 MA (Audiology)

Qualification Name	Programme Code	NQF Exit Level	NQF Credits
Master of Arts in Audiology	ACA01 / ARA02	9	180

3.4.1.1.1 Admission Rules

Any of the following may be admitted by the *Senate* as a *candidate* for the Master of Arts in Audiology

a) A Bachelor in Audiology of this or any other University.

b) A person who has passed *examinations* at any other university or institution which are, in the opinion of the *Senate*, of a standard equivalent to or higher than the *examinations* prescribed for the *qualification* mentioned in (a) hereof.

c) A Bachelor of Arts or a Bachelor of Arts in Education or a Bachelor of Science or a Bachelor of Science in Education of this or any other University, or any other person who has satisfied the *Senate* that s/he is capable of satisfying the requirements for the Master of arts in Audiology.

3.4.1.1.2 Progression Rules

3.4.1.1.2.1 Conditions for the Degree of Master by research

If a *candidate* fails to satisfy the requirements of the *programme*, the *Senate* may permit her/him to change her/his registration from that of Master of Arts in Audiology or Master of Arts in Speech Pathology to that of Master of Arts, in which event, the *candidate* will be deemed to have registered from the date s/he first registered for the Master's degree.

3.4.1.1.2.2 Conditions for the Degree of Master by coursework and research report

A *candidate* must:

a) Attend, perform the work of the class and, as the *Senate* determines, present herself/himself for *examination* in the *courses* prescribed, or present work in lieu thereof as may be required of him/her for *courses* prescribed in the syllabuses.

b) Obtain *credit* in every *course* at the first attempt: Provided that, by permission of the *Senate* in a case considered by it to be exceptional, a *candidate* who has completed all but one of the *courses* may be permitted to repeat such a *course* the next time it is offered: Provided further that if the *candidate* again fails that *course*, her/his registration will be cancelled.

c) Conduct, under the guidance of a supervisor appointed by the *Senate*, research on a topic approved by the *Senate* and submits a *research report* for the approval of the *Senate*.

d) If required by the *Senate*, present herself/ himself for such *examination* or test, oral or written, in regard to the subject of her/his *research report* as the *Senate* may determine;

3.4.1.1.3 Curricula

Note: Not all *courses* listed below will necessarily be offered in a given year. Please consult the relevant School for further information. Some fields may require the completion of practical work. *Courses* completed at the Honours or Postgraduate Diploma level may not be taken at the Masters level.

Curriculum for Master of Arts in Audiology

Programme Code: ACA01	**NQF Exit Level: 9**
Plan Code: APRAAUD60	**NQF Credits: 180**

Course Code	Description	NQF Credits	NQF Level
i)			
SPPA7022A	Research Methodology	30	9
ii) Select two *courses:*			
SPPA7002A	Advanced Hearing Aids Technology	30	9
SPPA7003A	Advanced Hearing Science	30	9
SPPA7004A	Advances in Audiology	30	9
SPPA7007A	Clinical Ethics and Professional Issues	30	9
SPPA7009A	Deafness Studies	30	9
SPPA7011A	Early Intervention	30	9
SPPA7023A	Selected Topic in Audiology	30	9
Or by permission of the *Senate* with a cognate Masters level *course* offered by another discipline in the Faculty or another Faculty that is a suitable alternative for the purpose of the degree			
iii)			
SPPA7015A	Research Report	90	9

3.4.1.1.4 Completion Rules

In order to qualify for this degree, *candidates* must fulfil all of the requirements stipulated above.

3.4.1.1.4.1 The award of the degree of Master by *course*work and *Research Report* will be approved in straightforward cases by the Chairperson of the Graduate Studies Committee. A straightforward case is considered to meet the following criteria:

a) The *course*work marks fall broadly into the same range of pass, so that no discrepancy emerges, and both the internal and external examiners have awarded the *research report* a similar class of pass.

b) Only minor corrections to typographical and grammatical errors or minor flaws in referencing and presentation are required.

3.4.1.1.4.2 In all other cases, the examiners' reports will be received by an appropriately appointed panel of the Graduate Studies Committee for a decision in respect of the award of the degree.

3.4.1.1.4.3 If the discrepancy in marks is less than 15% the Chair of the Graduate Studies Committee may determine the final mark in consultation with senior academics.

3.4.1.1.4.4 If the discrepancy is more than 15%, an ad hoc committee shall be called, comprising either the Chair or one of the Vice-Chairs of the Graduate Studies Committee, the supervisor, and two other academics in the School. The mark agreed upon by the ad hoc committee shall be considered final.

3.4.1.1.5 Award with Distinction

3.4.1.1.5.1 The degree may be awarded with distinction if a *candidate* obtains at least 75% for both the *research report* and the aggregate of the *course*work.

3.4.1.1.5.2 Where a *candidate* obtained a mark of 75% or higher for either the *course*work component or the *research report*, the degree will not be awarded with distinction, but may be awarded with a first class pass in the appropriate component.

3.4.1.2 MA (Clinical Psychology)

Qualification Name	Programme Code	NQF Exit Level	NQF Credits
Master of Arts in Clinical Psychology	ACA02	9	180

3.4.1.2.1 Admission Rules

Any of the following may be admitted by the *Senate* as a *candidate* for the Master of Arts in Clinical Psychology:

a) A Bachelor of Arts with Honours in Psychology, or a Bachelor of Science with Honours in Psychology, of this or any other university.

b) A Bachelor of Arts or a Bachelor of Arts in Education or a Bachelor of Science or a Bachelor of Science in Education of this or any other university who produces evidence to the satisfaction of the *Senate* of having pursued, for a period of at least two years subsequent to his/her *admission* to the Bachelor's *qualification*, a *course* of study or research in clinical psychology, and who has satisfied the *Senate* by means of a written *examination* that s/he has attained an Honours standard in applied psychology.

3.4.1.2.2 Progression Rules

3.4.1.2.2.1 Conditions for the Degree of Master by coursework and research report

a) A *candidate* must:

Present evidence to the satisfaction of the *Senate* that s/he has undertaken such work outside the University, submitted such reports thereon and participated in such other organised practical work during terms and vacations, in addition to her/his attendance at the prescribed *courses* of study and her/his participation in the work of the classes therein, as may be determined by the *Senate* in her/his case. If required by the *Senate*, present herself/himself for such *examination* or test, oral or written, in regard to the subject of her/his *research report* as the *Senate* may determine.

b) No *candidate* may repeat Part I of the *curriculum*.

A candidate shall not be admitted to Part II of the curriculum unless s/he has satisfied the requirements for Part I of the curriculum. If a candidate has failed to attain an adequate standard of professional competence to ethically be able to practice as a professional psychologist in the internship year, but has, in the opinion of the *Senate*, attained an acceptable standard in advanced study (passed academically but not professionally), s/he may be permitted by the *Senate* to change his/her registration to registration for the degree of Master of Arts.

3.4.1.2.3 Curricula

Note: Not all *courses* listed below will necessarily be offered in a given year. Please consult the relevant School for further information. Some fields may require the completion of practical work. *Courses* completed at the Honours or Postgraduate Diploma level may not be taken at the Masters level. The *curriculum* for the degree shall extend over not less than two *academic years* of full-time study and shall comprise Parts I and II, each part extending over not less than one *academic year* of full-time study.

Curriculum for Master of Arts in Clinical Psychology

Programme Code: ACA02		**NQF Exit Level: 9**	
Plan Code: APRACPS60		**NQF Credits: 180**	
Course Code	**Description**	**NQF Credits**	**NQF Level**
Part I			
PSYC7009A	Clinical Psychology I	90	9
Part II			
PSYC7035A	Clinical Psychology II (a twelve month internship at an approved institution)	0	9
Part III			
PSYC7036A	Research Report	90	9

3.4.1.4 Declaration rules

Declaration at commencement of studies for MA (Clinical Psychology); MA (Community-Based Counselling Psychology) and MA (Social Work in the field of Occupational Social Work) and in the field of School Social Work.

Prior to the commencement of clinical work/community-based counselling work/ advanced field practice in occupational social work/ **in the field of School Social Work**, a *candidate* shall be required to subscribe to the following declaration:

'As a candidate of clinical psychology/community based counselling psychology/social work of the University of the Witwatersrand, Johannesburg, I do solemnly declare:

'That I will not improperly divulge anything which I may learn or which may be disclosed to me in my capacity as a clinical psychology/ community based counselling psychology/social work/school social work candidate;

'And that during my postgraduate training as a clinical psychologist/community-based counselling psychologist/social worker I will conduct myself as becomes a candidate of the profession of clinical psychology/psychology/social work and uphold its reputation.'

Declaration by graduand for MA (Clinical Psychology); MA (Community Based Counselling Psychology) and MA (Social Work in the field of Occupational Social Work) and in the field of School Social Work.

Prior to the award of the degree, a *candidate* will be called upon to subscribe to the following declaration:

'As a graduand in clinical psychology/ community based counselling psychology/social work/school social work of the University of the Witwatersrand, Johannesburg, I do solemnly declare:

'That I will not improperly divulge anything I have learned in my professional capacity;

'That I will exercise my profession to the best of my knowledge and ability for the safety and welfare of all persons entrusted to my care and for the health and wellbeing of the community and I will not knowingly or intentionally do anything to their hurt or prejudice;

'And that in my relations with clients and colleagues I will conduct myself as becomes a member of the profession of clinical psychology/ counselling psychology/social work./school social work'

3.4.1.5 Completion Rules

In order to qualify for this degree, *candidates* must fulfil all of the requirements stipulated above.

3.4.1.5.1 The award of the degree of Master by *course*work and *research report* will be approved in straightforward cases by the Chairperson of the Graduate Studies Committee. A straightforward case is considered to meet the following criteria:

a) The *course*work marks fall broadly into the same range of pass, so that no discrepancy emerges, and both the internal and external examiners have awarded the *research report* a similar class of pass.

b) Only minor corrections to typographical and grammatical errors or minor flaws in referencing and presentation are required.

3.4.1.5.2 In all other cases, the examiners' reports will be received by an appropriately appointed panel of the Graduate Studies Committee for a decision in respect of the award of the degree.

3.4.1.5.3 If the discrepancy in marks is less than 15% the Chair of the Graduate Studies Committee may determine the final mark in consultation with senior academics.

3.4.1.5.4 If the discrepancy is more than 15%, an ad hoc committee shall be called, comprising either the Chair or one of the Vice-Chairs of the Graduate Studies Committee, the supervisor, and two other academics in the School. The mark agreed upon by the ad hoc committee shall be considered final.

3.4.1.6 Award with Distinction

3.4.1.6.1 The degree may be awarded with distinction if a *candidate* obtains at least 75% for both the *research report* and the aggregate of the *course*work.

3.4.1.6.2 Where a *candidate* obtained a mark of 75% or higher for either the *course*work component or the *research report*, the degree will not be awarded with distinction, but may be awarded with a first class pass in the appropriate component.

3.4.1.7 Master of Arts in Community-Based Counselling Psychology

Qualification Name	Programme Code	NQF Exit Level	NQF Credits
Master of Arts in Community Based Counselling Psychology	ACA03	9	180

3.4.1.7.1 Admission Rules

Any of the following may be admitted by the *Senate* as a *candidate* for the Master of Arts in Community-based Counselling Psychology:

a) A Bachelor of Arts with Honours in Psychology, or a Bachelor of Science with Honours in Psychology, of this or any other university.

b) A person who has passed *examinations* at any other university or institution which are, in the opinion of the *Senate*, of a standard equivalent to or higher than the *examinations* prescribed for any such *qualification* mentioned in (a) above.

c) A Bachelor of Arts or a Bachelor of Arts in Education or a Bachelor of Science or a Bachelor of Science in Education of this or any other university, who has satisfied the *Senate* or any other person that s/he is capable of satisfying the requirements for the *qualification*.

3.4.1.7.2 Progression Rules

3.4.1.7.2.1 Conditions for the Degree of Master by *course*work and *research report*

a) A *candidate* must: present evidence to the satisfaction of the *Senate* that s/he has undertaken such work outside the University, submitted such reports thereon and participated in such other organised practical work during terms and vacations, in addition to her/his attendance at the prescribed *course*s of study and her/his participation in the work of the classes therein, as may be determined by the *Senate* in her/his case. If required by the *Senate*, present himself/herself for such *examination* or test, oral or written, in regard to the subject of her/his *research report* as the *Senate* may determine.

b) The *curriculum* shall extend over not less than two years of full-time study.

c) Unless otherwise permitted by the *Senate*, in a case considered by it to be exceptional, a *candidate* may not repeat any *course* that s/he has failed at the first attempt.

d) No candidate may repeat Part I of the curriculum.

A candidate shall not be admitted to Part II of the curriculum unless s/he has satisfied the requirements for Part I of the curriculum. If a candidate has failed to attain an adequate standard of professional competence to ethically be able to practice as a professional psychologist in the internship year, but has, in the opinion of the Senate, attained an acceptable standard in advanced study (passed academically but not professionally), s/he may be permitted by the Senate to change his/her registration to registration for the degree of Master of Arts.

3.4.1.7.3 Curricula

Note: Not all *courses* listed below will necessarily be offered in a given year. Please consult the relevant School for further information. Some fields may require the completion of practical work. *Courses* completed at the Honours or Postgraduate Diploma level may not be taken at the Masters level.

Programme Code: ACA03	**NQF Exit Level: 9**
Plan Code: APRACOC60	**NQF Credits: 180**

Course Code	Description	NQF Credits	NQF Level
Part I			
PSYC7016A	Community-based Counselling	90	9
Part II			
PSYC7010A	Community-Based Counselling Psychology Internship	0	9
Part III			
PSYC7015A	Research Report	90	9

3.4.1.7.4 Declaration rules

Declaration at commencement of studies for MA(Clinical Psychology); MA(Community-Based Counselling Psychology) and MA(Social Work in the field of Occupational Social Work) and in the field of School Social Work.

Prior to the commencement of clinical work/community-based counselling work/ advanced field practice in occupational social work/ school social work, a *candidate* shall be required to subscribe to the following declaration:

'As a candidate of clinical psychology/community based counselling psychology/social work/school social work of the University of the Witwatersrand, Johannesburg, I do solemnly declare:

'That I will not improperly divulge anything which I may learn or which may be disclosed to me in my capacity as a clinical psychology/ community based counselling psychology/social work/school social work candidate;

'And that during my postgraduate training as a clinical psychologist/community-based counselling psychologist/social worker/school social work I will conduct myself as becomes a candidate of the profession of clinical psychology/psychology/social work and uphold its reputation.'

Declaration by graduand for MA(Clinical Psychology); MA(Community Based Counselling Psychology) and MA(Social Work in the field of Occupational Social Work) Research Report

Prior to the award of the degree, a *candidate* will be called upon to subscribe to the following declaration:

'As a graduand in clinical psychology/ community based counselling psychology/social work/school social work of the University of the Witwatersrand, Johannesburg, I do solemnly declare:

'That I will not improperly divulge anything I have learned in my professional capacity;

'That I will exercise my profession to the best of my knowledge and ability for the safety and welfare of all persons entrusted to my care and for the health and well being of the community and I will not knowingly or intentionally do anything to their hurt or prejudice;

'And that in my relations with clients and colleagues I will conduct myself as becomes a member of the profession of clinical psychology/ counselling psychology/social work/school social work.'

3.4.1.7.5 Completion Rules

In order to qualify for this degree, *candidates*must fulfil all of the requirements stipulated above.

3.4.1.7.5.1 The award of the degree of Master by *course*work and *research report* will be approved in straightforward cases by the Chairperson of the Graduate Studies Committee. A straightforward case is considered to meet the following criteria:

a) The *course*work marks fall broadly into the same range of pass, so that no discrepancy emerges, and both the internal and external examiners have awarded the *research report* a similar class of pass.

b) Only minor corrections to typographical and grammatical errors or minor flaws in referencing and presentation are required.

3.4.1.7.5.2 In all other cases, the examiners' reports will be received by an appropriately appointed panel of the Graduate Studies Committee for a decision in respect of the award of the degree.

3.4.1.7.5.3 If the discrepancy in marks is less than 15% the Chair of the Graduate Studies Committee may determine the final mark in consultation with senior academics.

3.4.1.7.5.4 If the discrepancy is more than 15%, an ad hoc committee shall be called, comprising either the Chair or one of the Vice-Chairs of the Graduate Studies Committee, the supervisor, and two other academics in the School. The mark agreed upon by the ad hoc committee shall be considered final.

3.4.1.7.6 Award with Distinction

3.4.1.7.6.1 The degree may be awarded with distinction if a *candidate* obtains at least 75% for both the *research report* and the aggregate of the *course*work.

3.4.1.7.6.2 Where a *candidate* obtained a mark of 75% or higher for either the *course*work component or the *research report*, the degree will not be awarded with distinction, but may be awarded with a first class pass in the appropriate component.

3.4.1.8 Master of Arts in Heritage

Qualification Name	Programme Code	NQF Exit Level	NQF Credits
Master of Arts in Heritage	ACA09 / ARA10	9	180

3.4.1.8.1 Admission Rules

Any of the following may be admitted by the *Senate* as a *candidate* for the Master of Art in Heritage:

a) A Bachelor of Arts with Honours, or a Bachelor of Arts in Theatre and Performance, or a Bachelor of Arts in Fine Arts, or a Bachelor of Music (four-year *curriculum*), or a Bachelor of Social Work (four-year *curriculum*) of the University.

b) A person who has passed *examinations* at any other university or institution which are, in the opinion of the *Senate*, of a standard equivalent to or higher than the *examinations* prescribed for the *qualification* mentioned in (a) hereof.

c) A Bachelor of Arts or a Bachelor of Arts in Education or a Bachelor of Science or a Bachelor of Science in Education of this or any other university, or any other person who has satisfied the *Senate* that s/he is capable of satisfying the requirements for the Master of Arts in Heritage.

d) By special permission of the *Senate*, a graduate of this or any other university who holds a *qualification*, which is normally taken over a period of at least four years.

3.4.1.5.2 Progression Rules

3.4.1.5.2.1 Conditions for the Degree of Master by research

A *candidate* must, after consultation with the supervisor, if there be one, present for the approval of the *Senate* a *dissertation* on a subject approved by the *Senate*, such *dissertation* to constitute both an application of the methods of research and some contribution to the advancement of knowledge in the subject chosen.

3.4.1.5.2.2 Conditions for the Degree of Master by *course*work and *research report*

A candidate must:

a) attend, perform the work of the class and, as the *Senate* determines, present himself/herself for *examination* in the *courses* prescribed, or present work in lieu thereof as may be required of him/her for *courses* prescribed in the syllabuses;

b) obtain *credit* in every *course* at the first attempt: Provided that, by permission of the *Senate* in a case considered by it to be exceptional, a *candidate* who has completed all but one of the *courses* may be permitted to repeat such a *course* the next time it is offered: Provided further that if the *candidate* again fails that *course*, her/his registration will be cancelled;

c) conduct, under the guidance of a supervisor appointed by the *Senate*, research on a topic approved by the *Senate* and submits a *research report* for the approval of the *Senate*;

d) if required by the *Senate*, present himself/herself for such *examination* or test, oral or written, in regard to the subject of her/his *Research Report* as the *Senate* may determine.

3.4.1.5.2.3 Exemption from courses for Master of Arts, and MA (Heritage)

The *Senate* may in circumstances considered by it to be exceptional time a *candidate* from, and grant *credit* in, any of the *courses* on grounds of her/his having obtained *credit* in the same or a similar *course*, either in the University or elsewhere: Provided such *credits* do not exceed one third of the total number of *courses* prescribed for the degree.

3.4.1.5.3 Curricula

Note: Not all *courses* listed below will necessarily be offered in a given year. Please consult the relevant School for further information. Some fields may require the completion of practical work. Courses completed at the Honours or Postgraduate Diploma level may not be taken at the Masters level.

Programme Code: ACA09	**NQF Exit Level: 9**
Plan Code: APRAHER60	**NQF Credits: 180**

Course Code	Description	NQF Credits	NQF Level
i)			
CPVC7036A	Public Culture	30	9
ii) Select two *courses:*			
ARCL7003A	Culture Resource Management	30	9
ARCL7007A	Archaeology and the Environment	30	9
AFRL7007A	Language and Culture	30	9
AFRT7013A	Orality, Literacy and Readership	30	9
AFRL7020A	Traditional Literature	30	9
AFRT7024A	20th Century Black Intellectual History	30	9
AFRT7011A	Imagining Public Culture and History in Southern Africa	30	9
AFRT7048A	Sentiment, Sensation and Feeling	30	9
ANTH7032A	African Ethnography	30	9
ANTH7021A	Theories of Culture	30	9
DRAA7007A	Film Studies: Representations of Identity	30	9
EDUC7041A	The Role of Public History and Heritage in Education	30	9
EDUC7066A	Heritage Education in Practice	30	9
ENGL7030A	Visual Literacy and the Role of Media in Education	30	9
FINA7012A	The Constructions of Contemporary South African Art	30	9
GEOG7026A	Tourism and Development	30	9

Course Code	Description	NQF Credits	NQF Level
GEOG7016A	Geographic Information Systems	30	9
GEOG7022A	Soil Erosion and Conservation	30	9
GEOG7023A	The Urban Experience of Johannesburg	30	9
GEOG7025A	Integrated Environmental Management/ Environmental Impact Assessment	30	9
CPVC7046A	Collections Management	30	9
CPVC7026A	African Art History	30	9
CPVC7027A	Postcolonial Art History	30	9
HIST7016A	Representations and Re-presentations in History	30	9
HIST7007A	Capitalism and the South African Countryside	30	9
HIST7025A	The Making of the South African Working Class	30	9
MDLL7024A	Locus of Paradoxes Mythical Past, Lost Present and Marginalised Space	30	9
SOCL7011A	Environmental Sociology	30	9
SOCL7040A	The Demography of Southern Africa	30	9
SOCL7041A	The Making of the South African Social Order	30	9
SOCL7044A	The South African City	30	9
SOSS7013A	Research Methods in the Social Sciences	30	9
SOSS7067A	The History and Politics of Identity in Pre-colonial South Africa	30	9
CPVC7035A	Curating Exhibitions: The Politics and Aesthetics of Display	30	9
CPVC7038A	Archives: Theory and Practice	30	9
WSOA7075A	Selected Topic in Heritage	30	9
WCPM7007A	Creativity, Culture and the Economy	30	9
IACS7006A	Digital Humanities	30	9
iii)			
CPVC7039A	Research Report	90	9

Note: The report comprises the critical presentation of independent work. The research report may be assessed in relation to creative work based on:

a) An exhibition or an installation of work; or

b) An exhibition curated by the *candidate*

3.4.1.5.4 Completion Rules

In order to qualify for this degree, *candidates*must fulfil all of the requirements stipulated above.

3.4.1.5.4.1 The award of the degree of Master by *course*work and *research report* will be approved in straightforward cases by the Chairperson of the Graduate Studies Committee. A straightforward case is considered to meet the following criteria:

a) The *course*work marks fall broadly into the same range of pass, so that no discrepancy emerges, and both the internal and external examiners have awarded the *research report* a similar class of pass.

b) Only minor corrections to typographical and grammatical errors or minor flaws in referencing and presentation are required.

3.4.1.5.4.2 In all other cases, the examiners' reports will be received by an appropriately appointed panel of the Graduate Studies Committee for a decision in respect of the award of the degree.

3.4.1.5.4.3 If the discrepancy in marks is less than 15% the Chair of the Graduate Studies Committee may determine the final mark in consultation with senior academics.

3.4.1.5.4.4 If the discrepancy is more than 15%, an ad hoc committee shall be called, comprising either the Chair or one of the Vice-Chairs of the Graduate Studies Committee, the supervisor, and two other academics in the School. The mark agreed upon by the ad hoc committee shall be considered final.

3.4.1.5.5 Award with Distinction

3.4.1.5.5.1 The degree may be awarded with distinction if a *candidate* obtains at least 75% for both the *research report* and the aggregate of the *course*work.

3.4.1.5.5.2 Where a *candidate* obtained a mark of 75% or higher for either the *course*work component or the *research report*, the degree will not be awarded with distinction, but may be awarded with a first class pass in the appropriate component.

3.4.1.9 Master of Arts in Social Work

Qualification Name	Programme Code	NQF Exit Level	NQF Credits
Master of Arts in Social Work	ACA17	9	180

3.4.1.6.1 Admission Rules

Any of the following may be admitted by the *Senate* as a *candidate* for the Master of Arts in Social Work, in the field of Occupational Social Work:

a) A Bachelor of Social Work (four year *curriculum*) of this or any other university, or a Bachelor of Social Work (or in the field of Social Work) with Honours of this or any other University or by permission of the *Senate*. A person who holds the Higher Diploma in Advanced Social Work Practice of this or any other university if it includes a *dissertation*.

b) A person accepted by virtue of having passed at any other university or institution such *examination*s as are, in the opinion of the *Senate*, equivalent to or higher than the *examination* prescribed for the Bachelor of Social Work (four-year *curriculum*).

c) *Students* have to register with the South African Council for Social Service Professions (SACSSP) as a social worker in order to register for SOCW7019. Alternatively if *students* are going to undertake their practical work in another country, they need to be registered as a social worker with the professional board of that country.

3.4.1.6.2 Progression Rules

Conditions for the Degree of Master in Social Work

A *candidate* shall:

a) conduct advanced studies, research and field training under the guidance of a supervisor, as may be determined by the *Senate*;

b) after consultation with the supervisor, (if there be one), present for the approval of the *Senate* a *research report* on a subject approved by the *Senate*, that constitutes both an application of the methods of research and a contribution to the advancement of knowledge in the subject;

c) a *candidate* shall not submit her/his *research report* for *examination* until the *Senate* is satisfied that s/he has attained a satisfactory standard in her/his independent studies and field training: Provided that, if the *Senate* is not satisfied that the *candidate* has attained such a standard, it may permit him/her to change her/his registration from the degree of Master of Arts in Social Work, in the field of Occupational Social Work to that of Master of Arts;

d) *not,* save in circumstances considered by the *Senate* to be exceptional, be permitted to repeat Part I of the *curriculum*, if she has failed to complete the requirements of Part I within two years.

3.4.1.6.3 Curricula

Note: Not all *courses* listed below will necessarily be offered in a given year. Please consult the relevant School for further information. Some fields may require the completion of practical work. *Courses* completed at the Honours or Postgraduate Diploma level may not be taken at the Masters level.

Curriculum for Master of Arts in the field of Occupational Social Work

Programme Code: ACA17	**NQF Exit Level: 9**
Plan Code: AFAOSCW61	**NQF Credits: 190**

Course code	Description	NQF Credits	NQF Level
i) Part-time students are required to register for the following curriculum:			
Part I			
SOCW7018A	Advanced Theory and Practice in Occupational Social work	30	9
SOCW7020A	Contextual Issues in Advanced Occupational Social Work	30	9
SOCW7029A	Advanced Field Practice in Occupational Social Work Part I	20	9
SOCW7023A	Occupational Social Work Research Report Part I	0	9
ii)Part-time *students* are required to register for the following *curriculum:*			
Part II			
SOCW7024A	Occupational Social Work Research Report Part II	90	9
SOCW7030A	Advanced Field Practice in Occupational Social Work Part II	20	9
iii) Full-time *students* are required to register for the following *curriculum:*			
SOCW7018A	Advanced Theory and Practice in Occupational Social Work	30	9
SOCW7020A	Contextual Issues in Advanced Occupational Social Work	30	9
SOCW7029A	Advanced Field Practice in Occupational Social Work Part I	20	9
SOCW7030A	Advanced Field Practice in Occupational Social Work Part II	20	9
SOCW7022A	Occupational Social Work Research Report	90	9

3.4.1.6.4 Declaration rules

Declaration at commencement of studies for MA (Clinical Psychology); MA (Community-Based Counselling Psychology) and MA (Social Work in the field of Occupational Social Work)

Prior to the commencement of clinical work/community-based counselling work/ advanced field practice in occupational social work, a *candidate* shall be required to subscribe to the following declaration:

'As a candidate of clinical psychology/community based counselling psychology/social work of the University of the Witwatersrand, Johannesburg, I do solemnly declare:

'That I will not improperly divulge anything which I may learn or which may be disclosed to me in my capacity as a clinical psychology/ community based counselling psychology/social work candidate;

'And that during my postgraduate training as a clinical psychologist/community-based counselling psychologist/social worker I will conduct myself as becomes a candidate of the profession of clinical psychology/psychology/social work and uphold its reputation.'

Declaration by graduand for MA (Clinical Psychology); MA (Community Based Counselling Psychology) and MA (Social Work in the field of Occupational Social Work)

Prior to the award of the degree, a *candidate* will be called upon to subscribe to the following declaration:

'As a graduand in clinical psychology/ community based counselling psychology/social work of the University of the Witwatersrand, Johannesburg, I do solemnly declare:

'That I will not improperly divulge anything I have learned in my professional capacity;

'That I will exercise my profession to the best of my knowledge and ability for the safety and welfare of all persons entrusted to my care and for the health and wellbeing of the community and I will not knowingly or intentionally do anything to their hurt or prejudice;

'And that in my relations with clients and colleagues I will conduct myself as becomes a member of the profession of clinical psychology/ counselling psychology/social work.'

3.4.1.6.5 Completion Rules

In order to qualify for this degree, *candidates* must fulfil all of the requirements stipulated above.

3.4.1.6.5.1 The award of the degree of Master by *course*work and *research report* will be approved in straightforward cases by the Chairperson of the Graduate Studies Committee. A straightforward case is considered to meet the following criteria:

a) The *course*work marks fall broadly into the same range of pass, so that no discrepancy emerges, and both the internal and external examiners have awarded the *research report* a similar class of pass.

b) Only minor corrections to typographical and grammatical errors or minor flaws in referencing and presentation are required.

3.4.1.6.5.2 In all other cases, the examiners' reports will be received by an appropriately appointed panel of the Graduate Studies Committee for a decision in respect of the award of the degree.

3.4.1.6.5.3 If the discrepancy in marks is less than 15% the Chair of the Graduate Studies Committee may determine the final mark in consultation with senior academics.

3.4.1.6.5.4 If the discrepancy is more than 15%, an ad hoc committee shall be called, comprising either the Chair or one of the Vice-Chairs of the Graduate Studies Committee, the supervisor, and two other academics in the School. The mark agreed upon by the ad hoc committee shall be considered final.

3.4.1.6.6 Award with Distinction

3.4.1.6.6.1 The degree may be awarded with distinction if a *candidate* obtains at least 75% for both the *research report* and the aggregate of the *course*work.

3.4.1.6.6. 2 Where a *candidate* obtained a mark of 75% or higher for either the *course*work component or the *research report*, the degree will not be awarded with distinction, but may be awarded with a first class pass in the appropriate component.

3.4.1.10 Master of Arts in Social Work in the field of School Social Work

Qualification Name	Programme Code	NQF Exit Level	NQF Credits
Master of Arts in Social Work in the field of School Social Work	ACA17	9	180

3.4.1.7.1 Admission Rules

Any of the following may be admitted by the *Senate* as a *candidate* for the Master of Arts in Social Work in the field of School Social Work:

a) A Bachelor of Social Work (four year curriculum) of this or any other university, or a Bachelor of Social Work (or in the field of Social Work) with Honours of this or any other University.

b) A person accepted by virtue of having passed at any other university or institution such examinations as are, in the opinion of the Senate, equivalent to or higher than the examination prescribed for the Bachelor of Social Work (four-year curriculum).

c) Candidates have to register with the South African Council for Social Service Professions (SACSSP) as a social worker in order to register for Advanced Field Instruction in School Social Work Part I and Part II. Alternatively, if candidates are going to undertake their field instruction work in another country, they need to be registered as a social worker with the professional board of the specific country.

3.4.1.7.2 Progression Rules

A *candidate* shall:

a) conduct independent studies, research and field training under the guidance of a supervisor as may be determined by the Senate.

b) after consultation with the supervisor, present for the approval of the Senate a research report on a subject approved by the Senate, that constitutes both an application of the methods of research and a contribution to the advancement of knowledge in the subject.

c) not submit his/her research for examination until the Senate is satisfied that s/he has achieved required competencies in his/her independent studies and field training. If a candidate has failed to attain such competencies, but has in the opinion of the Senate, attained an acceptable competency, s/he may be permitted by Senate to change her/his registration from the degree of Master of Arts in Social Work in the field of School Social Work to that of Master of Arts..

d) *not,* save in circumstances considered by the *Senate* to be exceptional, be permitted to repeat Part I of the *curriculum*, if s/he has failed to complete the requirements of Part I within two years.

3.4.1.7.3 Curricula

Programme Code: ACA17	NQF Exit Level: 9
Plan Code: AFASCWS62	NQF Credits: 180

Course code	Description	NQF Credits	NQF Level
Part I			
SOCW7033A	Advanced Theory and Practice in School Social Work	30	9
SOCW7034A	Contextual Issues in the field of School Social Work	30	9
SOCW7031A	Advanced Field Practice in School Social Work Part I	10	9
SOCW7035A	School Social Work Research Report Part I	10	9
Part II			
SOCW7032A	Advanced Field Practice in School Social Work Part II	20	9
SOCW7036A	School Social Work Research Report Part II	80	9

3.4.1.7.5 Completion Rules

In order to qualify for this degree, *candidates* must fulfil all of the requirements stipulated above.

3.4.1.7.5.1 The award of the degree of Master by *course*work and *research report* will be approved in straightforward cases by the Chairperson of the Graduate Studies Committee. A straightforward case is considered to meet the following criteria:

a) The *course*work marks fall broadly into the same range of pass, so that no discrepancy emerges, and both the internal and external examiners have awarded the *research report* a similar class of pass.

b) Only minor corrections to typographical and grammatical errors or minor flaws in referencing and presentation are required.

3.4.1.7.5.2 In all other cases, the examiners' reports will be received by an appropriately appointed panel of the Graduate Studies Committee for a decision in respect of the award of the degree.

3.4.1.7.5.3 If the discrepancy in marks is less than 15% the Chair of the Graduate Studies Committee may determine the final mark in consultation with senior academics.

3.4.1.7.5.4 If the discrepancy is more than 15%, an ad hoc committee shall be called, comprising either the Chair or one of the Vice-Chairs of the Graduate Studies Committee, the supervisor, and two other academics in the School. The mark agreed upon by the ad hoc committee shall be considered final.

3.4.1.11 Master of Arts in Speech Pathology

Qualification Name	Programme Code	NQF Exit Level	NQF Credits
Master of Arts in Speech Pathology	ACA05 / ARA06	9	180

3.4.1.8.1 Admission Rules

Any of the following may be admitted by the *Senate* as a *candidate* for the Master of Arts in Speech Pathology:

a) A Bachelor in Speech-Language Pathology of this or any other university.

b) A person who has passed *examination*s at any other university or institution which are, in the opinion of the *Senate*, of a standard equivalent to or higher than the *examination*s prescribed for the *qualification* mentioned in (a) hereof.

c) A Bachelor of Arts or a Bachelor of Arts in Education or a Bachelor of Science or a Bachelor of Science in Education of this or any other university, or any other person who has satisfied the *Senate* that s/he is capable of satisfying the requirements for the Master in Speech Pathology.

3.4.1.8.2 Progression Rules

3.4.1.7.2.1 Conditions for the Degree of Master by research

If a *candidate* fails to satisfy the requirements of the *programme*, the *Senate* may permit him/her to change her/his registration from that of Master of Arts in Audiology or Master of Arts in Speech Pathology to that of Master of Arts, in which event, the *candidate* will be deemed to have registered from the date s/he first registered for the Master's degree.

3.4.1.7.2.2 Conditions for the Degree of Master by *course*work and research report

A *candidate* must:

a) attend, perform the work of the class and, as the *Senate* determines, present himself/herself for *examination* in the *course*s prescribed, or present work in lieu thereof as may be required of him/her for *course*s prescribed in the syllabuses;

b) obtain *credit* in every *course* at the first attempt: Provided that, by permission of the *Senate* in a case considered by it to be exceptional, a *candidate* who has completed all but one of the *course*s may be permitted to repeat such a *course* the next time it is offered: Provided further that if the *candidate* again fails that *course*, her/his registration will be cancelled;

c) conduct, under the guidance of a supervisor appointed by the *Senate*, research on a topic approved by the *Senate* and submits a *research report* for the approval of the *Senate*;

d) if required by the *Senate*, present himself/herself for such *examination* or test, oral or written, in regard to the subject of her/his *research report* as the *Senate* may determine.

3.4.1.7.3 Curricula

Note: Not all courses listed below will necessarily be offered in a given year. Please consult the relevant School for further information. Some fields may require the completion of practical work. Courses completed at the Honours or Postgraduate Diploma level may not be taken at the Masters level.

Curriculum for Master of Arts in Speech Pathology

Programme Code: ACA05	**NQF Exit Level: 9**
Plan Code: APRASPA60	**NQF Credits: 180**

Course Code	Description	NQF Credits	NQF Level
i)			
SPPA7022A	Research Methodology	30	9
ii) Select two *courses:*			
SPPA7001A	Adult Language Pathology	30	9
SPPA7005A	Advances in Speech Pathology	30	9
SPPA7006A	Child Language Disorders	30	9
SPPA7007A	Clinical Ethics and Professional Issues	30	9
SPPA7008A	Communication Disorders in Bilingual Populations	30	9
SPPA7009A	Deafness Studies	30	9
SPPA7010A	Dysphagia	30	9
SPPA7011A	Early Intervention	30	9
SPPA7024A	Stuttering	30	9
Or by permission of the *Senate* with a cognate Masters level *course* offered by another discipline in the Faculty or another Faculty thatis a suitable alternative for the purpose of the degree			

Course Code	Description	NQF Credits	NQF Level
iii)			
SPPA7021A	Research Report	90	9

3.4.1.7.4 Completion Rules

In order to qualify for this degree, *candidates*must fulfil all of the requirements stipulated above.

3.4.1.7.4.1 The award of the degree of Master by *course*work and *research report* will be approved in straightforward cases by the Chairperson of the Graduate Studies Committee. A straightforward case is considered to meet the following criteria:

a) The *course*work marks fall broadly into the same range of pass, so that no discrepancy emerges, and both the internal and external examiners have awarded the *research report* a similar class of pass.

b) Only minor corrections to typographical and grammatical errors or minor flaws in referencing and presentation are required.

3.4.1.7.4.2 In all other cases, the examiners' reports will be received by an appropriately appointed panel of the Graduate Studies Committee for a decision in respect of the award of the degree.

3.4.1.7.4.3 If the discrepancy in marks is less than 15% the Chair of the Graduate Studies Committee may determine the final mark in consultation with senior academics.

3.4.1.7.4.4 If the discrepancy is more than 15%, an ad hoc committee shall be called, comprising either the Chair or one of the Vice-Chairs of the Graduate Studies Committee, the supervisor, and two other academics in the School. The mark agreed upon by the ad hoc committee shall be considered final.

3.4.1.7.5 Award with Distinction

3.4.1.7.5.1 The degree may be awarded with distinction if a *candidate* obtains at least 75% for both the *research report* and the aggregate of the *course*work.

3.4.1.7.5.2 Where a *candidate* obtained a mark of 75% or higher for either the *course*work component or the *research report*, the degree will not be awarded with distinction, but may be awarded with a first class pass in the appropriate component.

3.4.1.12 Master of Arts in Theatre and Performance

Qualification Name	Programme Code	NQF Exit Level	NQF Credit
Master of Arts in Theatre and Performance	ACA18 / ARA12	9	180

3.4.1.9.1 Admission Rules

Any of the following may be admitted by the *Senate* as a *candidate* for the Master of Arts in **Theatre and Performance**:

a) A Bachelor of Arts in Theatre and Performance or Dramatic Arts, or a Bachelor of Arts with Honours in Theatre and Performance or Dramatic Arts, of this or any other university.

b) A person accepted by virtue of having passed at any other university or institution such *examinations* as are, in the opinion of the *Senate*, equivalent to or higher than the *examinations* prescribed for either of the *qualifications* mentioned in (a) hereof.

3.4.1.9.2 Progression Rules

3.4.1.9.2.1 Conditions for the Degree of Master by research

A candidate shall:

a) conduct such research as the *Senate* may determine under the guidance of a supervisor;

b) after consultation with the supervisor (if there be one), present to the *Senate*, original practical work and to the satisfaction of the *Senate*. The research shall be regarded as 50% original practical work and 50% *dissertation*.

The *dissertation* shall include an analysis of the practical work presented. Such practical work shall, unless the *Senate* otherwise determines, be commenced on first registration for the degree. The practical work must be available for the scrutiny of the examiners at the time of the *examination* of the *dissertation*.

In addition, the *candidate* shall provide a permanent record of the practical work. S/he may achieve this purpose by submitting appropriate diagrams, photographs, transparencies, etc. together with each copy of the *dissertation*.

3.4.1.9.2.2 Conditions for the Degree of Master by course*work* and research report

A candidate must:

a) attend, perform the work of the class and, as the *Senate* determines, present himself/herself for *examination* in the *course*s prescribed, or present work in lieu thereof as may be required of him/her for *course*s prescribed in the syllabuses;

b) obtain *credit* in every *course* at the first attempt: Provided that, by permission of the *Senate* in a case considered by it to be exceptional, a *candidate* who has completed all but one of the *course*s may be permitted to repeat such a *course* the next time it is offered: Provided further that if the *candidate* again fails that *course*, her/his registration will be cancelled;

c) conduct, under the guidance of a supervisor appointed by the *Senate*, research on a topic approved by the *Senate* and submits a *research report* for the approval of the *Senate*;

d) if required by the *Senate*, present himself/herself for such *examination* or test, oral or written, in regard to the subject of her/his *research report* as the *Senate* may determine.

3.4.1.9.3 Curricula

Programme Code: ACA18	**NQF Exit Level: 9**
Plan Code: AFATAPR60	**NQF Credits: 180**

Course Code	Description	NQF Credits	NQF Level
i)			
WTAP7030A	Critical Practice: Revising Devising	30	9
WTAP7031A	Critical Practice: Performance	30	9
WTAP7032A	Radical Theatre Research	30	9
ii) Select the appropriate research component:			
WTAP7003A	Research Report	90	9
Or			
WTAP7004A	Research Report (part-time studies I)	0	9
WTAP7005A	Research Report (part-time studies II)	90	9

3.4.1.9.4 Completion Rules

In order to qualify for this degree, *candidates* must fulfil all of the requirements stipulated above.

3.4.1.9.4.1 The award of the degree of Master by *course*work and *research report* will be approved in straightforward cases by the Chairperson of the Graduate Studies Committee. A straightforward case is considered to meet the following criteria:

a) The *course*work marks fall broadly into the same range of pass, so that no discrepancy emerges, and both the internal and external examiners have awarded the *research report* a similar class of pass.

b) Only minor corrections to typographical and grammatical errors or minor flaws in referencing and presentation are required.

3.4.1.9.4.2 In all other cases, the examiners' reports will be received by an appropriately appointed panel of the Graduate Studies Committee for a decision in respect of the award of the degree.

3.4.1.9.4.3 If the discrepancy in marks is less than 15% the Chair of the Graduate Studies Committee may determine the final mark in consultation with senior academics.

3.4.1.9.4.4 If the discrepancy is more than 15%, an ad hoc committee shall be called, comprising either the Chair or one of the Vice-Chairs of the Graduate Studies Committee, the supervisor, and two other academics in the School. The mark agreed upon by the ad hoc committee shall be considered final.

3.4.1.9.5 Award with Distinction

3.4.1.9.5.1 The degree may be awarded with distinction if a *candidate* obtains at least 75% for both the *research report* and the aggregate of the *course*work.

3.4.1.9.5.2 Where a *candidate* obtained a mark of 75% or higher for either the *course*work component or the *research report*, the degree will not be awarded with distinction, but may be awarded with a first class pass in the appropriate component.

3.4.1.13 MA (Translation) or (Interpreting)

Qualification Name	Programme Code	NQF Exit Level	NQF Credit
Master of Arts in Translation/ Interpreting	ACA06 / ACA16	9	180

Admission Rules

Languages in which practical work is offered:

The practical work for the degree, in both the interpreting and translation fields, is normally offered in the following languages or combinations of those languages: Afrikaans, English, French, German, Italian, Northern Sotho, Portuguese, Russian, Spanish, , Setswana, isiXhosa, isiZulu or in any other language approved by the *Senate* from time to time.

Note: The University cannot guarantee practical work in all of these languages every year.

Any of the following may be admitted by the *Senate* as a *candidate* for the Master of Arts in Translation (field of Translation or Interpreting)

a) A Bachelor of Arts with Honours in Translation or Interpreting of this or any other university and who has satisfied the *Senate* that s/he is capable of satisfying the requirements for the *qualification*.

b) A person who has passed *examinations* at any other university or institution which are, in the opinion of the *Senate*, of a standard equivalent to or higher than the requirements prescribed in (i) above.

c) A Bachelor of Arts with Honours in a cognate discipline, who has satisfied the *Senate* that s/he possesses the skills and knowledge necessary to satisfy the requirements for the *qualification*. This includes proficiency in a minimum of two languages.

d) A *candidate* who registers for and successfully completes the degree of Master of Arts in Translation in the field of Translation or in the field of Interpreting may subsequently register for the other field in which s/he has not previously registered and may be exempted from attendance and *examination* and *credited* up to a maximum of 25% of those components of the *courses* that are common to the two fields.

1) In the field of Interpreting, a *candidate* is required to work in one of the following language combinations:

i) Interpreting from Language B (second language) and Language C (third language) into Language A (first language) and from Language A (first language) into Language B (second language).

ii) Interpreting from Language B (second language) into Language A (first language) and from Language A (first language) into Language B (second language).

2) In the field of Translation, a *candidate* is required to work in one of the following language combinations:

i) Translation from Language B (second language) and Language C (third language) into Language A (first language).

ii) Translation from Language B (second language) into Language A (first language) and from Language A (first language) into Language B (second language).

iii) Translation from Language B (second language) into Language A (first language).

3.4.1.10.2 Language Proficiency Definitions

Languages A, B and C may be defined as follows:

Language A: *Applicants* are expected to possess the ability to write and speak so fluently in this language that the expression of thought is structurally, grammatically and idiomatically correct, and to demonstrate the range of vocabulary common to a person who has received his or her education at university level in a country of that language.

Language B: *Applicants* are expected to possess the ability to understand fully the meaning of a text on a general subject in this language without the help of a dictionary or other references.

Language C: *Applicants* are expected to possess the ability to understand this language for translation or interpreting purposes, possibly with the help of dictionaries or other reference works.

In addition to obtaining a standard considered by the *Senate* to be satisfactory in any other major subject, a *candidate* shall be required to satisfy the *Senate*, by means of an entrance test, that s/he has the required level of proficiency in English and another Language recognised by the *Senate* for the purposes of the degree.

3.4.1.10.3 Progression Rules

Conditions for the Degree of Master by coursework and research report

A *candidate* must:

a) present evidence to the satisfaction of the *Senate* that s/he has undertaken such work outside the University, submitted such reports thereon and participated in such other organised practical work during *semesters* and vacations, in addition to her/his attendance at the prescribed *courses* of study and her/his participation in the work of the classes therein, as may be determined by the *Senate* in her/his case;

b) if required by the *Senate*, present himself/herself for such *examination* or test, oral or written, in regard to the subject of her/his translation project as the *Senate* may determine.

3.4.1.10.4 Curricula

Note: Not all courses listed below will necessarily be offered in a given year. Please consult the relevant School for further information. Some fields may require the completion of practical work. Courses completed at the Honours or Postgraduate Diploma level may not be taken at the Masters level.

Curriculum for Master of Arts in Translation

a) Fields of Study: Translation

Programme Code: ACA06	**NQF Exit Level: 9**
Plan Code: APRATRA60	**NQF Credits: 180**

Course Code	Description	NQF Credits	NQF Level
i) Select three courses:			
TRAN7073A	Advanced Practical Translation	30	9
TRAN7072A	Critical Approaches to Literary Translation	30	9
TRAN7071A	Research Topics in Translation Studies	30	9
TRAN7079A	Selected Topic in Translation Studies	30	9
Or by permission of the Senate with a cognate Masters level course offered by another discipline in the Faculty or another Faculty that s a suitable alternative for the purpose of the degree.			
ii)			
TRAN7006A	MA Translation Research Report	90	9
iii) Optional: Should a candidate, after completion of the coursework components, not have achieved a pass mark of 60% or above in Advanced Practical Translation, s/he will be required to complete the additional module below for a further semester to reach the required level for professional practice and to be awarded the degree.			
TRAN7085A	Professional Translation Practice	30	9

b) Field of study: Interpreting

Programme Code: ACA16	**NQF Exit Level: 9**
Plan Code: AFAINTR61	**NQF Credits: 180**

Course Code	Description	NQF Credits	NQF Level
i)			
TRAN7089A	Specialised Conference Interpreting Skills	30	9
TRAN7086A	Advanced Interpreting Practice	30	9
ii) Select one *course*:			
TRAN7087A	Professional Language Enhancement and Transcription and Report Writing	30	9
TRAN7088A	Research Topics in Interpreting Studies	30	9
Or by permission of the *Senate* with a cognate Masters level *course* offered by another discipline in the Faculty or another Faculty that is a suitable alternative for the purpose of the degree.			

Course Code	Description	NQF Credits	NQF Level
iii)			
TRAN7083A	MA Translation Research Report	90	9
Optional: Should a *candidate*, after completion of the coursework components, not have achieved a pass mark of 60% or above in(TRAN7086A) Advanced Interpreting Practice and (TRAN7089A) Specialised Conference Interpreting Skills, s/he will be required to complete (TRAN7088A) Professional Interpreting Practice for a further semester to reach the required level for professional practice and to be awarded the degree.			
TRAN7083A	Professional Interpreting Practice	30	9

3.4.2 General Masters Degrees

3.4.2.1 Master of Arts

Qualification Name	Programme Code	NQF Exit Level	NQF Credits
Master of Arts	ACA00 / ARA00	9	180

3.4.2.1.1 Admission Rules

Any of the following may be admitted as a *candidate* by the *Senate* under such conditions as it may determine if it is satisfied that s/he is qualified to undertake the proposed line of research or study:

a) A Bachelor of Arts with Honours, or a Bachelor of Arts in Theatre and Performance , or a Bachelor of Arts in Fine Arts, or a Bachelor of Music (four-year *curriculum*), or a Bachelor of Social Work (four-year *curriculum*), or a Bachelor of Social Work with Honours, or a Bachelor in Audiology or a Bachelors in Speech-Language Pathology, or a Bachelor of Philosophy, of the University.

b) A Bachelor of Arts, or a Bachelor of Social Work (four-year *curriculum*), or a Bachelor of Arts in Education, or a Bachelor of Arts in Fine Arts (Education), or a Bachelor of Music (Education), of this or any other University who either

   i) Has taken a further *qualification* in another faculty of the University, or

   ii) produces evidence to the satisfaction of the *Senate* of having pursued, for a period of at least two years subsequent to her/his *admission* to the Bachelor's *qualification*, a *course* of study or research in the subject in which s/he proposes to present her/his *dissertation* and who has satisfied the *Senate* by means of a written *examination* that s/he has attained an Honours standard in that subject.

c) A person accepted by virtue of having passed at any other university or institution such *examinations* as are, in the opinion of the *Senate*, equivalent to or higher than the *examinations* prescribed for the Bachelor of Arts with Honours of the University.

d) A person who is a Bachelor of Arts, or a Bachelor of Social Work (four-year *curriculum*), or a Bachelor of Arts in Education, or a Bachelor of Arts in Fine Arts (Education), or a Bachelor of Music (Education) of any other university, or has passed at another university or at an institution deemed by the *Senate* to be of university standing or at an institution specially recognised by the *Senate* for this purpose, such *examinations* as are, in the opinion of the *Senate*, equivalent to the *examinations* prescribed for the Bachelor of Arts of the University, and who has taken a further *qualification* in another faculty of the University, or produces evidence to the satisfaction of the *Senate* of having pursued, for a period of at least two years subsequent to her/his *admission* to the Bachelor's *qualification* or other *qualification*, a *course* of study or research in the subject in which s/he proposes to present her/his *dissertation*, and who has satisfied the *Senate* by means of a written *examination* that s/he has attained an Honours standard in that subject.

e) By special permission of the *Senate*, a graduate of this or any other University who holds a *qualification* in this or another faculty, which *qualification* is normally taken over a period of at least four years.

f) Any *course*s already taken at the honours level may not be repeated at the Masters level.

3.4.2.1.2 Master of Arts in the field of ICT Policy and Regulation (ACA15)

Any of the following may be admitted by the *Senate* as a *candidate* for the Master of Arts in the field of ICT Policy and Regulation:

a) A Bachelor degree with Honours

b) A Postgraduate Diploma or equivalent in the field of Information and Communication Technologies or similar cognate discipline achieved at a level that gives the *applicant* a reasonable chance of reaching the specified outcome

c) Three years' work experience in an appropriate field

d) Satisfactory completion of an *admission* test

3.4.2.1.3 Curricula

Note: Not all *course*s listed below will necessarily be offered in a given year. Please consult the relevant School for further information. Some fields may require the completion of practical work. *Course*s completed at the Honours or Postgraduate Diploma level may not be taken at the Masters level. The full-time degree of Master of Arts by *course*work and *research report* would normally extend over no less than 12 months and no more than 18 months (save by permission of *Senate*). The part-time degree would normally extend over not less than 24 months and no more than 36 months (save by permission of *Senate*).

3.4.2.1.4 Curriculum/Structure

Fields of study

a) A *candidate* must complete the *programme* in the field of study by completing three *course*s, plus a *Research Report*, subject to the following exceptions:

   i) In Applied Drama: Theatre in Education, Communities and Social Context, the Master's *programme* consists of five *course*s and a *Research Report*.

   ii) In the field of Applied Ethics for Professionals, the Master's *programme* consists of five *course*s and a *Research Report*.

   iii) In Drama Therapy the Master's *programme* consists of four *course*s and a *Research Report*.

   iv) In the field of ICT Policy and Regulation the Master's *programme* consists of three *course*s and a *Research Report*.

3.4.2.1.5 MA in a cognate field

The advanced study and research shall be in the subject in which the *candidate* has passed an Honours or equivalent *examination*: Provided that the *Senate* may permit a *candidate* to pursue such advanced study and research in a cognate *course*, in which event it may require her/him to attend such *course*s and to pass such *examination*s, oral or written or both, therein as it may determine. Unless otherwise permitted by the *Senate*, the minimum period of registration for a *candidate* who is required to complete such *course*work shall be two years.

3.4.2.1.6 Exemption from courses for Master of Arts, and MA (Heritage)

The *Senate* may in circumstances considered by it to be exceptional exempt a *candidate* from, and grant *credit* in, any of the *course*s on grounds of her/his having obtained *credit* in the same or a similar *course*, either in the University or elsewhere: Provided such *credit*s do not exceed one third of the total number of *course*s prescribed for the degree.

3.4.2.1.7 Select courses as laid out below

3.4.2.1.7.1 Master of Arts in the field of African Languages and Linguistics

A *candidate* who in the opinion of the *Senate* does not have a satisfactory background in Linguistics may be required to complete not more than two of the following:

a) Research Methods in African Languages I and II

b) Phonology and Morphology

c) Syntax

3.4.2.1.7.2 Master of Arts in the field of African Languages and Linguistics

Programme Code: ACA00	**NQF Exit Level: 9**
Plan Code: AFAAFLL60	**NQF Credits: 180**

Course Code	Description	NQF Credits	NQF Level
i)			
LING7004A	Advanced Morphology	30	9
ii) Select two *courses:*			
AFRL7002A	Advanced Phonology	30	9
AFRL7003A	Advanced Syntax	30	9
AFRL7025A	Approved topic in African Languages and Linguistics	30	9
AFRL7005A	Comparative and Historical Linguistics	30	9
AFRL7006A	Comparative Phonetics of South African Languages	30	9
AFRL7008A	Language Policy and Planning	30	9
AFRL7017A	Selected Topic in African Languages	30	9
AFRL7018A	Semantics	30	9
AFRL7020A	Traditional Literature	30	9
AFRL7021A	Translation	30	9
AFRL7024A	Advanced Alternative African Film Studies in Cinema and Television	30	9
Or by permission of the *Senate* with a cognate Masters level *course* offered by another discipline in the Faculty or another Faculty that s a suitable alternative for the purpose of the degree.			
iii)			
AFRL7010A	Research Report	90	9

3.4.2.1.7.3 Master of Arts in the field of African Literature

Programme Code: ACA00	**NQF Exit Level: 9**
Plan Code: AFAAFRT60	**NQF Credits: 180**

Course Code	Description	NQF Credits	NQF Level
i) Select three courses:			
AFRT7006A	African Popular Media and the Novel	30	9

Course Code	Description	NQF Credits	NQF Level
AFRT7007A	Canonical Writers and the Postcolonial Experience	30	9
AFRT7008A	Contemporary Trends in African Literature	30	9
AFRT7009A	Critical Approaches to African Literature	30	9
AFRT7012A	Memory, Violence and Representation in Africa	30	9
AFRT7013A	Orality, Literacy and Readership	30	9
AFRT7022A	Slavery and Literature	30	9
AFRT7024A	Twentieth Century Black Intellectual History	30	9
AFRT7025A	Narratives of the Indian Ocean	30	9
SLLS7008A	African Cinema	30	9
SLLS7018A	The History of the Book in Africa	30	9
AFRT7047A	Black Intellectual Traditions and Histories	30	9
AFRT7048A	Sentiment, Sensation and Feeling	30	9
ii)			
AFRT7003A	Research Report	90	9

3.4.2.1.7.4 Master of Arts in the field of Applied Drama: Theatre in Education, Communities and Social Context

Programme Code: ACA00	**NQF Exit Level: 9**
Plan Code: AFAAPPD60	**NQF Credits: 180**

Course Code	Description	NQF Credits	NQF Level
i)			
WDFL7015A	Drama Research	18	9
ii) Select *courses* yielding at least *72 credits*			
WDFL7008A	Critical Reflexive Practice in Applied Drama and Theatre A	18	9
WDFL7009A	Critical Reflexive Practice in Applied Drama and Theatre B	18	9
WTAP7034A	Theatre Studies and Performance Theory	30	9
WDFL7012A	Drama in Education	18	9
WDFL7013A	Theatre as Activism, Education and Therapy	18	9
WDFL7014A	Performance Ethnography	18	9
WDFL7016A	Building Democracy through Theatre-Making	38	9
Or by permission of the *Senate* with a cognate Masters level *course* offered by another discipline in the Faculty or another Faculty that is a suitable alternative for the purpose of the degree.			
iii)			
WDFL7005A	Research Report in Applied Drama	90	9

3.4.2.1.7.5 Master of Arts in the field of Anthropology

Programme Code: ACA00	NQF Exit Level: 9
Plan Code: AFAANTH60	NQF Credits: 180

Course Code	Description	NQF Credits	NQF Level
i)			
ANTH7032A	African Ethnography	30	9
ANTH7026A	Craft of Anthropology: Research Methods	30	9
ii) Select one *course from the following:*			
ANTH7001A	Anthropological Approaches to Culture	30	9
ANTH7002A	Anthropology and Development	30	9
ANTH7007A	Identity and Culture	30	9
ANTH7015A	Nationalism and Transformation	30	9
ANTH7016A	Performance Theory	30	9
ANTH7017A	Political and Legal Anthropology	30	9
ANTH7018A	Selected Topic in Social Anthropology	30	9
ANTH7024A	Medical Anthropology	30	9
ANTH7025A	Economic Anthropology	30	9
ANTH7027A	Ethnographic Analysis and Writing	30	9
ANTH7029A	Sociocultural Theory	30	9
ANTH7030A	The Place of 'Race' in Western Medicine	30	9
ANTH7031A	Art, Archives, Anthropology	30	9
SOCL7042A	The Sociology of Health and Illness	30	9
SOSS7101A	Current Epidemics in Africa	30	9
SOSS7025A	Identity, Movement and Control: Theories of Southern African Migration	30	9
SOSS7075A	Selected Topic in Social Science	30	9
CPVC7036A	Public Culture	30	9
ii) If a *candidate* has successfully completed ANTH4020A Theory, Data and Methods in Anthropology and ANTH4030A African Ethnography (BA Honours) s/he must take three *courses* from (ii) above instead of one *course*.			
iii)			
ANTH7033A	Research Report in Anthropology	90	9

Note: In addition, a *candidate* may elect to register for an Internship during the July vacation at an institution approved for this purpose by the *Senate* at and for a time determined by the Head of the School. Such a *candidate* may be required to complete a report, for which a proportion of the *research report*'s marks may be allocated. All *candidates* are required to attend a weekly seminar.

3.4.2.1.7.6 Master of Arts in the field of Applied Ethics for Professionals

Programme Code: ACA00	NQF Exit Level: 9
Plan Code: AFAAEFP60	NQF Credits: 180

Course Code	Description	NQF Credits	NQF Level
i)			
PHIL7034A	Methods of Applied Ethics	30	9
ii) Select four *courses* from the following:			
PHIL7026A	Social Justice	15	9
PHIL7027A	Morality and the Marketplace	15	9
PHIL7028A	Morality and the Law	15	9
PHIL7029A	Issues in Biomedical Ethics	15	9
PHIL7030A	Information and Privacy	15	9
PHIL7031A	Ethics and the Environment	15	9
PHIL7032A	Ethical Theory	15	9
PHIL7033A	Cultural Pluralism and Ethics	15	9
PHIL7035A	The Value of Life	15	9
PHIL7036A	Directed study on a further approved topic	15	9
PHIL7043A	Ethics and International Affairs	15	9
PHIL7044A	Ethics and the Philosophy of Artificial Intelligence	15	9
ii)			
PHIL7004A	Applied Ethics Research Report (part-time studies I)	0	9
PHIL7005A	Applied Ethics Research Report (part-time studies II)	90	9
Or by permission of the *Senate* with a cognate Masters level *course* offered by another discipline in the Faculty or another Faculty that is a suitable alternative for the purpose of the degree.			

3.4.2.1.7.7 Master of Arts in the field of Contemporary Curatorial Practice

Programme Code: ACA00	NQF Exit Level: 9
Plan Code: AFACCPR60	NQF Credits: 180

Course Code	Description	NQF Credits	NQF Level
i)			
CPVC7030A	Exhibition Histories	30	9
CPVC7035A	Curating Exhibitions	30	9
ii) Select one *course from the following:*			
CPVC7046A	Collections Management	30	9
CPVC7028A	Museum Education	30	9
FINA7016A	Curatorial as an Artistic Practice	30	9
FINA7012A	Construction of Contemporary South African Art	30	9

Course Code	Description	NQF Credits	NQF Level
CPVC7026A	African Art History	30	9
CPVC7027A	Postcolonial Art History	30	9
FINA7017A	Public Culture	30	9
CPVC7038A	Archive Theory and Practice Economy	30	9
WCPM7010A	Arts Marketing and Creative Markets		
WCPM7007A	Creativity, Culture and the Economy	30	9
Or by permission of the *Senate* with a cognate Masters level *course* offered by another discipline in the Faculty or another Faculty that is a suitable alternative for the purpose of the degree.			
iii) Select the appropriate research component:			
CPVC7042A	Research Report: Contemporary Curatorial Practice	90	9
Or			
CPVC7043A	Research Report Part A: Contemporary Curatorial Practice	0	9
CPVC7044A	Research Report Part B: Contemporary Curatorial Practice	90	9

3.4.2.1.7.8 Master of Arts in the field of Cultural Policy and Management

Programme Code: ACA00	**NQF Exit Level: 9**
Plan Code: AFACPMA60	**NQF Credits: 180**

Course Code	Description	NQF Credits	NQF Level
i)			
WCPM7008A	Cultural Policy and Leadership	30	9
ii) Select two *course from the following:*			
WSOA7015A	Media Management	30	9
WCPM7014A	Strategic Planning in the Arts	30	9
WCPM7010A	Arts Marketing and Creative Markets	30	9
WCPM7008A	Cultural Entrepreneurship	30	9
WCRW7001A	Heritage and Cultural Tourism Management	30	9
WCPM7007A	Creativity, Culture and the Economy	30	9
IACS7006A	Digital Humanities	30	9
Or by permission of the *Senate*, a cognate Masters level *course* offered by another discipline in the Faculty or another Faculty, if it is a suitable alternative for the purpose of the degree.			
iii) Select the appropriate research component:			
WCPM7011A	Cultural Policy and Management Research Report	90	9
Or			
WCPM7012A	Cultural Policy and Management Research Report (Part time year 1)	0	9
WCPM7013A	Cultural Policy and Management Research Report (Part time Year 2)	90	9

Course Code	Description	NQF Credits	NQF Level
Or by permission of the *Senate* with a *candidate* may register for any *research report* offered by the Faculty of Humanities that is deemed suitable for the purpose of the degree.			

3.4.2.1.7.9 Master of Arts in the field of Critical Diversity Studies

Programme Code: ACA00	NQF Exit Level: 9
Plan Code: AFACRIT60	NQF Credits: 180

Course Code	Description	NQF Credits	NQF Level
i)			
SOSS7073A	Critical Diversity Literacies	30	9
SOSS7074A	Theories of Diversity, Otherness and Difference	30	9
ii) Select one *course from the following:*			
AFRT7012A	Memory, Violence and Representation in Africa	30	9
AFRT7024A	20th Century Black Intellectual History	30	9
DRAA7007A	Representations of Identity	30	9
WTAP7009A	Gender Studies and Performance Education	30	9
EDUC7064A	Education in Developing Countries	30	9
EDUC7068A	Inclusive Education: Concepts, Issues and Strategies	30	9
PSYC7057A	Psychosocial Studies in Childhood and Youth	30	9
PSYC7058A	Psychosocial Studies in Gender	30	9
POLS7047A	Politics of Race, Representation and Memory	30	9
PSYC77056A	Critical Studies in Race, Racialisation and Racism	30	9
POLS7042A	Violence, Conflict, Identity and Transformation	30	9
POLS7043A	Debates in Feminism, Politics and Society	30	9
SOSS7086A	Methods for Critical Diversity Studies	30	9
WCRW7002A	Selected Topic in Writing	30	9
iii) Select the appropriate research component:			
SOCL7032A	Research Report	90	9
PSYC7022A	Research Report	90	9
EDUC7031A	Research Report	90	9
WFTV7004A	Research Report	90	9
JOMS7000A	Research Report	90	9
SOSS7010A	Research Report	90	9
Or by permission of the *Senate* with a cognate Masters level *course* offered by another discipline in the Faculty or another Faculty that is a suitable alternative for the purpose of the degree.			

3.4.2.1.7.10 Master of Arts in the field of Development Studies

Programme Code: ACA00	NQF Exit Level: 9
Plan Code: AFADSTU60	NQF Credits: 180

Course Code	Description	NQF Credits	NQF Level
i)			
SOSS7040A	Development Research Methods	30	9
SOCL7012A	Global Institutions and Economic Restructuring	30	9
ii) Select one *course* yielding at least 30 *credits*:			
ANTH7002A	Anthropology of Development and Population Displacement	30	9
ANTH7003A	Anthropology of Work Cultures	30	9
ANTH7032A	African Ethnography	30	9
SPSS7044A	Economics and Sociology of Development	30	9
HIST7007A	Capitalism and the Countryside	30	9
HIST7025A	The Making of Urban South Africa	30	9
INTR7074A	Conflict Prevention and Resolution in Africa	30	9
INTR7042A	The International Political Economy of Development	30	9
INTR7055A	African Human Security in an International Context	30	9
POLS7006A	Development Theories, Issues, Problems and Strategies	30	9
POLS7036A	The State in Africa: Democratisation and Crisis	30	9
POLS7053A	Political Thought	30	9
POLS7062A	Public Policy and Political Economy Analysis	30	9
SOCL7009A	Development of Ideology and Practice	30	9
SOCL7010A	Economic Sociology	30	9
SOCL7011A	Environmental Sociology	30	9
SOCL7013A	Globalisation, Social Policy and Social Planning	30	9
SOCL7015A	Labour Movements in Developing Societies	30	9
SOCL7036A	Selected Topic in Sociology	30	9
SOCL7039A	Social Transitions	30	9
SOCL7041A	The Making of the South African Social Order	30	9
SOCL7042A	The Sociology of Health and Illness	30	9
SOCL7043A	Land and Agrarian Reform in Southern Africa	30	9
SOCL7046A	Whiteness, Race and National Identity	30	9
SOCL7047A	Work and Industrial Relations	30	9
SOCL7048A	Labour in the Global Economy	30	9
SOCL7052A	Mineworkers and Mining: Migrancy, Power and Resistance	30	9
SOSS7006A	Institutional Reform, Poverty Reduction and Development	30	9

Course Code	Description	NQF Credits	NQF Level
SOSS7021A	Labour and Development	30	9
SOSS70784A	HIV/AIDS, Sexual and Reproductive Health in Social Context	30	9
Or by permission of the *Senate* with a cognate Masters level *course* offered by another discipline in the Faculty or another Faculty that is a suitable alternative for the purpose of the degree.			
iii)			
SOSS7041A	Research Report	90	9

3.4.2.1.7.11 Master of Arts in the field of Drama Therapy

Programme Code: ACA00	NQF Exit Level: 9
Plan Code: AFADRTH60	NQF Credits: 180

Course Code	Description	NQF Credits	NQF Level
i)			
WDFL7015A	Drama Research	18	9
WDFL7010A	Critical Reflexive Praxis in Drama Therapy A	18	9
WDFL7011A	Critical Reflexive Praxis in Drama Therapy B	18	9
WDFL7000A	Advanced Drama Therapy: Theory and Practice A	18	9
WDFL7001A	Advanced Drama Therapy: Theory and Practice B	18	9
ii)			
WDFL7002A	Research Report in Drama Therapy	90	9

3.4.2.1.7.12 Master of Arts in the field of eScience

Programme Code: ACA00	NQF Exit Level: 9
Plan Code: AFAESC60	NQF Credits: 180

Course Code	Description	NQF Credits	NQF Level
i)			
COMS7060A	Research Methods and Capstone Project in Data Science	15	9
COMS7055A	Data Privacy and Ethics	15	9
ii)			
SOSS7092A	Advanced Topics in Quantitative Social Research	30	9
Or			
SOSS7099A	Statistical Modelling for the Social Sciences and Humanities	15	9
SOSS7096A	Applied Data Science for the Social Sciences and Humanities	15	9
iii) Select *courses* from either a) or b)			

Course Code	Description	NQF Credits	NQF Level
a)			
SOSS7098A	Statistical Computing and Inference for the Social Sciences and Humanities	30	9
b) Or by permission of *Senate*, any combination of *courses* listed below, in the Master of Science *programme* in the field of eScience, yielding a minimum of 30 *credits*.			
COMS7047A	Adaptive Computation and Machine Learning	15	9
COMS7056A	Data Visualisation and Exploration	15	9
COMS7059A	Large Scale Computing Systems and Scientific Programming	15	9
COMS7057A	Large Scale Optimisation for Data Science	15	9
COMS7058A	Mathematical Foundations of Data Science	15	9
COMS7062A	Special Topics in Data Science	15	9
COMS7063A	Statistical Foundations of Data Science	15	9
SOSS7097A	Selected Topic in Data Science for the Social Sciences and Humanities	15	9
iii) Select Part A of the research in the first year of study and Part B of the research in your second year of study.			
SOSS7093A	E Science Research Report Part A	0	9
SOSS7094A	E Science Research Report Part B	90	9

3.4.2.1.7.13 Master of Arts in the field of Transnational Literary and Cultural Studies

Programme Code: ACA00	NQF Exit Level: 9
Plan Code: AFATLC60	NQF Credits: 180

Course Code	Description	NQF Credits	NQF Level
i)			
MDLL7059A	Comparative Postcolonialisms	30	9
ii) Select one *course* each from (a) and (b):			
a)			
MDLL7003A	A Sense of Space	30	9
MDLL7015A	Fantasy, Science Fiction and the Fiction of the Unreal	30	9
MDLL7024A	Locus of Paradoxes: Mythical Past, Lost Present and Marginalised Space	30	9
MDLL7039A	Selected Topic in European Literature	30	9
MDLL7044A	The Detective Story	30	9
MDLL7045A	The Heroine's Text	30	9
MDLL7046A	Turn of the Century Avant-Garde Movements	30	9
b)			
MDLL7005A	Baroque and Surrealism	30	9

Course Code	Description	NQF Credits	NQF Level
MDLL7016A	(Re) writing History	30	9
MDLL7027A	Power, Politics and the Stage	30	9
MDLL7039A	Selected Topic in European Literature	30	9
MDLL7043A	Social Change in the 19th Century Novel	30	9
MDLL7047A	Writing the City	30	9
iii)			
MDLL7011A	Research Report	90	9

3.4.2.1.7.14 Master of Arts in the field of French and Francophone Studies

Programme Code: ACA00	NQF Exit Level: 9
Plan Code: AFAFREN60	NQF Credits: 180

Course Code	Description	NQF Credits	NQF Level
i) Select three *courses* from the following:			
MDLL7006A	Business French	30	9
MDLL7055A	Selected Topic in French Language	30	9
MDLL7005A	Baroque and Surrealism	30	9
MDLL7049A	African Oral Tradition	30	9
MDLL7050A	Francophone African Literature	30	9
MDLL7051A	French and Information Technology	30	9
MDLL7052A	French Stylistics	30	9
MDLL7053A	Techniques of academic essay writing and methodology for literary research	30	9
MDLL7058A	Critical Writing in French	30	9
ii)			
MDLL7031A	Research Report	90	9

3.4.2.1.7.15 Master of Arts in the field of German Studies

Course Code	Description	NQF Credits	NQF Level
i) Select three courses:			
MDLL7056A	Re-Tracing the Past	30	9
MDLL7008A	Canonical Texts in German Literature	30	9
MDLL7009A	Contemporary German Literature	30	9
MDLL7017A	German Speaking Societies: Image and Reality	30	9
MDLL7018A	Images of the Other	30	9
MDLL7023A	Literature and Society	30	9

Course Code	Description	NQF Credits	NQF Level
MDLL7026A	Modernism and Postmodernism	30	9
MDLL7041A	Selected Topic in German Language and Literature	30	9
ii)			
MDLL7032A	Research Report	90	9

3.4.2.1.7.16 Master of Arts in the field of Health Demography

Programme Code: ACA00	NQF Exit Level: 9
Plan Code: AFAHDEM60	NQF Credits: 180

Course Code	Description	NQF Credits	NQF Level
i)			
SOSS7071A	Health Demography	30	9
SOSS7070A	Advanced Statistics for Demographic Survey and Analysis	30	9
Select either a) or b):			
a)			
SOCL7042A	The Sociology of Health and Illness	30	9
b)			
COMH7200A	Epidemiology for Health Researchers I; and	15	9
COMH7201A	Epidemiology for Health Researchers II; and	15	9
COMH7202A	Epidemiology for Health Researchers III	15	9
ii)			
SOSS7010A	Research Report	90	9

3.4.2.1.7.17 Master of Arts in the field of Health Sociology

Programme Code: ACA00	NQF Exit Level: 9
Plan Code: AFAHSOC60	NQF Credits: 180

Course Code	Description	NQF Credits	NQF Level
i)			
SOCL7050A	Advanced Research Methods	30	9
SOCL7042A	The Sociology of Health and Illness	30	9
SOSS7101A	Current Epidemics in Africa	30	9
Or by permission of the *Senate* with a cognate Masters level *course* offered by another discipline in the Faculty or another Faculty that s a suitable alternative for the purpose of the degree.			
ii)			
SOCL7056A	Research Report on an Approved Topic in Health Sociology	90	9

3.4.2.1.7.18 Master of Arts in the field of History

Programme Code: ACA00	NQF Exit Level: 9
Plan Code: AFAHIST60	NQF Credits: 180

Course code	Description	NQF Credits	NQF Level
i) Select three *courses* from the following:			
HIST7007A	Capitalism and the South African Countryside	30	9
HIST7008A	Civil War and Reconstruction in the United States	30	9
HIST7009A	Directed Readings in History	30	9
HIST7016A	Representations and Re-representations in History	30	9
HIST7022A	Rural Development	30	9
HIST7023A	Selected Topic in History	30	9
HIST7025A	The Making of Urban South Africa	30	9
HIST7026A	Themes in African-American History in the United States	30	9
HIST7028A	War and European Society in the 20th Century	30	9
HIST7030A	Oral and Documentary History: Theory and Practice	30	9
HIST7033A	Histories of the Global South	30	9
HIST7039A	The Environmental History of Africa	30	9
SOCL7042A	The Sociology of Health and Illness	30	9
SOSS7075A	Selected Topic in Social Science	30	9
ii)			
HIST7003A	Research Report	90	9

3.4.2.1.7.19 Master of Arts in the field of History and Film Documentary

Programme Code: ACA00	NQF Exit Level: 9
Plan Code: AFADHFD60	NQF Credits: 180

Course code	Description	NQF Credits	NQF Level
i) Select three *courses* from the following:			
HIST7007A	Capitalism and the South African Countryside	30	9
HIST7014A	Power, Protest and the Press: The History of the English Language Newspapers	30	9
HIST7016A	Representations and Re-representations in History	30	9
HIST7022A	Rural Development	30	9
HIST7023A	Selected Topic in History	30	9
HIST7025A	The Making of Urban South Africa	30	9
HIST7028A	War and European Society in the 20th Century	30	9
SOSS7065A	Southern Africa, AD 1000-1880	30	9

Course code	Description	NQF Credits	NQF Level
SOSS7067A	The History and Politics of Identity in Pre-Colonial South Africa	30	9
ii)			
HIST7019A	Research Report	90	9

Note: The *research report* must consist of:

a) a theoretical and methodological rationale;
b) a 10 000 word study of a particular historical episode or theme;
c) a documentary film script dealing with the above episode or theme containing all the visual, audio and interview data for a 26 minute documentary (7-8 000 words); and
d) a three to five minute film inserts covering one part of the documentary.

3.4.2.1.7.20 Master of Arts in the field of History of Art

Programme Code: ACA00	NQF Exit Level: 9
Plan Code: AFAHART60	NQF Credits: 180

Course code	Description	NQF Credits	NQF Level
i) Select three *courses* from the following:			
CPVC7026A	African Art History	30	9
CPVC7047A	Rewriting the Self	30	9
CVPC7024A	Writing Art's Histories	30	9
CPVC7048A	Selected Topic in the History of Art	30	9
CPVC7028A	Museum Education	30	9
CPVC7027A	Postcolonial Art History	30	9
CPVC7030A	Exhibitions Histories	30	9
CPVC7049A	Art and Science	30	9
CPVC7046A	Collections Management	30	9
CVPC7033A	Art and Technology	30	9
CVPC7034A	Representing Slavery	30	9
CPVC7036A	Public Culture	30	9
ii) Select the appropriate research component:			
CVPC7011A	Research Report	90	9
Or			
CVPC7012A	Research Report (part-time studies I)	0	9
CVPC7013A	Research Report (part-time studies II)	90	9

3.4.2.1.7.21 Master of Arts in the field of ICT Policy and Regulation

Programme Code: ACA15	NQF Exit Level: 9
Plan Code: AFAICTP61	NQF Credits: 180

Course Code	Description	NQF Credits	NQF Level
i)			
LINK7004A	Global Trends in ICT Policy, Law, Market Structures and Regulatory Reform	30	9
LINK7005A	ICT Infrastructure, Technologies, Resources, Applications and Innovation	30	9
LINK7006A	Research Methods in ICT Policy and Regulation	30	9
ii) Select the appropriate research component:			
LINK7000A	Research Report	90	9
Or			
LINK7001A	Research Report (part I)	0	9
LINK7002A	Research Report (part II)	90	9

3.4.2.1.7.22 Master of Arts in the field of Labour, Economic and Development Sociology

Programme Code: ACA00	NQF Exit Level: 9
Plan Code: AFALADE60	NQF Credits: 180

Course Code	Description	NQF Credits	NQF Level
i)			
SOCL7050A	Advanced IR Academic Literacy and Research Methodology	30	9
SOCL7010A	Economic Sociology	30	9
Or by permission of the Senate with a cognate Masters level course offered by Sociology, or by another discipline in the Faculty, or by another Faculty that is a suitable alternative for the purposes of the degree.			
ii) Select one *course from the following:*			
SOCL7002A	Advanced Social Research	30	9
SOCL7003A	African Labour Movements in Comparative Perspective	30	9
SOCL7007A	Biography and Society	30	9
SOCL7008A	Collective Action and Social Movements	30	9
SOCL7009A	Development as Ideology and Practice	30	9
SOCL7011A	Environmental Sociology	30	9
SOCL7012A	Global Institutions and Economic Restructuring	30	9
SOCL7013A	Globalisation, Social Policy and Social Planning	30	9
SOCL7014A	Human Rights and Power	30	9
SOCL7015A	Labour Movements in Developing Societies	30	9

Course Code	Description	NQF Credits	NQF Level
SOCL7051A	Militarisation and Development	30	9
SOCL7052A	Mineworkers and Mining: Migrancy, Power and Resistance	30	9
SOCL7036A	Selected Topic in Sociology	30	9
SOCL7039A	Social Transitions	30	9
SOCL7040A	The Demography of Southern Africa	30	9
SOCL7041A	The Making of the South African Social Order	30	9
SOCL7042A	The Sociology of Health and Illness	30	9
SOCL7043A	Land and Agrarian Reform in Southern Africa	30	9
SOCL7044A	The South African City	30	9
SOCL7046A	Whiteness, Race and National Identity		
SOCL7047A	Work and Industrial Relations	30	9
SOCL7048A	Work and Labour in the Global Economy	30	9
SOCL7049A	Lineages of Labour: The Social and Intellectual History of the Labour Movement	30	9
SOCL7054A	Key Issues in the Sociology of Development	30	9
SOSS7021A	Labour and Development	30	9
SOSS7025A	Identity, Movement and Control: Theories of Southern African Migration	30	9
SOSS7101A	Current Epidemics in Africa	30	9
Or by permission of the *Senate* with a cognate Masters level *course* offered by another discipline in the Faculty or another Faculty that is a suitable alternative for the purpose of the degree.			
iii)			
SOCL7022A	Research Report	90	9

3.4.2.1.7.23 Master of Arts in the field of Interactive Media Design

Programme Code: ACA00	**NQF Exit Level: 9**
Plan Code: AFAIMED60	**NQF Credits: 180**

Course Code	Description	NQF Credits	NQF Level
i)			
DIGA7006A	Applied Concepts in Digital Media	30	9
DIGA7005A	Professional Practice in Digital Arts: Digital Media	30	9
ii) Select one *course from the following:*			
DIGA7007A	Critical Debates in Digital Arts	30	9
DIGA7000A	Animation Studies	30	9
IACS7006A	Digital Humanities	30	9
iii) Select the appropriate research component:			

Course Code	Description	NQF Credits	NQF Level
Where appropriate practical work may comprise up to 50% of the report and the length of the written report will be adjusted accordingly.			
DIGA7002A	Research Report	90	9
Or			
DIGA7003A	Research Report (part-time studies I)	0	9
DIGA7004A	Research Report (part-time studies II)	90	9

3.4.2.1.7.24 Master of Arts in the field of International Relations

Programme Code: ACA00	NQF Exit Level: 9
Plan Code: AFAINTL60	NQF Credits: 180

Course Code	Description	NQF Credits	NQF Level
i) Select one *course from the following:*			
INTR7068A	Advanced IR Academic Literacy and Research Methodology	30	9
INTR7066A	Principles of Statistical Social Analysis	30	9
ii) Select two *courses* from the following:			
INTR7002A	Advanced International Political Economy	30	9
INTR7003A	Advanced International Security Studies	30	9
INTR7075A	Advanced Studies of Foreign Policies and Diplomatic Engagement	30	9
INTR7012A	Gender and Critical Theory in International Relations	30	9
INTR7073A	International Institutions and International Norms	30	9
INTR7017A	International Relations of the Asia Pacific Region	30	9
INTR7018A	International Relations Theory in the Post-Cold War Era	30	9
INTR7020A	Peace and Conflict in the Middle East	30	9
INTR7029A	Regional Studies: Europe, East and West	30	9
INTR7036A	Selected Topic in International Relations	30	9
INTR7038A	Special Topics in South African Policy	30	9
INTR7042A	The International Political Economy of Development	30	9
INTR7049A	Advanced Diplomacy and Negotiation	30	9
INTR7063A	International Organisations	30	9
INTR7064A	Comparative Peace Processes	30	9
INTR7065A	International Relations of Africa's Natural Resources	30	9
INTR7067A	Advanced International Relations Theory	30	9
INTR7069A	Africa and IR: Historical and Critical Perspectives	30	9
INTR7070A	Empire and the Crisis of Civilisation	30	9
INTR7071A	International Politics of Elections in Sub-Saharan Africa	30	9

Course Code	Description	NQF Credits	NQF Level
INTR7076A	The Role of the Media in International Relations	30	9
SOSS7102A	Data Science and Data Analysis for the Social Sciences and Humanities	30	9
INTR7074A	Conflict Prevention and Resolution in Africa	30	9
POLS7057A	Research Methods and Research Ethics in Political Studies	30	9
SOSS7069A	Institutions, Governance and Violence in Africa	30	9
iii)			
INTR7032A	Research Report	90	9

3.4.2.1.7.25 Master of Arts in the field of Italian Studies

Programme Code: ACA00	NQF Exit Level: 9
Plan Code: AFAITAL60	NQF Credits: 180

Course Code	Description	NQF Credits	NQF Level
i) Select one *course from the following:*			
MDLL7020A	Italian Post-modern and Experimental Literature	30	9
MDLL7025A	Modern Italian Narrative (19th and early 20th Century)	30	9
ii) Select two *courses* from the following:			
MDLL7004A	Applied Italian Language	30	9
MDLL7010A	Dante and the Middle-Ages	30	9
MDLL7019A	Italian Drama	30	9
MDLL7021A	Italian Women Writers	30	9
MDLL7022A	Italy: Image and Reality	30	9
MDLL7042A	Selected Topic in Italian Language and Literature	30	9
iii)			
MDLL7033A	Research Report	90	9

3.4.2.1.7.26 Master of Arts in the field of Journalism and Media Studies

Programme Code: ACA00	NQF Exit Level: 9
Plan Code: AFAJMED60	NQF Credits: 180

Course Code	Description	NQF Credits	NQF Level
i)			
JOMS7017A	Media and Society	30	9
ii) Select two *courses*:			
ENGL7038A	Travel Writing	30	9
JOMS7004A	Creating Media	30	9
JOMS7010A	Media Management	30	9

Course Code	Description	NQF Credits	NQF Level
JOMS7005A	Creative Writing for Journalists	30	9
JOMS7009A	Media Law and Ethics	30	9
JOMS7023A	Editing Media Texts	30	9
JOMS7011A	Online Journalism	30	9
JOMS7012A	Radio Journalism	30	9
JOMS7024A	Selected Topic: Journalism and Media Studies	30	9
JOMS7013A	Television Journalism	30	9
JOMS7014A	Financial Journalism	30	9
JOMS7015A	Advanced Financial Journalism	30	9
JOMS7025A	Theory and Methods in Media and Cultural Studies	30	9
JOMS7024A	Communication Policy and Regulation in Africa	30	9
JOMS7001A	Investigative Journalism A	30	9
JOMS7002A	Investigative Journalism B	30	9
JOMS7026A	Political Reporting	30	9
JOMS7028A	Radio Studies	30	9
JOMS7020A	The Story of Money	30	9
JOMS7018A	Advanced Journalism Writing Project	30	9
JOMS7021A	Digital Journalism A	30	9
JOMS7022A	Digital Journalism B	30	9
JOMS7027A	Communicating for Social Change	30	9
JOMS7029A	Photojournalism	30	9
JOMS7030A	Reporting on Children	30	9
JOMS7031A	South African Narrative Non-Fiction	30	9
JOMS7032A	South African Journalism History	30	9
Or by permission of the *Senate* with a cognate Masters level *course* offered by another discipline in the Faculty or another Faculty that is a suitable alternative for the purpose of the degree.			
iii)			
JOMS7000A	Research Report	90	9

3.4.2.1.7.27 Master of Arts in the field of Labour Policy and Globalisation

Programme Code: ACA00	**NQF Exit Level: 9**
Plan Code: AFAGLUL60	**NQF Credits: 180**

Course Code	Description	NQF Credits	NQF Level
Note: Compulsory courses can be substituted with the permission of the Senate with a cognate Masters level course offered by another discipline in the Faculty or another Faculty that is a suitable alternative for the purpose of the degree.			
i)			

Course Code	Description	NQF Credits	NQF Level
SOSS7021A	Labour and Development	30	9
SOCL7010A	Economic Sociology	30	9
ii) Select one *course from the following:*			
SOCL7002A	Advanced Social Research	30	9
SOCL7003A	African Labour Movements in Comparative Perspective	30	9
SOCL7007A	Biography and Society	30	9
SOCL7008A	Collective Action and Social Movements	30	9
SOCL7009A	Development as Ideology and Practice	30	9
SOCL7011A	Environmental Sociology	30	9
SOCL7012A	Global Institutions and Economic Restructuring	30	9
SOCL7013A	Globalisation, Social Policy and Social Planning	30	9
SOCL7014A	Human Rights and Power	30	9
SOCL7015A	Labour Movements in Developing Societies	30	9
SOCL7036A	Selected Topic in Sociology	30	9
SOCL7039A	Social Transitions	30	9
SOCL7040A	The Demography of Southern Africa	30	9
SOCL7041A	The Making of the South African Social Order	30	9
SOCL7042A	The Sociology of Health and Illness	30	9
SOCL7044A	The South African City	30	9
SOCL7046A	Whiteness, Race and National Identity	30	9
SOCL7047A	Work and Industrial Relations	30	9
SOCL7049A	Lineages of Labour: The Social and Intellectual History of the Labour Movement	30	9
SOCL7051A	Militarisation and Development	30	9
SOCL7052A	Mineworkers and Mining: Migrancy, Power and Resistance	30	9
iii)			
SOCL7022A	Research Report	90	9

3.4.2.1.7.28 Master of Arts in the field of Labour Policy and Globalisation

Note: This *joint degree programme* with the University of Kassel/Berlin School of Economics is only available to *candidates* who are part of this joint *programme*. The *research report* component is completed at the University of Kassel/Berlin School of Economics.

Programme Code: ACA00	**NQF Exit Level: 9**
Plan Code: AFAGLUL60	**NQF Credits: 180**

Course Code	Description	NQF Credits	NQF Level
i) Select three *courses* from the following:			

Course Code	Description	NQF Credits	NQF Level
SOCL7074A	Globalisation and the Welfare State	30	9
SOCL7073A	History of Trade Unions	30	9
SOCL7072A	Theories of International Political Economy	30	9
SOCL7071A	International Economics	30	9
SOCL7070A	Governance of the World Market, Institutions, Instruments and Experience	30	9
SOCL7069A	Introduction to Globalisation	30	9
SOCL7068A	Development Economics	30	9
SOCL7067A	Migration and Global Labour Markets	30	9
SOCL7066A	Governance of Service	30	9

3.4.2.1.7.29 Master of Arts in the field of Linguistics

Programme Code: ACA00	NQF Exit Level: 9
Plan Code: AFALING60	NQF Credits: 180

Course Code	Description	NQF Credits	NQF Level
i)			
LING7025A	Research Methods in Linguistics	30	9
ii) Select two *courses* from the following:			
LING7001A	Advanced Psycholinguistics	30	9
LING7003A	Advanced Historical Linguistic	30	9
LING7004A	Advanced Morphology	30	9
LING7005A	Advanced Phonology	30	9
LING7006A	Advanced Semantics	30	9
LING7007A	Advanced Sociolinguistics	30	9
LING7008A	Advanced Syntax	30	9
LING7022A	Advanced Language, Gender and Sexuality	30	9
LING7024A	Advanced Phonetics	30	9
LING7023A	Selected Topic	30	9
iii)			
LING7010A	Research Report	90	9

3.4.2.1.7.30 Master of Arts in the field of Literary Theory and Critical Practice

Programme Code: ACA00	NQF Exit Level: 9
Plan Code: AFALTCP60	NQF Credits: 180

Course Code	Description	NQF Credits	NQF Level
i)			

Course Code	Description	NQF Credits	NQF Level
JOMS7034A	Textualities: Theory and Practice	30	9
JOMS7035A	Subjectives: Theory and Practice	30	9
ii) Select one *course from the following:*			
WCRW7001A	Writing, Literature and Ethics	30	9
POLS7042A	Violence Conflict and Transformation	30	9
POLS7043A	Debates in Feminism, Politics and Society	30	9
iii)			
JOMS7033A	Research Report	90	9

3.4.2.1.7.31 Master of Arts in the field of Migration and Displacement

Programme Code: ACA00	NQF Exit Level: 9
Plan Code: AFAMIG60	NQF Credits: 180

Course Code	Description	NQF Credits	NQF Level
i)			
SOSS7082A	Introduction to Migration and Displacement	30	9
SOSS7026A	Logics and Methods of Inquiry for Forced Migration Research	30	9
ii) Select one *course from the following:*			
SOSS7088A	Migration, Mobility and Health in Southern Africa	30	9
SOSS7025A	Identity, Movement and Control: Theories of Southern African Migration	30	9
SOSS7083A	Critical Perspectives of Labour Migration and Livelihoods	30	9
SOSS7027A	Identity, Movement and Control: Theories of Southern African Migration	30	9
Or by permission of the *Senate* with a cognate Masters level *course* offered by another discipline in the Faculty or another Faculty that is a suitable alternative for the purpose of the degree.			
iii)			
SOSS7078A	Research Report on an Approved Topic in Migration and Displacement	90	9

3.4.2.1.7.32 Master of Arts in the field of Modern and Contemporary Literature

Programme Code: ACA00	NQF Exit Level: 9
Plan Code: AFAMEDI60	NQF Credits: 180

Course Code	Description	NQF Credits	NQF Level
i) Select three of the following *courses*:			
ENGL7001A	American Literature	30	9
ENGL7017A	Post-modern and Contemporary Literature	30	9

Course Code	Description	NQF Credits	NQF Level
ENGL7019A	Reading Paper	30	9
ENGL7022A	South African and Postcolonial Literature	30	9
ENGL7024A	Selected Topic in Modern and Contemporary Literature	30	9
ENGL7025A	The Modernist Novel	30	9
ENGL7027A	Theory of Literature	30	9
ii)			
ENGL7012A	Research Report	90	9

3.4.2.1.7.33 Master of Arts in the field of Organisational Psychology

Programme Code: ACA00	NQF Exit Level: 9
Plan Code: AFAPSYC65	NQF Credits: 180

Course Code	Description	NQF Credits	NQF Level
i)			
PSYC7038A	Advanced Organisational Psychology Four compulsory components: Organisational Theory, Workplace Counselling, Engineering Psychology, Organisational Multivariate Research Design and Analysis	90	9
ii)			
PSYC7002A	Research Report	90	9
The following is optional for *candidates* who intend to register with the Health Professions Council of South Africa (HPCSA):			
PSYC7063A	Internship in Organisational Psychology	0	9

3.4.2.1.7.34 Master of Arts in the field of Philosophy

Programme Code: ACA00	NQF Exit Level: 9
Plan Code: AFAPHIL60	NQF Credits: 180

Course Code	Description	NQF Credits	NQF Level
i) Select three of the following *courses*:			
PHIL7001A	Applied Ethics	30	9
PHIL7006A	Ethics	30	9
PHIL7007A	Mathematical Logic	30	9
PHIL7008A	Metaphysics	30	9
PHIL7010A	Philosophical Logic	30	9
PHIL7011A	Philosophy of Art	30	9
PHIL7012A	Philosophy of Language	30	9
PHIL7013A	Philosophy of Mind	30	9
PHIL7014A	Philosophy of Science	30	9

Course Code	Description	NQF Credits	NQF Level
PHIL7015A	Philosophy of Social Science	30	9
PHIL7021A	Select Authors	30	9
PHIL7022A	Select Schools of Philosophy	30	9
PHIL7023A	Select Topics in the History of Philosophy	30	9
PHIL7024A	Social and Political Philosophy	30	9
PHIL7025A	Theory of Knowledge	30	9
PHIL7042A	African Philosophy	30	9
ii)			
PHIL7018A	Research Report	90	9

3.4.2.1.7.35 Master of Arts in the field of Political Studies

Programme Code: ACA00	NQF Exit Level: 9
Plan Code: AFAPOLS60	NQF Credits: 180

Course Code	Description	NQF Credits	NQF Level
i) Select *courses* yielding 90 *credits*			
ARPL7044A	Community Participation in Urban Governance: Theories Discourses and Practices	20	9
POLS7060A	Afro-politics and Religion	30	9
SOSS7069A	Institutions, Governance and Violence in Africa	30	9
POLS7059A	An Introduction to Biopower	30	9
POLS7058A	Political Judgement	30	9
POLS7057A	Research Methods and Research Ethics in Political Studies	30	9
POLS7056A	Equality	30	9
POLS7054A	Contemporary Problems in Politics	30	9
POLS7053A	Political Thought	30	9
POLS7052A	Politics and Utopia	30	9
POLS7051A	The Politics of Slavery and Human Trafficking	30	9
POLS7050A	African Politics	30	9
POLS7049A	Democracy, Justice and Redistribution	30	9
POLS7047A	Politics of Race Representation and Memory	30	9
POLS7046A	Politics of Public Policy	30	9
POLS7045A	The Logic of Political Enquiry – Theory and Explanation	30	9
POLS7044A	Democratic Theory	30	9
POLS7042A	Violence, Conflict, Identity and Transformation	30	9
POLS7043A	Debates in Feminism, Politics and Society	30	9

Course Code	Description	NQF Credits	NQF Level
POLS7041A	Themes in South African Politics	30	9
POLS7040A	Classical Political Economy	30	9
POLS7011A	Gender Equality and Social Policy	30	9
POLS7030A	Selected Topic in Political Studies	30	9
POLS7036A	The State in Africa: Democratisation and Crisis	30	9
POLS7035A	The Politics of Non-racialism in South Africa	30	9
POLS7034A	The Politics of Genocide	30	9
POLS7033A	The Exceptional State: Fascism, Totalitarianism, Religious Fundamentalism	30	9
POLS7024A	Political Sociology of South Africa	30	9
POLS7010A	From Structuralism to Post-Marxism	30	9
POLS7006A	Development Theories, Issues, Problems and Strategies	30	9
POLS7061A	African Political Theory: Late 19th Century to the present	30	9
POLS7062A	Public Policy and Political Economy Analysis	30	9
POLS7063A	Decentralising the African State	30	9
POLS7064A	Comparative Political Theory	30	9
SOSS7013A	Research Methods in the Social Sciences	30	9
SOSS7075A	Selected Topic in Social Science	30	9
ii)			
POLS7013A	Research Report	90	9

3.4.2.1.7.36 Master of Arts in the field of Psychology

Programme Code: ACA00	NQF Exit Level: 9
Plan Code: AFAPSYC66	NQF Credits: 180

Course Code	Description	NQF Credits	NQF Level
i) Select three *courses* below; or a minimum of two *courses* and one *course* from ii):			
PSYC7058A	Psychosocial Studies in Gender	30	9
PSYC7033A	Selected Topic in Psychology	30	9
PSYC7057A	Psychosocial Studies in Childhood and Youth	30	9
PSYC7056A	Critical Studies in Race, Racialisation and Racism	30	9
PSYC7054A	Language and Thought	30	9
PSYC7055A	Advanced Cognitive Neuroscience	30	9
Or by permission of the *Senate* with a cognate Masters level *course* offered by another discipline in the Faculty or another Faculty that is a suitable alternative for the purpose of the degree.			
ii) If two *courses* were selected in i) then select one *course* below:			
PSYC7025A	Multivariate Research Design and Analysis	30	9
PSYC7026A	Programme Evaluation	30	9

Course Code	Description	NQF Credits	NQF Level
PSYC7027A	Qualitative Methods	30	9
PSYC7032A	Research in Context	30	9
AFTR7026A	Selected Topic in Publishing, when offered	30	9
iii)			
PSYC7022A	Research Report	90	9

Note: For information on the field of Education Psychology refer to the Education Rules and Syllabus booklet

3.4.2.1.7.37 Master of Arts in the field of Social and Psychological Research

Programme Code: ACA00	NQF Exit Level:9
Plan Code: AFASOPS60	NQF Credits: 180

Course Code	Description	NQF Credits	NQF Level
i)			
PSYC7025A	Multivariate Research Design and Analysis	30	9
PSYC7027A	Qualitative Methods	30	9
PSYC7032A	Research in Context	30	9
Or by permission of the *Senate* with a cognate Masters level *course* offered by another discipline in the Faculty or another Faculty that is a suitable alternative for the purpose of the degree.			
ii)			
PSYC7022A	Research Report	90	9
The following is optional for *candudates* who intend to register with the Health Professions Council of South Africa (HPCSA):			
PSYC7064A	Internship in Research Psychology	0	9

3.4.2.1.7.38 Master of Arts in the field of Publishing Studies

Programme Code: ACA00	NQF Exit Level: 9
Plan Code: AFAPUBS60	NQF Credits: 180

Course Code	Description	NQF Credits	NQF Level
i) For *candidates*who have completed Honours in the field of Publishing Studies, select three *course*s:			
a)			
AFRT7040A	Evolving Forms of Publishing	30	9
AFRT7038A	Advanced Copyediting and Manuscript Preparation	30	9
AFRT7046A	Advanced Digital and Multimedia Publishing	30	9
AFRT7039A	Selected Topic in Publishing Studies	30	9
Or by permission of the *Senate* with a cognate Masters level *course* offered by another discipline in the Faculty or another Faculty that is a suitable alternative for the purpose of the degree.			

Course Code	Description	NQF Credits	NQF Level
b) For *candidates*who have completed Honours in a field other than Publishing Studies, select three *courses*.			
ii)			
.AFRT7042A	Context for Publishing	30	9
AFRT7035A	Preparing Manuscript for Production	30	9
AFRT7036A	Marketing and Sales for Publishing	30	9
AFRT7037A	Acquisition, Commissioning and Finance for Publishing	30	9
AFRT7041A	Publishing Management and Finances	30	9
iii) Select this mandatory *course:*			
AFRT7034A	Research Report	90	9

3.4.2.1.7.39 Master of Arts In the field of Social Development

Programme Code: ACA00	NQF Exit Level: 9
Plan Code: AFASDEV60	NQF Credits: 180

Course Code	Description	NQF Credits	NQF Level
i)			
SOCW7013A	Social Development	30	9
SOCW7014A	Social Policy	30	9
SOCW7015A	*Programme* Design and Management	30	9
Or by permission of the *Senate* with a cognate Masters level *course* offered by another discipline in the Faculty or another Faculty that is a suitable alternative for the purpose of the degree.			
ii) Select the appropriate research component:			
SOCW7017A	Research Report	90	9
Or			
SOCW7027A	Social Development Research Report Part I (PT)	0	9
SOCW7028A	Social Development Research Report Part II (PT)	90	9

3.4.2.1.7.40 Master of Arts in the field of Sociology

Programme Code: ACA00	NQF Exit Level: 9
Plan Code: AFASOCL60	NQF Credits: 180

Course Code	Description	NQF Credits	NQF Level
i)			
SOCL7050A	Advanced Research Methods	30	9
ii) Select two *courses* from the following:			
SOCL7051A	Militarisation and Development	30	9
SOCL7052A	Mineworkers and Mining: Migrancy, Power and Resistance	30	9

Course Code	Description	NQF Credits	NQF Level
SOCL7002A	Advanced Social Research	30	9
SOCL7007A	Biography and Society	30	9
SOCL7008A	Collective Action and Social Movements	30	9
SOCL7009A	Development as Ideology and Practice	30	9
SOCL7010A	Economic Sociology	30	9
SOCL7011A	Environmental Sociology	30	9
SOCL7012A	Global Institutions and Economic	30	9
SOCL7013A	Globalisation, Social Policy and Social Planning	30	9
SOSS7028A	Human Rights and Power: A Contextual Approach	30	9
SOCL7015A	Labour Movements in Developing Societies	30	9
SOCL7036A	Selected Topic in Sociology	30	9
SOCL7039A	Social Transitions	30	9
SOCL7040A	The Demography of Southern Africa	30	9
SOCL7041A	The Making of the South African Social Order	30	9
SOCL7042A	The Sociology of Health and Illness	30	9
SOCL7044A	The South African City	30	9
SOCL7046A	Whiteness, Race and National Identity	30	9
SOCL7047A	Work and Industrial Relations	30	9
SOCL7049A	Lineages of Labour: The Social and Intellectual History of the Labour Movement	30	9
SOCL7054A	Key Issues in the Sociology of Development	30	9
SOSS7025A	Identity, Movement and Control: Theories of Southern African Migration	30	9
ARPL7044A	Community Participation in Urban Governance: Theories Discourses and Practices	20	9
SOSS7075A	Selected Topic in Social Science	30	9
Or by permission of the *Senate* a cognate Masters level *course* offered by the University, or offered by Sociology or by another discipline in the Faculty or another Faculty that is a suitable alternative for the purpose of the degree.			
iii)			
SOCL7032A	Research Report	90	9

3.4.2.1.7.51.2 Completion Rules

a) A *candidate* will complete no fewer than three *courses*. Each candidate's selection of *courses* will be subject to the approval of the *Senate*.

b) A *candidate* will also complete a research proposal that is normally between 3000-4000 words in length and a *research report* that normally does not exceed 25,000 words in length, according to guidelines specified by the School.

c) A *candidate* shall normally be required to conduct her/his research in an area related to her/his *course*work and where there is expertise among appropriately qualified supervisors within the Faculty. A supervisor shall be appointed by the *Senate*. The duties of the supervisor are as set out in section 4 of the Faculty Standing Orders for the Degree of Doctor of Philosophy and the Degree of Master by Research and in the *Senate* Standing Orders for Higher Degrees.

d) The research proposal shall be prepared in accordance with the Faculty Standing Orders for the Degree of Doctor of Philosophy and the Degree of Master by Research.

e) The proposal shall be submitted for approval before the end of July of the first year of study for full-time *candidates*and before the end of March in the second year of study for part-time candidates. The proposal shall be submitted in both hardcopy and electronic form. Under exceptional circumstances an extension for submission of the proposal may be granted by the Faculty of Humanities, where endorsed by the supervisor.

f) The award of the degree of Master by *course*work and *research report* will be approved in straightforward cases by the Chairperson of the Graduate Studies Committee. A straightforward case is considered to meet the following criteria:

Where the *course*work marks fall broadly into the same range of pass, so that no discrepancy emerges, and both the internal and external examiners have awarded the *research report* a similar class of pass; AND only minor corrections to typographical and grammatical errors or minor flaws in referencing and presentation are required.

In all other cases, the examiners' reports will be received by an appropriately appointed panel of the Graduate Studies Committee for a decision in respect of the award of the degree; if the discrepancy in marks is less than 15% the Chair of the Graduate Studies Committee may determine the final mark in consultation with senior academics. If the discrepancy is more than 15%, an ad hoc committee shall be called, comprising of the Chair of the Graduate Studies Committee, the supervisor, and two senior academics within the Faculty of Humanities. The mark agreed upon by the ad hoc committee shall be considered final.

3.4.2.1.7.51.3 Award with Distinction

The award of the degree of Master by *course*work and *research report* will be approved in straightforward cases by the Chairperson of the Graduate Studies sub-Committee in Education. A straightforward case is considered to meet the following criteria:

Where the aggregate for the consolidated *course*work component is 75% or higher, and both examiners have given the *research report* a mark of 75% or higher, the degree shall be awarded 'WITH DISTINCTION'.

3.4.3 Masters Degrees by Research

Qualification name	Programme Code	NQF Exit Level	NQF credits
Master of Arts in Audiology	ARA02	9	180
Master of Arts in Fine Art	ARA09	9	180
Master of Arts in Heritage	ARA10	9	180
Master of Music	ARA11	9	180
Master of Arts in Social Work	ARA05	9	180
Master of Arts in Speech Pathology	ARA06	9	180
Master of Arts in Theatre and Performance	ARA12	9	180
Master of Arts in Translation	ARA079	9	180

3.4.3.1 Admission Rules

Candidates admitted by the *Senate* for the Master of Art by Research:

An *applicant* who meets the minimum *qualifications* for *admission* to a higher degree may be permitted to register for the degree on the recommendation of the *Senate* concerned.

Senate is under no obligation to recommend the *admission* of any person who wishes to undertake research for a higher degree; the fact that an *applicant* may be qualified for *admission* in terms of the rules is not in itself a ground for *admission*. Only those *applicants* found to be satisfactory in all respects, and for whom suitable qualified supervisors can be found, would be recommended to the Graduate Studies Committee.

No *student* shall be admitted without a supervisor.

3.4.3.2 Progression Rules

3.4.3.2.1 Conditions for the Degree of Master in Social Work by Research

Conditions for the Degree of Master by research

A *candidate* shall:

a) conduct advanced studies, research and field training under the guidance of a supervisor, as may be determined by the *Senate*;

b) after consultation with the supervisor, (if there be one), present for the approval of the *Senate* a *dissertation* on a subject approved by the *Senate*, that constitutes both an application of the methods of research and a contribution to the advancement of knowledge in the subject;

c) a *candidate* shall not submit her/his *dissertation* for *examination* until the *Senate* is satisfied that s/he has attained a satisfactory standard in her/his independent studies and field training: Provided that, if the *Senate* is not satisfied that the *candidate* has attained such a standard, it may permit him/her to change her/his registration from the degree of Master of Arts in Social Work, in the field of Occupational Social Work to that of Master of Arts;

d) *not,* save in circumstances considered by the *Senate* to be exceptional, be permitted to repeat Part I of the *curriculum*, if she has failed to complete the requirements of Part I within two years.

3.4.3.2.2 Conditions for the Degree of Master by Research with practical components

a) A *candidate* shall conduct such research as the *Senate* may determine under the guidance of one (or two, where deemed appropriate) supervisor(s).

b) After consultation with the supervisor(s), the *candidate* shall present original practical work and a *dissertation* to the satisfaction of the *Senate*. The research shall comprise 50% original practical work and 50% *dissertation*.

The *dissertation* shall, include an analysis of the practical work presented. The *candidate* must commence such practical work/creative research without delay after first registering for the degree. A permanent record of the practical work must be available for the scrutiny of the examiners at the time of the *examination* of the *dissertation*. The *candidate* may achieve this purpose by submitting appropriate diagrams, photographs, scripts, videos, audio recording devices or any other mode of recording, together with each copy of the *dissertation*.

Conditions for the Degree of Master by research

A *candidate* shall pursue such research as the *Senate* may determine under the guidance of one (or two, where appropriate) supervisor(s).

The research shall comprise 50% original creative practical work and 50% *dissertation*.

The *dissertation* must include an analysis of the practical work. Such practical work shall, unless the *Senate* otherwise determines, commence only on first registration for the *programme*.

A permanent record of the practical work must be available for the scrutiny of the examiners at the time of the *examination* of the *dissertation*. This may be achieved by presenting records such as scores and audio and video recordings, together with each copy of the *dissertation*.

3.4.3.2.3 Completion Rules

a) Where both examiners recommend that the degree is awarded.

b) Where both examiners recommend that the degree is awarded "WITH DISTINCTION".

c) Only the correction of minor errors is required, e.g. typographical mistakes, omissions from the list of references or the rewriting of certain sentences.

d) In all other cases, the Chair of the Graduate Studies Committee shall recommend to the executive members of the Graduate Studies Committee that the award of the degree be considered. In the case of unfavourable reports, the Chair of the Graduate Studies Committee shall set in motion the appointment of an ad hoc committee according to the procedures laid down in the *Senate* Standing Orders on Higher Degrees.

3.4.3.2.4 Award with Distinction

a) In straightforward cases where the examiners of a *dissertation* for the degree of Master unanimously recommend the award of the degree with distinction, the Chair of the Graduate Studies Committee may approve the award of the degree with distinction.

b) In other cases, where only one examiner recommends the award of the degree with distinction, the Chair of the Graduate Studies Committee may solicit comment from the examiner/s and/or convene an ad hoc committee. She/he shall then forward a recommendation to the executive members of the Graduate Studies Committee for the award of the degree with or without distinction.

3.4.3.3 Master of Music by Research

3.4.3.3.1 Admission Rules

Any of the following may be admitted by the *Senate* as a *candidate* for the Master of Music under such conditions as it may determine if it is satisfied that s/he is qualified to undertake the proposed line of research or study

A Bachelor of Music of the University or a Bachelor of Arts with Honours in a subject approved by the *Senate*, of this or any other University.

A Bachelor of Music (Education) of this or any other University who produces evidence to the satisfaction of the *Senate* of her/his ability to fulfill the requirements for the *qualification*.

A person accepted by virtue of having passed at any other university or institution such e*xaminations* as are, in the opinion of the *Senate*, equivalent to or higher than the e*xaminations* prescribed for the Bachelor of Music of the University.

3.4.4 General Masters Degrees by Research

Qualification Name	Programme Code	NQF Exit Level	NQF Credits
Master of Arts by Research	ARA00	9	180

3.4.4.1 Admission Rules

Candidates admitted by the *Senate* for the Master of Arts by Research:

An *applicant* who meets the minimum *qualifications* for *admission* to higher degree may be permitted to register for the degree on the recommendation of the *Senate*. *Senate* is under no obligation to recommend the *admission* of any person who wishes to undertake research for a higher degree; the fact that an *applicant* may be qualified for *admission* in terms of the rules is not in itself a ground for *admission*. Only those *applicants* found to be satisfactory in all respects, and for whom suitable qualified supervisors can be found, should be recommended to the Graduate Studies Committee. No *student* shall be admitted without a supervisor.

Candidates applying to the Drama for Life *programme*, following the traditional doctoral route or the PhD by creative work route, are required to include arts based research methods *course*s provided by the department.

Applicants the Master of Arts by Research in Drama for Life:

a) Shall be interview by a panel of Drama for Life before acceptance into the programme.

b) Candidates who have a recognised Honours degree or can provide extensive recognition of prior learning based on work experience and age will be eligible to pursue this degree. A minimum of 65% academic aggregate is needed to apply. Students who qualify as RPL will follow Faculty of Humanities principles and processes pertaining to RPL candidates for MA by Research.

c) Drama Research (WDFL7015A) is a prerequisite for the MA by Research in Drama for Life.

3.4.3.2 Progression Rules

3.4.3.2.1 Conditions for the Degree of Master by Research with practical components

a) A *candidate* shall conduct such research as the *Senate* may determine under the guidance of one (or two, where deemed appropriate) supervisor(s).

b) After consultation with the supervisor(s), the *candidate* shall present original practical work and a *dissertation* to the satisfaction of the *Senate*. The research shall comprise 50% original practical work and 50% *dissertation*.

The *dissertation* shall, include an analysis of the practical work presented. The *candidate* must commence such practical work/creative research without delay after first registering for the degree. A permanent record of the practical work must be available for the scrutiny of the examiners at the time of the *examination* of the *dissertation*. The *candidate* may achieve this purpose by submitting appropriate diagrams, photographs, scripts, videos, audio recording devices or any other mode of recording, together with each copy of the *dissertation*.

3.4.4.2.2 Conditions for the Degree of Master by research

A *candidate* shall:

Pursue such research as the *Senate* may determine under the guidance of one (or two, where appropriate) supervisor(s).

The research shall comprise 50% original creative practical work and 50% *dissertation*.

The *dissertation* must include an analysis of the practical work. Such practical work shall commence only on first registration for the *programme,* unless the Senate determines otherwise.

A permanent record of the practical work must be available for the scrutiny of the examiners at the time of the *examination* of the *dissertation*. This may be achieved by presenting records such as scores and audio and video recordings, together with each copy of the *dissertation*.

3.4.2.3 Field of Study

Programme Code: ARA00	**NQF Exit Level: 9**
Degree Name: Master of Arts by Research	**NQF Credits: 180**

Plan Code	**Description**
AFAAFLL70	African Languages and Linguistics
AFAAFRT70	African Literature
AFAANTH70	Anthropology
AFAADTR70	Applied Drama and Theatre
AFAAPER70	Applied Performance
AFAATTP70	Arts Therapies

Plan Code	Description
AFACRIT70	Critical Diversity Studies
AFACREA70	Creative Writing
AFACPMA70	Cultural Policy and Management
AFACTCP70	Contemporary Curatorial Practice
AFADPOP70	Demography and Population Studies
AFADSOC70	Development Sociology
AFADSTU70	Development Studies
AFADIGI70	Digital Arts
AFAENGL70	English
AFATELE70	Film and Television
AFAFREN70	French
AFAGENS70	General Sociology
AFAGERM70	German
AFAHSOC70	Health Sociology
AFAHIST70	History
AFAHART70	History of Art
AFADHFD70	History and Film Documentary
AFAHUMR70	Human Rights
AFAIACS70	Interdisciplinary Arts and Culture Studies
AFAIDKE70	Interdisciplinary Digital Knowledge Economy Studies
AFAIMED70	Interactive Media Design
AFAINTL70	International Relations
AFAINTR70	Interpreting and Translation
AFAITAL70	Italian
AFAJMED70	Journalism and Media Studies
AFALESOC60	Labour and Economic Sociology
AFAGLUL70	Labour Policy and Globalisation
AFALING70	Linguistics
AFAMEDI70	Media Studies
AFAFMIG70	Migration and Displacement
AFAMODC70	Modern and Contemporary Literature
AFAMUSC71	Music
APRASCW70	Occupational Social Work
AFAPHIL70	Philosophy
AFAPOLS70	Political Studies
AFAPORS71	Portuguese Studies

Plan Code	Description
AFAPSYC76	Psychology
AFAPUBS70	Publishing Studies
AFASDEV70	Social Development
AFASOCL70	Sociology
AFASASL70	South African Sign Language
AFASPLAS70	Spanish and Latin-American Studies
AFATAP70	Theatre and Performance
AFATRAN70	Translation and Interpreting
AFATLC70	Transnational Literary and Cultural Studies

3.4.4.4 Conversion of candidature from Master to PhD

By permission of the *Senate*, a person who has been admitted as a *candidate* for the degree of Master of Arts may:

a) In circumstances considered by the *Senate* to be exceptional, at her/his request and on the recommendation of the supervisor and of the head of the school concerned, on the basis of written work towards the project, be allowed to proceed instead to the Doctor of Philosophy in that school; or

b) on the successful completion of the requirements for the Master, at her/his request and on the recommendation of the head of the school concerned, be permitted by the *Senate* not to have the degree conferred on him/her, but to conduct, for not less than one *academic year* of further full-time study, or not less than two *academic years* of further part-time study, additional research for the Doctor of Philosophy, which shall be a significant extension of the research already completed by him/her: Provided that, in a case considered by the *Senate* to be exceptional, the period of additional study or research (or both) may be waived or reduced by special permission of the *Senate*. Provided further that the Master of Arts shall be conferred on him/her in the event of her/his withdrawing her/his candidature for the Doctor of Philosophy or having her/his candidature for the Doctor of Philosophy cancelled.

3.4.4.5 Completion Rules

During the *examination* process, extracts of examiners' reports, without disclosure of the examiners' names, may be made available to a *candidate* to assist him/her in the revision of her/his work. The discretion as to how much may be disclosed to a *candidate* lies with the Chairperson of the Graduate Studies Committee.

The following applies for a Master of Arts by Research to be awarded:

a) Where both examiners recommend that the degree is awarded.

b) Where both examiners recommend that the degree is awarded "WITH DISTINCTION".

c) Only the correction of minor errors is required, e.g. typographical mistakes, omissions from the list of references or the rewriting of certain sentences.

d) In all other cases, the Chair of the Graduate Studies Committee shall recommend to the executive members of the Graduate Studies Committee that the award of the degree be considered. In the case of unfavourable reports, the Chair of the Graduate Studies Committee shall set in motion the appointment of an ad hoc committee according to the procedures laid down in the *Senate* Standing Orders on Higher Degrees.

Once the final submission has been made, the *candidate* is entitled to know the names of her/his examiners. Examiners should be advised of this at the point at which they are approached to examine the *thesis*.

Once the *examination* process has been concluded, the contents of examiners' reports are made available to *candidates*through their supervisors, in accordance with the *Senate* Standing Orders on Higher Degrees.

3.4.4.6 Award with Distinction

a) In straightforward cases where the examiners of a *dissertation* for the degree of Master unanimously recommend the award of the degree with distinction, the Chair of the Graduate Studies Committee may approve the award of the degree with distinction.

b) In other cases, where only one examiner recommends the award of the degree with distinction, the Chair of the Graduate Studies Committee may solicit comment from the examiner/s and/or convene an ad hoc committee. She/he shall then forward a recommendation to the executive members of the Graduate Studies Committee for the award of the degree with or without distinction.

3.5 Doctoral Qualifications

Qualification Name	Programme Code	NQF Exit Level	NQF Credits
Doctor of Philosophy	ADA02	10	360
Doctor of Literature	ADA01	10	360

3.5.1 Admission Rules

3.5.1.1 Doctor of Philosophy

Any of the following may be admitted as a candidate, provided that the *Senate* is satisfied that s/he is qualified to undertake the proposed line of research:

a) A person holding a Master of Arts, or a Master of Arts in Audiology, or a Master of Arts in Clinical Psychology, or a Master of Arts in Community-Based Counselling Psychology, or a Master of Arts in Neuro-psychology, or a Master of Arts in Dramatic Art or Master of Arts in Theatre and Performance , or a Master of Arts in Fine Arts, or a Master of Arts in Social Work, or in the field of Occupational Social Work, or a Master of Arts in Speech Pathology, or a Master of Music, or a Master of Education, or a Master of Arts in Translation of this or any other University.

b) A person accepted by virtue of having passed at any other university or institution such *examinations* as are, in the opinion of the *Senate*, equivalent to or higher than the *examinations* prescribed for the Master's mentioned in (a) hereof.

c) A person other than a graduate who has in any other manner satisfied the *Senate* that s/he is so qualified.

d) Candidates applying to the Drama for Life *programme*, following the traditional doctoral route or the PhD by creative work route, are required to include arts based research methods *courses* provided by the department.

3.5.1.2 Doctor of Literature

Any of the following may be admitted by the *Senate* as a *candidate* for the Doctor of Literature:

a) A person who has held any of the following *qualifications* of this or any other University for at least five years:

Bachelor of Arts in Dramatic Art
Bachelor of Arts in Dramatic Art
Bachelor of Arts in Dramatic Art
Bachelor of Arts in Theatre and Performance
Bachelor of Arts in Fine Arts
Bachelor of Arts with Honours

Bachelor of Social Work (four-year *curriculum*)
Bachelor of Social Work with Honours
Bachelor in Audiology
Bachelor in Speech-Language Pathology
Bachelor of Education
Bachelor of Music (four-year *curriculum*)
Bachelor of Philosophy
Bachelor of Science Honours

b) A Master of Arts or a Master of Science of this or any other University who has held any of the following *qualifications* of the University for at least four years:

Bachelor of Arts in Dramatic Art
Bachelor of Arts in Theatre and Performance
Bachelor of Arts in Fine Arts
Bachelor of Arts with Honours
Bachelor of Social Work (four-year *curriculum*)
Bachelor of Social Work with Honours
Bachelor in Audiology
Bachelor in Speech-Language Pathology
Bachelor of Education
Bachelor of Music (four-year *curriculum*)
Bachelor of Philosophy
Bachelor of Science Honours

c) A Doctor of Philosophy of this or any other University of at least two years' standing.

d) A person accepted as a *candidate* for the Doctor of Literature who has passed at any other university or institution such *examinations* as in its opinion are equivalent to or higher than *examinations* prescribed for the *qualifications* mentioned in (b) above and who has passed the *examinations* by virtue of which s/he has been accepted at least four years previously.

e) A person other than a graduate who has in any other manner satisfied the *Senate* that s/he is so qualified.

3.5.1.3 Progression Rules

3.5.1.3.1 Doctor of Philosophy

Subject to Rule *G10.2 a *candidate* shall conduct, during not less than two *academic years*, full-time research in the University under the guidance of a supervisor appointed by the *Senate*: Provided that the *Senate* may:

in lieu of the prescribed period of full-time research, approve of part-time research in the University for a period to be prescribed by the *Senate* in each case, which shall be at least four *academic years*, but may be reduced by special permission of the *Senate* to three *academic years* or, where the circumstances are considered by the *Senate* to be exceptional, to two years in the case of a *candidate* who, prior to the date of her/his *admission*, has been engaged on research work cognate to the subject of her/his *thesis*.

The *Senate* may permit a *candidate* to conduct her/his research outside the University for such portion of the prescribed period and in such manner as the *Senate* may determine:

A person admitted shall be deemed to have commenced her/his candidature for the degree of Doctor of Philosophy at the date of her/his *admission* to candidature for the master's degree, or at such later date as the *Senate* may determine in her/his case.

Candidates from certain disciplines, following the traditional route to a PhD degree, are made aware that the requirements for the degree include the submission of at least one publication ready article to a ISI accredited journal before the examination of their thesis begins.

Exceptions of d) are that the preferred route in the creative and performance arts, for example, is often the performance or curated works. In other disciplines the preferred dissemination route is the peer reviewed book.

3.5.1.3.2 Doctor of Literature

a) A *candidate* for the degree of Doctor of Literature shall present for the approval of the *Senate* at least five copies of original published work, or original work accepted for publication, in a field approved by the *Senate*. Such work shall constitute a distinguished contribution to the advancement of knowledge in that field, and if it involves the collection and Description of new material it shall also include a critical handling of such material, a comparative study thereof or a constructive contribution to the theory of the subject.

b) Candidates following the traditional route to a PhD degree should be made aware that the requirements for the degree include the submission of at least one publication ready article to a ISI accredited journal before the examination of their thesis begins.

3.5.1.3.3 Doctor of Philosophy Fields of Study

Programme Code: ADA02	NQF Exit Level: 10
Degree Name: Doctor of Philosophy	NQF Credits: 180

Plan Code	Description
AFA80AEFP	Applied Ethics For Professionals
AFA80AFLL	African Languages and Linguistics
AFA80AFRT	African Literature
AFA80ANTH	Anthropology
AFA80CPMA	Cultural Policy and Management
AFA80AUDI	Audiology
AFA80CREA	Creative Writing
AFACRIT80	Critical Diversity Studies
AFA80DIGI	Digital Arts
AFA80DPOP	Demography and Population Studies
AFA80DSOC	Development Sociology
AFA80DSTU	Development Studies
AFA80ENGL	English
AFA80TELE	Film and Television
AFA80FINA	Fine Art
AFA80FREN	French
AFA80GENS	General Sociology
AFA80GERM	German
AFA80HART	History of Art
AFA80HIST	History
AFA80HSOC	Health Sociology

Plan Code	Description
AFA80HSTU	Heritage Studies
AFA80IDKE	Interdisciplinary Digital Knowledge Economy Studies
AFA80IMED	Interactive Media Design
AFA80INTD	Interdisciplinary
AFA80INTL	International Relations
AFA80INTR	Interpreting and Translation
AFA80ITAL	Italian
AFA80JMED	Journalism and Media Studies
AFA80LOES	Labour and Economic Sociology
AFA80GLUL	Labour Policy and Globalisation
AFA80LING	Linguistics
AFA80MEDI	Media Studies
AFA80FMIG	Migration and Displacement
AFA81MUSC	Music
AFA80MUSC	Musicology
AFA80SOCW	Occupational Social Work
AFA80PHIL	Philosophy
AFA80POLS	Political Studies
AFA80PORT	Portuguese
AFA80PUBS	Publishing Studies
AFA86PSYC	Psychology
AFA80SASL	South African Sign Language
AFA80SDEV	Social Development
AFA80SOCL	Sociology
AFA80SOCW	Social Work
AFASPLAT80	Spanish and Latin-American Studies
AFA80SPPA	Speech-Language Pathology
AFATHPR80	Theatre and Performance
AFA80TRAN	Translation and Interpreting
AFA81TRAN	Translation
AFATLC80	Transnational Literary and Cultural Studies

3.5.1.3.4 Completion Rules

Where all the examiners recommend that the degree is awarded:

a) Only the correction of minor errors is required, e.g. typographical mistakes, omissions from the list of references or the rewriting of certain sentences;

b) in all other cases, the Chair of the Graduate Studies Committee shall recommend to the executive members of the Graduate Studies Committee that the award of the degree be considered;

c) in the case of unfavourable reports, the Chair of the Graduate Studies Committee shall set in motion the appointment of an ad hoc committee according to the procedures laid down in the *Senate* Standing Orders on Higher Degrees;

d) Availability of examiners' reports to candidates:

i) During the *examination* process, extracts of examiners' reports, without disclosure of the examiners' names, may be made available to a *candidate* to assist him/her in the revision of her/his work. The discretion as to how much may be disclosed to a *candidate* lies with the Chairperson of the Graduate Studies Committee.

ii) Once the final submission has been made, the *candidate* is entitled to know the names of her/his examiners. Examiners should be advised of this at the point at which they are approached to examine the *thesis*.

iii) Once the *examination* process has been concluded, the contents of examiners' reports are made available to *candidates*through their supervisors; in accordance with the *Senate* Standing Orders on Higher Degrees. External examiners are advised that their names and the content of their reports are made available to candidates.

3.5.1.3.5 Award with Distinction

There is no provision for the award of the degree of Doctor of Philosophy with distinction.

OUTCOMES FOR THE FACULTY OF HUMANITIES

4.1 Degrees of Bachelor

4.1.1 Bachelor of Arts

Qualification Title Bachelor of Arts

Qualification Abbreviation BA

Minimum Period of Study 3 years full time or 6 years part time

NQF Exit Level Level 7

SAQA Credits Total minimum 432

Exit Level Outcomes and the Associated Assessment Criteria

ASSOCIATED KNOWLEDGE **The qualifying *student* is able to:**	**ASSOCIATED SKILLS / ASSESSMENT CRITERIA** **The qualifying *student* is able to:**	**ASSOCIATED VALUES** **The qualifying *student* is aware of the importance of the need to:**
EXIT LEVEL OUTCOME 1. The qualifying *student* is able to access and process information using a range of technologies.		
1.1 show understanding of key concepts, debates, arguments and resources in the discipline 1.2 show understanding of principles of subject searching in databases, critical selection and organisational criteria	1.1 carry out basic database searches for subject literature 1.2 identify range of historical and ideological positions within texts and other data 1.3 identify, extract organise and fully reference information in range of resources	1.1 appreciate that accurate representation and acknowledgement of work of others is essential. 1.2 commit him/herself to evaluate published research
EXIT LEVEL OUTCOME 2. The qualifying *student* is able to communicate and produce information using a range of technologies.		
2.1 understand academic conventions for writing and oral participation 2.2 demonstrate basic computer literacy	2.1 use accurate English for writing and speaking 2.2 use a limited range of presentation skills and technologies in a limited range of representations 2.3 use appropriate writing skills in major subjects	2.1 be responsible and maintain integrity in the production and communication of information

ASSOCIATED KNOWLEDGE The qualifying *student* is able to:	ASSOCIATED SKILLS / ASSESSMENT CRITERIA The qualifying *student* is able to:	ASSOCIATED VALUES The qualifying *student* is aware of the importance of the need to:
EXIT LEVEL OUTCOME 3. The qualifying *student* demonstrates critical analytic competence and problem solving.		
3.1 know how knowledge is reported within disciplines 3.2 know and understand critical approaches to knowledge 3.3 understand course debates, concepts, issues and concerns	3.1 analyse information and knowledge 3.2 extrapolate and use theory 3.3 suggest critical approaches to theory	3.1 value responsible decision making 3.2 be sensitive with regard to different ways of constructing knowledge
EXIT LEVEL OUTCOME 4. The qualifying *student* demonstrates research competence.		
4.1 apply knowledge for limited research enquiries 4.2 recognise the disciplinary paradigms within which research is located	4.1 recognise and evaluate the status of evidence, arguments or theoretical positions in research 4.2 collect relevant data in relation to research questions 4.3 evaluate research in relation to the debates within the discipline	4.1 show ethical responsibility to research subjects
EXIT LEVEL OUTCOME 5. The qualifying *student* shows competence to manage her/himself.		
5.1 show knowledge of the repertoire of a wide range of possible learning skills 5.2 apply knowledge and identify her/his preferred way of learning 5.3 apply knowledge of some of the skill requirements in the world of work 5.4 apply knowledge to the challenges and problems posed in the world of work	5.1 generate her/his own solutions/strategies to difficulties 5.2 be a purposeful *student* 5.3 make connections between university knowledge and skills, and the world of work	5.1 value the process of life-long learning
EXIT LEVEL OUTCOME 6. The qualifying *student* demonstrates social competence.		
6.1 apply knowledge of individual and group dynamics and processes 6.2 understand that a different kind of result is achieved through group experience 6.3 show awareness of multiple sources of knowledge	6.1 work constructively with diversity 6.2 receive and execute tasks responsibly 6.3 integrate feedback into own and group development	6.1 recognise and value diversity 6.2 recognise and value collaborative processes

ASSOCIATED KNOWLEDGE The qualifying *student* is able to:	ASSOCIATED SKILLS / ASSESSMENT CRITERIA The qualifying *student* is able to:	ASSOCIATED VALUES The qualifying *student* is aware of the importance of the need to:
EXIT LEVEL OUTCOME 7. The qualifying *student* shows ecosystemic competence.		
7.1 apply knowledge and understanding to the complexity of contexts and the existence of multiple perspectives	7.1 describe, analyse and synthesise the complexities of social and physical contexts	7.1 respect and value the complexity of multiple perspectives of people
EXIT LEVEL OUTCOME 8. The qualifying *student* shows disciplinary competence (can substitute field of enquiry for discipline).		
8.1 apply knowledge of the range of disciplinary practices in two disciplines 8.2 articulate the continuities and discontinuities between the two disciplines 8.3 integrate elective courses with the two disciplines	8.1 apply disciplinary practices to new information or situations 8.2 take a position in relation to competing paradigms and debates within the discipline	8.1 take seriously the social consequences of disciplinary practices 8.2 show an open mind to diverse positions within the discipline

4.1.2 Bachelor of Arts in Digital Arts

Qualification Title Bachelor of Arts in Digital Arts
Qualification Abbreviation BA(Digital Arts)
Minimum Period of Study 4 years full time
NQF EXIT Level Level 8
NQF Credits Total minimum 554T

Exit-level outcomes specific to the qualification	ASSOCIATED assessment criterion/CRITERIA
1. The qualifying *student* is able to access and process information using a range of technologies	
1.1 Define key concepts and terms in South African and International literature and professional practices	1.1 Identify a range of historical and ideological positions within text and other data
1.2 Use specialist research resources and bibliographies and ludographies	1.2 Develop appropriate database search strategies and selection CRITERIA
1.3 Decode information in a variety of forms: written, oral, digital, visual,statistical, graphical, tabular, and ludic	1.3 Read and carry out critical evaluation of texts and data, images, performance practice, digital practice, and games
1.4 Articulate own position in relation to debates	1.4 Represent own position in relation to debates and practices
Exit-level outcomes specific to the qualification	**ASSOCIATED assessment criterion/CRITERIA**
1.5 Characterise various means of knowledge production in different technological environments	1.5 Collect, select, organise and interpret different kinds of data and professional practices

Exit-level outcomes specific to the qualification	ASSOCIATED assessment criterion/CRITERIA
2. The qualifying *student* is able to communicate and produce information using a range of technologies	
2.1 Communicate using appropriate verbal and non-verbal semiotic systems, including writing, speaking, designing, and programming 2.2 Write coherently, obeying discipline specific writing conventions, integrating the information accessed into a coherent argument 2.3 Develop the skill to communicate technical ideas effectively 2.4 Communicate ideas ludically through manipulation of the game system 2.5 Design information and interaction systems in multiple technological environments 2.6 Implement theoretical knowledge in practical production	2.1 Use written, spoken, visual and ludic language that reframes and builds on active listening and articulation 2.2 Use appropriate written and creative conventions and shows evidence of effective written communication in research reports and problem solving 2.3 Can do verbal and written presentations on complex technical subjects 2.4 begin to communicate own lines of inquiry within discipline 2.5 Explain the technological impact on information construction 2.6 Use effective oral, written and visual argumentation SKILLS in relation to ludic production
3. The qualifying *student* demonstrates critical analytic competence and problem solving	
3.1 Explain how knowledge and artistic work is produced and reported within disciplines 3.2 Think laterally, creatively and systemically 3.3 Identify and explain different modes and styles of knowledge through synthesis and creative practice 3.4 Is able to integrate concepts of technology and art, and to appreciate the principles common to both disciplines. 3.5 Is able to synthesize information gained from a variety of technologies 3.6 Demonstrate problem solving abilities in performing practical research tasks 3.7 Critique the communication methods of various systems 3.8 Construct a sustained argument both verbally and ludically	3.1 Interpret and critique subject matter of a discipline 3.2 Integrate theory, information and practice to solve problems 3.3 Recognise limitations of different theoretical models and professional practices 3.4 integrate theory and practice to solve problems 3.5 Synthesises written, visual and ludic information to articulate a clearly sustained argument 3.6 suggest and apply critical and innovative approaches in the scholarly and professional field
4. The qualifying *student* demonstrates research competence	
4.1 Define the research methodologies appropriate to traditional and digital information 4.2 Compare and assess the kinds of knowledge that can be produced in static and interactive formats 4.3 Perform research tasks in a variety of technologies	4.1 Demonstrates an ability to learn from a wide range of teaching and study environments such as seminars, presentations, small group study, independent study, laboratories, tutorials and formal lectures. 4.2 apply an appropriate research method 4.3 Use appropriate written and ludic conventions for small scale research projects and to produce a body of creative work

Exit-level outcomes specific to the qualification	ASSOCIATED assessment criterion/CRITERIA
4.4 Synthesize information drawn from various technologies to formulate coherent arguments. 4.5 Formulate the results of practical research clearly in technical communication.	4.4 assess the findings of research 4.5 write up the research using the appropriate disciplinary conventions
5. The qualifying *student* shows competence to manage her/himself	
5.1 Recognise their own ability and shortcomings in the learning process 5.2 Demonstrate effective project and time management 5.3 Show critical ability to self-evaluate performance	5.1 take initiative in shaping own learning situation and direction in creative practice 5.2 establish a pattern of goal setting, time management with minimal supervision 5.4 be receptive to, and able to respond appropriately to, feedback from peers and assesors
6. The qualifying *student* demonstrates social competence	
6.1 The *student* is able to recognise the social and environmental impact of arts and technology in a South African context. 6.2 Characterise the social systems in which they operate	6.1 work constructively with diversity 6.2 work collaboratively and independently, integrate feedback into own and group development
Exit-level outcomes specific to the qualification	**ASSOCIATED assessment criterion/CRITERIA**
6.3 Recognise, and work within, both the difficulties and advantages of a group situation 6.4 Demonstrate an awareness of social responsibility in creative practice	
7. The qualifying *student* demonstrates ecosystemic competence	
7.1 The *student* is able to describe the complexity of the environments in which they operate 7.2 Demonstrate contextual understanding of their placement both socially and geographically 7.3 Evaluate work, both theoretical and practical, within the specifics of the South African context 7.4 Formulate, both verbally and ludically, the social implications of their work	7.1 Geographic and historic – digital arts, access, post geographic, digital humanities. 7.2 Describe, analyse and synthesise of the complexities of social and physical contexts 7.3 apply research to relevant social and ecosystemic contexts

Exit-level outcomes specific to the qualification	ASSOCIATED assessment criterion/CRITERIA
8. The qualifying *student* shows disciplinary and/or professional competence	
8.1 The *student* will develop a comprehensive understanding of ludic systems 8.2 Undertake substantive requirements gathering for projects 8.3 Design and produce interactive systems, in both analogue and digital 8.4 Be able to decode and respond appropriately to a brief 8.5 Apply creative and domain specific problem solving skills 8.6 Work under pressure 8.7 Have empathy with the creative process of others and articulate this into their own work flow	8.1 Will recognise the basic models & theories that govern ludic systems and will describe the interaction of systems with each other. 8.2 Identify own lines of enquiry within the discipline and track the necessary information 8.3 demonstrate awareness of role of others and willingness to work in a team

4.1.3 Bachelor of Arts in Theatre and Performance

Qualification Title Bachelor of Arts in Theatre and Performance
Qualification Abbreviation BA(Theatre and Performance)
Minimum Period of Study 4 years full time
NQF Exit Level Level 8
SAQA Credits Total minimum 554

Exit Level Outcomes and the Associated Assessment Criteria

ASSOCIATED KNOWLEDGE **The qualifying *student* is able to:**	ASSOCIATED SKILLS / ASSESSMENT CRITERIA **The qualifying *student* is able to:**	ASSOCIATED VALUES **The qualifying *student* is aware of the importance of the need to:**
EXIT LEVEL OUTCOME 1. The qualifying *student* is able to access and process information using a range of technologies.		
1.1 define key concepts and terminology in South African and international literature and professional practices 1.2 use basic specialist research resources and bibliographies 1.3 decode information in a variety of forms: oral, written, statistical, graphical, tabular, visual and kinetic	1.1 develop appropriate database search strategies and selection criteria 1.2 collect, select, organise and interpret different kinds of data and current forms of professional practices 1.3 read and carry out critical evaluation of texts and data, images and performance practices	1.1 accurately represent and acknowledge the work of others in research and creative work 1.2 commit her/himself to evaluate published research

ASSOCIATED KNOWLEDGE **The qualifying *student* is able to:**	**ASSOCIATED SKILLS / ASSESSMENT CRITERIA** **The qualifying *student* is able to:**	**ASSOCIATED VALUES** **The qualifying *student* is aware of the importance of the need to:**
1.4 define the parameters and criteria for in depth data base searches 1.5 develop community research procedures such as, interviewing, and cultural information gathering. 1.6 articulate own position in relation to debates.	1.4 represent own position in relation to debates and practices 1.5 identify a range of historical and ideological positions within texts and other data	
EXIT LEVEL OUTCOME 2. The qualifying *student* is able to communicate and produce information using a range of technologies.		
2.1 communicate using appropriate verbal and non-verbal semiotic systems, including writing, speaking, designing, networking, imaging, signing, filming, dancing and performance 2.2 write coherently, obeying discipline specific writing conventions, integrating the information accessed into a coherent argument	2.1 use written and spoken language that reframes and builds on active listening and articulation 2.2 use appropriate written and oral performance conventions for small scale research projects 2.3 begin to articulate own line of inquiry within chosen fields 2.4 synthesise written, visual and performance information to articulate clearly sustained argument 2.5 apply appropriate word processing technologies 2.6 argue using effective oral, visual and performance (e.g. Boal techniques) skills	2.1 produce research, and a body of performance and/or media work which respects and acknowledge the ownership of intellectual and creative property 2.2 work academically and creatively with a developed sense of responsibility and integrity
EXIT LEVEL OUTCOME 3. The qualifying *student* demonstrates critical analytic competence and problem solving.		
3.1 explain how knowledge and artistic work is produced and reported within disciplines 3.2 think laterally and creatively 3.3 identify and explain the different modes of knowledge and styles of knowledge through synthesis and creative practices 3.4 develop new knowledge through synthesis and creative practices 3.5 explain the requirements of substantiation of claims and the nature of evidence for hypothesis and arguments in different fields	3.1 interpret and criticise the subject matter of a discipline 3.2 integrate theory, information and practice to solve problems 3.3 recognise limitations of different models and professional practices 3.4 demonstrate lateral and creative innovation 3.5 use experiential processes and analytical methods to create work	3.1 explain the value of responsible decisions 3.2 value responsible decisions with regard to knowledge and creative practices 3.3 recognise importance of applying knowledge and creating works in an ethically sensitive manner

ASSOCIATED KNOWLEDGE The qualifying *student* is able to:	ASSOCIATED SKILLS / ASSESSMENT CRITERIA The qualifying *student* is able to:	ASSOCIATED VALUES The qualifying *student* is aware of the importance of the need to:
EXIT LEVEL OUTCOME 4. The qualifying *student* demonstrates research competence.		
4.1 recognise the disciplinary paradigms within which research articles are located 4.2 produce limited research enquiries within defined parameters 4.3 know one or more research methods and their appropriate applications 4.4 know the major current resources in the field of study 4.5 frame research questions 4.6 articulate relationships between theory and practice	4.1 process feedback and apply relevant information and ideas 4.2 provide a rationale for a research project or theatre/ television/musical theatre production 4.3 apply an appropriate research method 4.4 write up the research using the appropriate disciplinary conventions 4.5 draw conclusions arising from the research 4.6 work independently	4.1 show ethical responsibility to research subjects 4.2 research in a socially responsible and creative way
EXIT LEVEL OUTCOME 5. The qualifying *student* shows competence to manage her/himself.		
5.1 apply knowledge to the challenges and problems posed in the world of work 5.2 demonstrate an increased knowledge of the 5.3 importance of self-directed, independent learning and the development of critical practical work 5.4 identify the demands of new tasks	5.1 classify and categorise information for multiple purposes 5.2 develop an increasingly sophisticated ability to assess oneself in oral, written, visual and performance presentations 5.3 take initiative in shaping own learning situation and direction in creative work 5.4 establish a pattern of goal setting, time management with minimal supervision 5.5 respond appropriately to feedback from peers 5.6 match learning strategies to task requirements	5.1 take responsibility for learning 5.2 value process of life-long leaning 5.3 value own resourcefulness
EXIT LEVEL OUTCOME 6. The qualifying *student* demonstrates social competence.		
6.1 develop individual and group dynamics and processes – (self awareness of own group role and the roles of others)	6.1 use multiple sources of knowledge	6.1 recognise and value diversity

ASSOCIATED KNOWLEDGE **The qualifying *student* is able to:**	**ASSOCIATED SKILLS / ASSESSMENT CRITERIA** **The qualifying *student* is able to:**	**ASSOCIATED VALUES** **The qualifying *student* is aware of the importance of the need to:**
6.2 recognise own role and be able to creatively alter one's own position in response to prevailing conventions 6.3 recognise and work within the construction of diversity in terms of race, class, gender, culture, religion, languages, ethnicity, nationality 6.4 recognise the nature of power relations and manage conflict resolution	6.2 identify, receive and execute tasks responsibly 6.3 work constructively with diversity 6.4 communicate effectively 6.5 work collaboratively and independently 6.6 integrate feedback into own and group development 6.7 give feedback constructively	6.2 recognise and value collaborative and individual processes 6.3 value cultures other than own and others'imaginative and creative processes 6.4 work with a consciousness of human rights
EXIT LEVEL OUTCOME 7. The qualifying *student* shows ecosystemic competence.		
7.1 use a knowledge of ecosystems to process an understanding of the world 7.2 work independently in a complex environment 7.3 recognise and utilise the social context of research and creative work	7.1 recognise other's geographical location and their historical placement	7.1 value the interconnectedness of the environment 7.2 engage in environmentally friendly projects
EXIT LEVEL OUTCOME 8. The qualifying *student* shows disciplinary and/or professional competence (can substitute field of enquiry for discipline).		
8.1 demonstrate competence, independence and originality in existing disciplinary knowledge 8.2 recognise how new knowledge is generated in the discipline 8.3 acquire an in-depth understanding and practical knowledge of at least two fields in dramatic art	8.1 identify own lines of enquiry within chosen fields 8.2 demonstrate an ability to critically engage in using, and adapting academic and creative inventions	8.1 take seriously the social consequences of own disciplinary practices 8.2 show an open mind to diverse positions within the discipline 8.3 tolerate ambiguity 8.4 show a sense of responsibility to the integrity of disciplines and its practical implementation

4.1.4 Bachelor of Arts in Film and Television

Qualification Title	Bachelor of in Film and Television
Qualification Abbreviation	BA(Film & Television)
Minimum Period of Study	4 years full time
NQF Exit Level	Level 8
SAQA Credits	Total minimum 554

Exit Level Outcomes and the Associated Assessment Criteria

ASSOCIATED KNOWLEDGE **The qualifying *student* is able to:**	**ASSOCIATED SKILLS / ASSESSMENT CRITERIA** **The qualifying *student* is able to:**	**ASSOCIATED VALUES** **The qualifying *student* is aware of the importance of the need to:**
Exit Level Outcome 1. The qualifying *student* is able to access and process information using a range of technologies.		
1.1 define key concepts and terminology in South African and international literature and professional practice. 1.2 apply specialist research resources, bibliographies. 1.3 Define the parameters and criteria for in-depth data base searches. 1.4 Use a broader/deeper range of content knowledge 1.5 Decode and understand meanings, arguments, positions in visual and verbal texts 1.6 Understand own position in relation to debates within modes of professional practice.	1.1 develop appropriate database search strategies and selection criteria 1.2 read and carry out critical evaluation of, texts and data, images and srtistic practices 1.3 represent own position in relation to debates and practices 1.4 collect, select, organise and interpret different kinds of data and current forms of professional practice.	
Exit Level Outcome 2. The qualifying *student* is able to communicate and produce information using a range of technologies.		
2.1 understand written, oral, academic and graphic conventions at this level. 2.2 demonstrate basic computer literacy. 2.3 understand discipline specific writing conventions using accurate English.	2.1 use written, spoken and visual language with skill and flexibility. 2.2 use appropriate written, oral, academic and visual conventions for small scale research project. 2.3 begin to communicate own lines of inquiry within discipline.	

ASSOCIATED KNOWLEDGE **The qualifying *student* is able to:**	**ASSOCIATED SKILLS / ASSESSMENT CRITERIA** **The qualifying *student* is able to:**	**ASSOCIATED VALUES** **The qualifying *student* is aware of the importance of the need to:**
	2.4 synthesise written and visual information to articulate clearly sustained argument. 2.5 apply appropriate word processing technologies and those appropriate for visual production. 2.6 use effective oral, written and visual argumentation skills in relation to visual production.	
Exit Level Outcome 3. The qualifying *student* demonstrates critical analytic competence and problem solving.		
3.1 explain how knowledge is produced and reported within disciplines. 3.2 explain and use conventions of critical analysis of both written and visual texts. 3.3 identify and explain different modes of knowledge acquisition. 3.4 develop new knowledge through synthesis and creative practices.	3.1 interpret and criticise subject matter of a discipline. 3.2 suggest and apply critical and innovative approaches in the scholarly and professional field. 3.3 integrate theory and practice to solve problems. 3.4 recognise limitations of different theoretical models and professional practices.	
Exit Level Outcome 4. The qualifying *student* demonstrates research competence.		
4.1 explain and use one or more research methods and their appropriate applications 4.2 apply knowledge of and use the relevant literature and practices in historical and contemporary visual production. 4.3 articulate relationship between theory and practice.	4.1 provide a rationale for a small scale research project 4.2 apply an appropriate research method 4.3 conduct a small scale research project 4.4 produce a body of creative work 4.5 assess the findings or research 4.6 write up the research using the appropriate disciplinary conventions 4.7 draw conclusions arising from research and act upon this data.	

ASSOCIATED KNOWLEDGE The qualifying *student* is able to:	ASSOCIATED SKILLS / ASSESSMENT CRITERIA The qualifying *student* is able to:	ASSOCIATED VALUES The qualifying *student* is aware of the importance of the need to:
Exit Level Outcome 5. The qualifying *student* shows competence to manage her/himself.		
5.1 demonstrate an increased knowledge of the importance of making the shift to self-directed, independent learning and the development of critical practice. 5.2 identify the demands of new tasks (e.g. reading vs. research and studio practice will require different styles of learning).	5.1 classify and categorize information for multiple purposes. 5.2 develop an increasingly sophisticated ability to assess oneself in oral, written and visual modes. 5.3 take initiative in shaping own learning situation and direction in studio practice. 5.4 establish a pattern of goal setting, time management with minimal supervision 5.5 be receptive to, and able to respond appropriately to feedback from peers. 5.6 match learning strategies to task requirements.	
Exit Level Outcome 6 . The qualifying *student* demonstrates social competence.		
6.1 develop individual and group dynamics and processes. 6.2 apply self-awareness of own group role and the role of others. 6.3 recognise individual's role and be able to alter that position creatively in response to prevailing convention. 6.4 recognise and act upon the range of diversity in own and other contexts 6.5 recognise and work with the construction of diversity in terms of race, class, gender culture, religion, language, ethnicity, nationality. 6.6 recognise and act upon the kind of result which is achieved through group process	6.1 use multiple sources of knowledge 6.2 identify, receive and execute tasks responsibly 6.3 communicate effectively 6.4 work constructively with diversity. 6.5 work collaboratively and independently 6.6 integrate feedback into own and group development 6.7 give feedback constructively.	

ASSOCIATED KNOWLEDGE The qualifying *student* is able to:	ASSOCIATED SKILLS / ASSESSMENT CRITERIA The qualifying *student* is able to:	ASSOCIATED VALUES The qualifying *student* is aware of the importance of the need to:
Exit Level Outcome 7. The qualifying *student* shows ecosystems competence.		
7.1 have knowledge of ecosystems to process an understanding of the world. 7.2 work independently in a complex environment 7.3 recognise the social context of research and creative works.	7.1 demonstrate the use of materials within an ecosystemic context 7.2 act critically and constructively as individuals or in groups within ecosystemic contexts.	
Exit Level Outcome 8. The qualifying *student* shows disciplinary and/or professional competence (can substitute field of enquiry for discipline).		
8.1 demonstrate competence, independence and originality in specific disciplinary knowledge and studio practice 8.2 recognise how new knowledge is generated in the major disciplines (Fine Art, History of Art, Music, Dramatic Art and general BA) 8.3 acquire an in-depth understanding and practical knowledge of the chosen discipline or Field of enquiry.	8.1 identify own lines of enquiry within the discipline and track the necessary information and skills. 8.2 demonstrate ability to critically engage in using and adapting academic and creative conventions. 8.3 engage critically at high level with concepts, texts and images.	
8.4 demonstrate wide reading and visual production in a specialized are. 8.5 be aware of contemporary debates in specific disciplines in relation to established Knowledge and professional practice.		

4.1.5 Bachelor of Arts in Fine Arts

Qualification Title	Bachelor of Arts in Fine Arts
Qualification Abbreviation	BA(Fine Arts)
Minimum Period of Study	4 years full time
NQF Exit Level	Level 8
SAQA Credits	Total minimum 556

Exit Level Outcomes and the Associated Assessment Criteria

ASSOCIATED KNOWLEDGE **The qualifying *student* is able to:**	ASSOCIATED SKILLS / ASSESSMENT CRITERIA **The qualifying *student* is able to:**	ASSOCIATED VALUES **The qualifying *student* is aware of the importance of the need to:**
EXIT LEVEL OUTCOME 1.The qualifying *student* is able to access and process information using a range of technologies.		
1.1 define key concepts and terminology in South African and international literature and professional practice 1.2 apply specialist research resources, bibliographies 1.3 define the parameters and criteria for in-depth data base searches	1.1 develop appropriate database search strategies and selection criteria 1.2 read and carry out critical evaluation of, texts and data, images and artistic practices 1.3 represent own position in relation to debates and practices	1.1 accurately represent and acknowledge work of others in research and creative work 1.2 commit her/himself to evaluate published research 1.3 critically evaluate and execute current forms of professional practice
1.4 use a broader/deeper range of content knowledge 1.5 decode and understand meanings, arguments, positions in visual and verbal texts 1.6 understand own position in relation to debates within modes of professional practice	1.4 collect, select, organise and interpret different kinds of data and current forms of professional practice	
EXIT LEVEL OUTCOME 2. The qualifying *student* is able to communicate and produce information using a range of technologies.		
2.1 understand written, oral, academic and graphic conventions at this level 2.2 demonstrate basic computer literacy 2.3 understand discipline specific writing conventions using accurate English	2.1 use written, spoken and visual language with skill and flexibility 2.2 use appropriate written, oral, academic and visual conventions for small scale research project 2.3 begin to communicate own lines of inquiry within discipline 2.4 synthesise written and visual information to articulate clearly sustained argument 2.5 apply appropriate word processing technologies and those appropriate for visual production 2.6 use effective oral, written and visual argumentation SKILLS in relation to visual production	2.1 produce research and a body of practical work which respects and acknowledges the ownership of intellectual and creative property 2.2 work creatively and demonstrate a developed sense of responsibility and integrity 2.3 critically evaluate technologies used in the dissemination of visual knowledge

ASSOCIATED KNOWLEDGE **The qualifying *student* is able to:**	**ASSOCIATED SKILLS / ASSESSMENT CRITERIA** **The qualifying *student* is able to:**	**ASSOCIATED VALUES** **The qualifying *student* is aware of the importance of the need to:**
EXIT LEVEL OUTCOME 3. The qualifying *student* demonstrates critical analytic competence and problem solving.		
3.1 explain how knowledge is produced and reported within disciplines 3.2 explain and use conventions of critical analysis of both written and visual texts	3.1 interpret and criticise subject matter of a discipline 3.2 suggest and apply critical and innovative approaches in the scholarly and professional field	3.1 explain the value of responsible decision-making 3.2 demonstrate sensitivity with regard to knowledge and creative practices
3.3 identify and explain different modes of knowledge and styles of knowledge acquisition 3.4 develop new knowledge through synthesis and creative practices	3.3 integrate theory and practice to solve problems 3.4 recognise limitations of different theoretical models and professional practices	3.3 recognise the importance of applying knowledge in visual productions in an ethically sensitive manner
EXIT LEVEL OUTCOME 4. The qualifying *student* demonstrates research competence.		
4.1 explain and use one or more research methods and their appropriate applications 4.2 apply knowledge of and use the relevant literature and practices in historical and contemporary visual production 4.3 articulate relationship between theory and practice	4.1 provide a rationale for a small scale research project 4.2 apply an appropriate research method 4.3 conduct a small scale research project 4.4 produce a body of creative work 4.5 assess the findings of research 4.6 write up the research using the appropriate disciplinary conventions 4.7 draw conclusions arising from research and act upon this data	4.1 take ethical responsibility with respect to research subjects 4.2 conduct research in a socially responsible and creative way
EXIT LEVEL OUTCOME 5. The qualifying *student* shows competence to manage her/himself.		
5.1 demonstrate an increased knowledge of the importance of making the shift to self-directed, independent learning and the development of critical practice	5.1 classify and categorise information for multiple purposes	

ASSOCIATED KNOWLEDGE **The qualifying *student* is able to:**	ASSOCIATED SKILLS / ASSESSMENT CRITERIA **The qualifying *student* is able to:**	ASSOCIATED VALUES **The qualifying *student* is aware of the importance of the need to:**
5.2 identify the demands of new tasks (e.g. reading vs. research and studio practice will require different styles of learning)	5.2 develop an increasingly sophisticated ability to assess oneself in oral, written and visual modes 5.3 take initiative in shaping own learning situation and direction in studio practice 5.4 establish a pattern of goal setting, time management with minimal supervision 5.5 be receptive to, and able to respond appropriately to, feedback from peers 5.6 match learning strategies to task requirements	5.1 take responsibility for learning 5.2 value process of life-long learning 5.3 value resourcefulness 5.4 value a variety of approaches to teaching and learning
EXIT LEVEL OUTCOME 6. The qualifying *student* demonstrates social competence.		
6.1 develop individual and group dynamics and processes 6.2 apply self awareness of own group role and the role of others 6.3 recognise individual's role and be able to alter that position creatively in response to prevailing convention 6.4 recognise and act upon the range of diversity in own and other contexts 6.5 recognise and work with the construction of diversity in terms of race, class, gender, culture, religion, language, ethnicity, nationality 6.6 recognise and act upon the kind of result which is achieved through group process	6.1 use multiple sources of knowledge 6.2 identify, receive and execute tasks responsibly 6.3 communicate effectively 6.4 work constructively with diversity 6.5 work collaboratively and independently 6.6 integrate feedback into own and group development 6.7 give feedback constructively	6.1 recognise and value diversity 6.2 recognise and value collaborative processes 6.3 value culture, imagination and creativity 6.4 work with a consciousness of human rights

ASSOCIATED KNOWLEDGE The qualifying *student* is able to:	ASSOCIATED SKILLS / ASSESSMENT CRITERIA The qualifying *student* is able to:	ASSOCIATED VALUES The qualifying *student* is aware of the importance of the need to:
EXIT LEVEL OUTCOME 7. The qualifying *student* shows ecosystemic competence.		
7.1 have a knowledge of ecosystems to process an understanding of the world 7.2 work independently in a complex environment 7.3 recognise the social context of research and creative work	7.1 demonstrate the use of materials within an ecosystemic context 7.2 act critically and constructively as individuals or in groups within ecosystemic contexts	7.1 value the interconnectedness of the environment 7.2 appreciate and deal sensitively with the multiple perspectives of people 7.3 appreciate the impact of visual production on the environment
EXIT LEVEL OUTCOME 8. The qualifying *student* shows disciplinary and/or professional competence (can substitute field of enquiry for discipline).		
8.1 demonstrate competence, independence and originality in specific disciplinary knowledge and studio practice 8.2 recognise how new knowledge is generated in the two major disciplines (Fine Art and History of Art)	8.1 identify own lines of enquiry within the discipline and track the necessary information and skills 8.2 demonstrate ability to critically engage in using and adapting academic and creative conventions	8.1 take seriously the social consequences of their disciplinary practice 8.2 show an open mind to diverse interests at work within the discipline
8.3 acquire an in-depth understanding and practical knowledge of the chosen discipline or field of enquiry 8.4 demonstrate wide reading and visual production in a specialised area 8.5 be aware of contemporary debates in specific disciplines in relation to established knowledge and professional practice	8.3 engage critically at a high level with concepts, texts and images	8.3 show a sense of responsibility to the integrity of the discipline and its implementation in practice 8.4 appreciate ambiguity and diversity

4.1.6 Bachelor of Social Work

Qualification Title	Bachelor of Social Work
Qualification Abbreviation	BSW
Minimum Period of Study	4 years full time
NQF Exit Level	Level 8
SAQA Credits	Total minimum 594

Exit Level Outcomes and the Associated Assessment Criteria

ASSOCIATED KNOWLEDGE The qualifying *student* is able to:	ASSOCIATED SKILLS / ASSESSMENT CRITERIA The qualifying *student* is able to:	ASSOCIATED VALUES The qualifying *student* is aware of the importance of the need to:
EXIT LEVEL OUTCOME 1.The qualifying *student* is able to access and process information using a range of technologies.		
1.1 understand key concepts, debates, arguments and resources in the discipline of social work. 1.2 understand- principles of subject searching in databases, critical selection and organisational criteria 1.3 full understanding of arguments and positioning of debates	1.1 carry out basic database searches for subject literature 1.2 be able to identify a range of historical and ideological positions within texts and other data 1.3 identify, extract, organise and fully reference information in a range of resources	1.1 appreciate accurate representation and acknowledgement of work of others 1.2 commit him/herself to evaluate published research and its implications for social work
EXIT LEVEL OUTCOME 2. The qualifying *student* is able to communicate and produce information using a range of technologies.		
2.1 understand academic conventions for writing and oral participation 2.2 demonstrate basic computer literacy 2.3 understand her/his position in relation to debates	2.1 use accurate English for writing and speaking 2.2 synthesise information to articulate clearly sustained argument 2.3 use appropriate writing skills	2.1 show a full awareness of responsibility and integrity in production and communication of information
EXIT LEVEL OUTCOME 3. The qualifying *student* demonstrates critical analytic competence and problem solving.		
3.1 know and understand how knowledge is reported within disciplines 3.2 know and understand critical approaches to knowledge 3.3 understand course debates, concepts, issues and concerns in social work and associated disciplines	3.1 analyse information and knowledge 3.2 extrapolate and integrate information and theory to solve problems and plan activities within specific contexts	3.1 value responsible decision-making 3.2 be sensitive with regards to different ways of constructing knowledge
EXIT LEVEL OUTCOME 4. The qualifying *student* demonstrates research competence.		
4.1 know and understand how knowledge is used for limited research enquiries 4.2 recognise the disciplinary paradigms within which research is carried out, in social work and associated disciplines	4.1 recognise and evaluate the status of evidence, arguments or theoretical positions in research 4.2 collect relevant data in relation to research questions 4.3 evaluate research in relation to the debates within the discipline of Social Work	4.1 take ethical responsibility with respect to research subjects

ASSOCIATED KNOWLEDGE The qualifying *student* is able to:	ASSOCIATED SKILLS / ASSESSMENT CRITERIA The qualifying *student* is able to:	ASSOCIATED VALUES The qualifying *student* is aware of the importance of the need to:
EXIT LEVEL OUTCOME 5. The qualifying *student* shows competence to manage her/himself.		
5.1 apply the knowledge needed for self-directed, independent learning and social work practise 5.2 apply the knowledge necessary for ongoing professional development as a social worker 5.3 apply knowledge to the challenges and problems posed in social work practise	5.1 generate one's own solutions/strategies to difficulties 5.2 be a purposeful *student* 5.3 make connections between university knowledge and skills, and professional social work practise	5.1 value the process of life-long learning 5.2 be creative and use initiative 5.3 recognise the limits of a social worker's professional competence
EXIT LEVEL OUTCOME 6. The qualifying *student* demonstrates social competence.		
6.1 understand individual and group dynamics and processes 6.2 understand the importance of the collaborative process 6.3 have an awareness of multiple sources of knowledge	6.1 work constructively with diversity 6.2 receive and execute tasks responsibly 6.3 integrate feedback into own and group development	6.1 recognise and value diversity 6.2 recognise and value collaborative processes 6.3 believe in people's capacity to change
EXIT LEVEL OUTCOME 7. The qualifying *student* shows ecosystemic competence.		
7.1 identify areas requiring professional social work intervention 7.2 understand the role of other professional and stakeholders in the implementation of intervention programmes 7.3 understand the relationship between the individual and family, and local, national and global issues	7.1 evaluate, plan and execute professional social work services ecosystemically	7.1 respect and value the interconnectedness of environments
EXIT LEVEL OUTCOME 8. The qualifying *student* shows disciplinary and/or professional competence (can substitute field of enquiry for discipline).		
8.1 to apply knowledge to understand and guide intervention with individuals, families, groups and communities who have social problems or development needs	8.1 effectively analyse social problems or developmental needs in individuals, families, groups and communities, and to plan, implement and evaluate professional social work interventions in response to these	8.1 recognise major ethical debates in social welfare and in social work practise

ASSOCIATED KNOWLEDGE **The qualifying *student* is able to:**	ASSOCIATED SKILLS / ASSESSMENT CRITERIA **The qualifying *student* is able to:**	ASSOCIATED VALUES **The qualifying *student* is aware of the importance of the need to:**
8.2 articulate the continuities and discontinuities between social work and related disciplines 8.3 demonstrate understanding of the role of other professions and stakeholders, and understanding of how to work with others in a team	8.2 take a position in relation to competing paradigms and debates within social work	8.2 show an open mind to diverse positions within the discipline of social work

4.1.7 Bachelor of Audiology

Qualification Title	Bachelor of Audiology
Qualification Abbreviation	B(Audiology)
Minimum Period of Study	4 years full time
NQF EXIT Level	Level 8
SAQA Credits	Total Minimun 561

	Exit-level outcomes specific to the qualification	ASSOCIATED assessment criterion/CRITERIA
1	**The qualifying *student* is able to access and process information using a range of technologies** 1.1 understand key defining concepts in audiology, the meaning of Audiology texts, arguments and positions 1.2 use basic specialist resources in audiology	1.1 develop appropriate database search strategies and selection CRITERIA for audiology 1.2 collect, select, organise, interpret and critically evaluate different kinds of data in audiology
2	**The qualifying *student* is able to communicate and produce information using a range of technologies.** 2.1 understand academic conventions in audiology 2.2 understand own position in relation to debates in audiology 2.3 demonstrate basic computer literacy	2.1 use written and spoken language with skill and flexibility 2.2 synthesise information to articulate clearly sustained Arguments in audiology 2.3 apply appropriate information technologies

	Exit-level outcomes specific to the qualification	ASSOCIATED assessment criterion/CRITERIA
3	**The qualifying *student* demonstrates critical analytic competence and problem solving** 3.1 understand how knowledge is reported within the discipline of Exit-level outcomes specific to the qualification audiology 3.2 apply knowledge and understand critical approaches to knowledge in audiology 3.3 understand debates, concepts, issues and concerns in audiology	3.1 interpret and criticise subject matter of the discipline, policy or ASSOCIATED assessment criterion/CRITERIA programme in audiology 3.2 extrapolate and integrate information and theory in audiology to solve problems and plan actions within specific contexts
4	**The qualifying *student* demonstrates research competence.** 4.1 apply knowledge and understand the relevant Literature in audiology 4.2 recognise the scientific basis of the profession of audiology and understand basic methods of science, including inquiry, problem solving and the systematic pursuit of knowledge	4.1 conduct small scale research projects using the appropriate disciplinary conventions in audiology 4.2 use research data to inform audiological practice 4.3 seek appropriate collaboration with research specialists in order to research questions which are derived from clinical practice in audiology
5	**The qualifying *student* shows competence to manage her/himself.** 5.1 apply the knowledge needed for self-directed, independent learning and practice in audiology 5.2 apply the knowledge necessary for on-going professional development in audiology 5.3 become increasingly purposeful, self-aware, and independent in professional development and practice in audiology 5.4 demonstrate integration of professional ethical Values.	5.1 generate his/her own solutions/strategies to difficulties 5.2 be a purposeful *student* 5.3 make connections between university knowledge and skills, and professional practice in audiology
6	**The qualifying *student* demonstrates social competence.** 6.1 apply the knowledge of individual, group and community diversity, dynamics and processes 6.2 show self-awareness of the professional role of others 6.3 understand the importance of collaborative processes	6.1 work constructively with diversity 6.2 demonstrate awareness of role of others and willingness to work in a team 6.3 demonstrate independence, initiative, creativity and purposefulness in professional research and practice: work collaboratively; integrate feedback into own and group development; use interpreters and other personnel where necessary

	Exit-level outcomes specific to the qualification	ASSOCIATED assessment criterion/CRITERIA
7	**The qualifying *student* shows eco-systemic competence.** 7.1 identify areas requiring investigation in the most suitable manner through: 7.2 identification of priorities in relation to case history, service delivery model of organisation, cultural background and current literature research 7.3 selection of audiological tools appropriate to client's needs, abilities and cultural background 7.4 understand the role of other professionals and stakeholders in the implmentation of an audiological treatment programme 7.5 understand the relationship between the individual and local, national and global issues in audiology	Evaluate, plan and execute professional services in audiology eco-systematically
8	**The qualifying *student* shows disciplinary and/or professional competence.** 8.1 show understanding and justification of feasible termination CRITERIA of audiological services 8.2 review and evaluate assessment and treatment goals on a regular basis 8.3 show flexibility in implementation of audiological programme in line with needs and environment of client 8.4 integrate audiology intervention with team management of the client 8.5 justify all management decisions 8.6 demonstrate awareness of role and willingness of others to work in a team 8.7 write and send audiology reports on progress after obtaining consent from client 8.8 conduct procedures to facilitate clients understanding, recovery from or adjustment to the communication problem	8.1 establish the client's past and present status 8.2 identify potential etiological factors of audiological problem 8.3 use integrated information in conjunction with the audiology knowedge base in order to negotiate and derive appropriate therapy plan 8.4 seek regular meetings and feedback with role players by establishing networks of professional support 8.5 ensure continuing and regular review process of therapy techniques and results 8.6 communicate OUTCOME of any procedures to the client 8.7 maintain objective, dated, quantitative and qualitative progress notes and justify and document variation from negotiated programmes

4.1.8 Bachelor of Speech-Language Pathology

Qualification Title	Bachelor of Speech-Language Pathology
Qualification Abbreviation	B(Speech-Language Pathology)
Minimum Period of Study	4 years full time
NQF EXIT Level	Level 8
SAQA Credits	Total minimum 561

	Exit-level outcomes specific to the qualification	ASSOCIATED assessment criterion/CRITERIA
1	**The qualifying *student* is able to access and process information using a range of technologies** 1.1 understand key defining concepts, meaning of texts, arguments, position 1.2 use basic specialist resources	1.1 develop appropriate database search strategies and selection criteria 1.2 collect, select, organise, interpret and critically evaluate different kinds of data
2	**The qualifying *student* is able to communicate and produce information** using a range of technologies. 2.1 understand academic conventions 2.2 understand own position in relation to debates 2.3 demonstrate basic computer literacy	2.1 use written and spoken language with skill and flexibility 2.2 synthesise information to articulate clearly sustained arguments 2.3 apply appropriate information technologies
3	**The qualifying *student* demonstrates critical analytic competence and problem solving.** 3.1 understand how knowledge is reported within the discipline of audiology 3.2 apply knowledge and understand critical approaches to knowledge 3.3 understand debates, concepts, issues and concerns	3.1 interpret and criticise subject matter of the discipline, policy or programme 3.2 extrapolate and integrate information and theory to solve problems and plan actions within specific contexts
4	**The qualifying *student* demonstrates research competence.** 4.1 apply knowledge and understand the relevant literature 4.2 recognise the scientific basis of the profession and understand basic methods of science, including inquiry, problem solving and the systematic pursuit of knowledge	4.1 conduct small scale research projects using the appropriate disciplinary conventions 4.2 use research data to inform practice 4.3 seek appropriate collaboration with research specialists in order to research questions which are derived from clinical practice

	Exit-level outcomes specific to the qualification	ASSOCIATED assessment criterion/CRITERIA
5	**The qualifying *student* shows competence to manage her/himself.** 5.1 apply the knowledge needed for self-directed, independent learning and practice 5.2 apply the knowledge necessary for on-going professional development 5.3 become increasingly purposeful, self-aware, and independent in professional development and practice 5.4 demonstrate integration of professional ethical values	5.1 generate his/her own solutions/strategies to difficulties 5.2 be a purposeful *student* 5.3 make connections between university knowledge and skills, and professional practice
6	**The qualifying *student* demonstrates social competence.** 6.1 apply the knowledge of individual, group and community diversity, dynamics and processes 6.2 show self-awareness of the professional role of others 6.3 understand the importance of collaborative processes	6.1 work constructively with diversity 6.2 demonstrate awareness of role of others and willingness to work in a team 6.3 demonstrate independence, initiative, creativity and purposefulness in professional research and practice: work collaboratively; integrate feedback into own and group development; use interpreters and other personnel where necessary
7	**The qualifying *student* shows eco-systemic competence.** 7.1 identify areas requiring investigation in the most suitable manner through: 7.2 identification of priorities in relation to case history, service delivery model of organisation, cultural background and current literature research 7.3 selection of tools to appropriate client's needs, abilities and cultural background 7.4 understand the role of other professionals and stakeholders in the implementation of a treatment programme 7.5 understand the relationship between the individual and local, national and global issues.	

	Exit-level outcomes specific to the qualification	ASSOCIATED assessment criterion/CRITERIA
8	**The qualifying *student* shows disciplinary and/or professional competence.**	Evaluate, plan and execute professional services Eco-systematically
	8.1 show understanding and justification of feasible termination CRITERIA	8.1 establish the client's past and present status
	8.2 review and evaluate goals on a regular basis	8.2 identify potential etiological factors
	8.3 show flexibility in implementation of programme in line with needs and environment of client	8.3 use integrated information in conjunction with the Speech-Language knowledge base in order to negotiate and derive appropriate therapy plan
	8.4 integrate Speech-Language intervention with team management of the client	8.4 seek regular meetings and feedback with role players by establishing networks of professional support
	8.5 justify all management decisions	8.5 ensure continuing and regular review process of therapy techniques and results
	8.6 demonstrate awareness of role of others and willingness of others to work in a team	8.6 communicate OUTCOME of any procedures to the client
	8.7 write and send reports on progress after obtaining consent from client	8.7 maintain objective, dated, quantitative and qualitative progress notes and justify and document variation from negotiated programmes
	8.8 conduct procedures to facilitate clients understanding, recovery from or adjustment to the communication problem	

4.1.9 Bachelor of Music

Qualification Title	Bachelor of Music
Qualification Abbreviation	BMus
Minimum Period of Study	4 years full time
NQF Exit Level	Level 8
SAQA Credits	Total minimum 554

Exit Level Outcomes and the Associated Assessment Criteria

ASSOCIATED KNOWLEDGE The qualifying *student* is able to:	ASSOCIATED SKILLS / ASSESSMENT CRITERIA The qualifying *student* is able to:	ASSOCIATED VALUES The qualifying *student* is able to:
EXIT LEVEL OUTCOME 1.The qualifying *student* is able to access and process information using a range of technologies.		
1.1 understand key concepts, debates, arguments and resources in the discipline 1.2 understand principles of subject searching in databases, critical selection and organisational criteria 1.3 full understanding of arguments and positioning of debates 1.4 access and process information using a range of technologies 1.5 competence to teach and perform at a professional level	1.1 carry out basic database searches for subject literature 1.2 be able to identify range of historical and ideological positions within texts and other data 1.3 certify, extract, organise and fully reference information in range of resources 1.4 create, communicate and recreate aural images	1.1 appreciate accurate representation and acknowledgement of work of others is essential 1.2 commitment to educate published research into its social effects
EXIT LEVEL OUTCOME 2. The qualifying *student* is able to communicate and produce information using a range of technologies.		
2.1 understand academic conventions for writing and oral participation 2.2 computer literacy 2.3 communicate and produce information using a range of technologies	2.1 use fluent accurate English for writing and speaking 2.2 use a limited range of presentation skills and technologies in a limited range of representations 2.3 use appropriate writing skills in major subjects 2.4 write musical compositions in various genres 2.5 present results of listening, reading and studying aurally	2.1 awareness of responsibility and integrity in production and communication of information
EXIT LEVEL OUTCOME 3. The qualifying *student* demonstrates critical analytic competence and problem solving.		
3.1 know how knowledge is reported within disciplines 3.2 know and understand critical approaches to knowledge 3.3 understand course debates, concepts, issues and concerns 3.4 critical analytic competence and problem solving	3.1 analyse information and knowledge 3.2 extrapolate and use theory 3.3 suggest critical approaches to theory 3.4 informed ability to discuss and evaluate musical performances	3.1 value responsible decision-making 3.2 sensitivity with regard to different ways of constructing knowledge 3.3 take and recognise value positions on stylist and cultural issues

ASSOCIATED KNOWLEDGE The qualifying *student* is able to:	ASSOCIATED SKILLS / ASSESSMENT CRITERIA The qualifying *student* is able to:	ASSOCIATED VALUES The qualifying *student* is able to:
EXIT LEVEL OUTCOME 4. The qualifying *student* demonstrates research competence.		
4.1 knowledge for limited research enquiries 4.2 recognise the disciplinary paradigms within which research is located 4.3 advanced knowledge of discography	4.1 recognise and evaluate the status of evidence, arguments or theoretical positions in research 4.2 collect relevant data in relation to research questions 4.3 evaluate research in relation to the debates within the discipline	4.1 ethical responsibility to research subjects 4.2 take and recognise value positions on stylist and cultural issues.
EXIT LEVEL OUTCOME 5. The qualifying *student* shows competence to manage her/himself		
5.1 know the repertoire of possible learning skills 5.2 know and identify your preferred way of learning 5.3 know some of the skill requirements in the world of work 5.4 know how to address gaps in one's knowledge between university and the world of work	5.1 be able to generate one's own solutions/strategies to difficulties 5.2 be capable of being a purposeful *student* 5.3 make connections between university knowledge and skills, and world of work	5.1 value the process of life-long learning
EXIT LEVEL OUTCOME 6. The qualifying *student* demonstrates social competence.		
6.1 knowledge of individual and group dynamics and processes 6.2 understand that a different kind of result is achieved through group experience 6.3 awareness of multiple sources of knowledge	6.1 work constrictively with diversity 6.2 receive and execute tasks responsibly 6.3 integrate feedback into own and group development	6.1 recognise and value diversity 6.2 recognise and value collaborative processes
EXIT LEVEL OUTCOME 7. The qualifying *student* shows ecosystemic competence.		
7.1 know and understand the complexity contexts and the existence of multiple realities	7.1 describe, analyse and synthesise of the complexities of social and physical contexts	7.1 respect and value the interconnectedness of context
EXIT LEVEL OUTCOME 8. The qualifying *student* shows disciplinary and/or professional competence (can substitute field of enquiry for discipline)		
8.1 know the range of disciplinary practices in two disciplines 8.2 articulate the continuities and discontinuities between the two disciplines 8.3 integrate elective courses with the two disciplines	8.1 apply disciplinary practices to new information or situations 8.2 take a position in relation to competing paradigms and debates within the discipline	8.1 take seriously the social consequences of disciplinary practices 8.2 show an open mind to diverse positions within the discipline

4.2 Degrees of Bachelor Honours

4.2.1 Bachelor of Arts Honours

Qualification Title	Bachelor of Arts with Honours
Qualification Abbreviation	BAHons
Minimum Period of Study	1 year full time or 2 years part time
NQF Exit Level	Level 8
SAQA Credits	Total minimum 122

Exit Level Outcomes and the Associated Assessment Criteria

ASSOCIATED KNOWLEDGE **The qualifying *student* is able to:**	**ASSOCIATED SKILLS / ASSESSMENT CRITERIA** **The qualifying *student* is able to:**	**ASSOCIATED VALUES** **The qualifying *student* is aware of the importance of the need to:**
EXIT LEVEL OUTCOME 1.The qualifying *student* is able to access and process information using a range of technologies.		
1.1 identify specialist research resources, bibliographic and data base searches 1.2 explain meaning of texts and identify positions of argument	1.1 apply appropriate data base search strategies and read and print electronic texts 1.2 collect, select, organise, interpret different kinds of data 1.3 read and critically evaluate texts and data 1.4 represent own position in relation to debates	1.1 represent and acknowledge intellectual property of others
EXIT LEVEL OUTCOME 2. The qualifying *student* is able to communicate and produce information using a range of technologies.		
2.1 identify appropriate computer software for producing assignments and research. 2.2 identify the appropriate information technology for conducting research	2.1 use effective argumentation skills 2.2 apply appropriate word processing technologies for conducting research	2.1 apply accurate representation and acknowledgement of the intellectual property of others 2.2 identify and evaluate published research in terms of its social effects
EXIT LEVEL OUTCOME 3. The qualifying *student* demonstrates critical analytic competence and problem solving.		

ASSOCIATED KNOWLEDGE The qualifying *student* is able to:	ASSOCIATED SKILLS / ASSESSMENT CRITERIA The qualifying *student* is able to:	ASSOCIATED VALUES The qualifying *student* is aware of the importance of the need to:
3.1 identify and explain appropriate academic conventions with regard to how knowledge is reported 3.2 identify and explain conventions of critical analysis	3.1 interpret and criticise subject matter of a discipline 3.2 apply critical and innovative approaches to solving problems by integrating information and theory 3.3 evaluate limitations of different theoretical models	3.1 value responsible decisions with respect to knowledge
EXIT LEVEL OUTCOME 4. The qualifying *student* demonstrates research competence.		
4.1 identify one or more research methods and their appropriate applications 4.2 identify and outline the relevant literature and information sources	4.1 apply an appropriate research method whilst conducting a small scale research project 4.2 assess the findings by writing research and drawing conclusions arising from the research	4.1 undertake socially responsible research 4.2 show ethical responsibility to research subjects
EXIT LEVEL OUTCOME 5. The qualifying *student* shows competence to manage her/himself.		
5.1 apply knowledge to the challenges and problems posed in the world of work 5.2 demonstrate self-directed, independent learning 5.3 identify knowledge that new tasks demand	5.1 set goals and time management with minimal supervision 5.2 demonstrate the ability to shape one's own learning 5.3 demonstrate the ability to respond appropriately to feedback from peers 5.4 demonstrate ability to assess oneself on oral and written presentations	5.1 evaluate personal opportunities for life-long learning 5.2 optimise resourcefulness
EXIT LEVEL OUTCOME 6. The qualifying *student* demonstrates social competence.		
6.1 identify basic group dynamics and processes 6.2 evaluate own group role and role of others	6.1 identify and execute tasks responsibly 6.2 demonstrate the ability to work constructively with diversity 6.3 demonstrate ability to work collaboratively 6.4 give effective feedback both as a member of a group and individually	6.1 value collaborative processes 6.2 value diversity
EXIT LEVEL OUTCOME 7. The qualifying *student* shows ecosystemic competence.		
7.1 identify the relationship between discipline and ecosystemic contexts	7.1 apply research to relevant social and ecosystemic contexts	7.1 value the interconnectedness of social and natural environments

ASSOCIATED KNOWLEDGE The qualifying *student* is able to:	ASSOCIATED SKILLS / ASSESSMENT CRITERIA The qualifying *student* is able to:	ASSOCIATED VALUES The qualifying *student* is aware of the importance of the need to:
EXIT LEVEL OUTCOME 8. The qualifying *student* shows disciplinary and/or professional competence (can substitute field of enquiry for discipline).		
8.1 demonstrate competence in basic disciplinary and/or professional knowledge and specific knowledge of selected specialisations or professions 8.2 outline methods of knowledge production	8.1 identify own lines of enquiry within the discipline and track the necessary information 8.2 conduct reading in a specialised area	8.1 determine the social consequences of their disciplinary and/or professional practice 8.2 respect the integrity of the discipline and/or profession
	8.3 demonstrate the ability to engage in higher order cognitive tasks as described under 3 within a selected discipline and/or profession 8.4 apply academic research and critical evaluation within disciplinary specialisation and/or profession	8.3 show an open mind to diverse interests at work within the discipline and/or profession

4.3 Degrees of Master

4.3.1 Master of Arts

Qualification Title	Master of Arts
Qualification Abbreviation	MA
Minimum Period of Study	1 year full time or 2 years part time
NQF Exit Level	Level 9
SAQA Credits	Total minimum 180

Exit Level Outcomes and the Associated Assessment Criteria
A. MA (by dissertation)

ASSOCIATED KNOWLEDGE The qualifying *student* is able to:	ASSOCIATED SKILLS / ASSESSMENT CRITERIA The qualifying *student* is able to:	ASSOCIATED VALUES The qualifying *student* is aware of the importance of the need to:
EXIT LEVEL OUTCOME A1.The qualifying *student* is able to access and process information using a range of technologies.		
1.1 use full range of terminology and key concepts in different disciplines in South African and international literature 1.2 use specialist primary and secondary research resources, materials, methodologies 1.3 show extensive in-depth meta-cognitive understanding of own position in relation to debates within a text	1.1 use sophisticated selection and search strategies for appropriate databases and information resources 1.2 process and critically evaluate different kinds of data and texts 1.3 articulate own position within debates	1.1 commit her/himself to evaluate published research
EXIT LEVEL OUTCOME A2. The qualifying *student* is able to communicate and produce information using a range of technologies.		
2.1 show sophisticated understanding of generic, academic, oral and written conventions for discipline-specific content 2.2 understand current debates and research findings required for dissertation	2.1 use appropriate written conventions and representational technologies to sustain clear coherent argument throughout dissertation 2.2 present effectively in oral form, ideas, theories and discipline-specific information	2.1 produce a dissertation which respects and acknowledges the ownership of intellectual property (Bibliography) 2.2 adhere to ethical standards of discipline applicable to research project
EXIT LEVEL OUTCOME A3. The qualifying *student* demonstrates critical analytic competence and problem solving.		
3.1 apply knowledge of critical and analytic approaches to subject matter of discipline 3.2 contribute to furthering understandings within the discipline 3.3 demonstrate competence in basic disciplinary knowledge and specialised knowledge in focused area	3.1 develop and critically examine innovative approaches 3.2 integrate information, theory and context to solve problems 3.3 critically evaluate limitations of different theoretical models and suggest alternatives	3.1 be sensitive with regard to different ways of constructing knowledge 3.2 recognise the importance of applying knowledge in an ethically sensitive manner

ASSOCIATED KNOWLEDGE The qualifying *student* is able to:	ASSOCIATED SKILLS / ASSESSMENT CRITERIA The qualifying *student* is able to:	ASSOCIATED VALUES The qualifying *student* is aware of the importance of the need to:
EXIT LEVEL OUTCOME A4. The qualifying *student* demonstrates research competence.		
4.1 demonstrate advanced knowledge of research methods and their application	4.1 assess significance of findings in published research	4.1 commit her/himself to ethical research and responsible decision making
4.2 show an in-depth understanding of relevant literature	4.2 design, execute and write up a scholarly dissertation in a satisfactory written style that contributes to the advancement of knowledge OR replicate an existing study in a different context OR design a circumscribed investigation	
EXIT LEVEL OUTCOME A5. The qualifying *student* shows competence to manage her/himself.		
5.1 apply knowledge of the importance of individual responsibility in generating ideas for executing a research study 5.2 possess advanced knowledge needed for self directed independent learning	5.1 be a purposeful, self-directed, resourceful scholar and researcher 5.2 demonstrate a capacity to balance and manage a range of academic and life commitments	5.1 pursue excellence, accountability and resourcefulness
EXIT LEVEL OUTCOME A6. The qualifying *student* demonstrates social competence.		
6.1 know when to seek academic interaction with others in order to test your own ideas or to gain stimulation	6.1 demonstrate independence, initiative, creativity, purposefulness and leadership in professional relationships	6.1 respect and value research participants and colleagues and what they have to offer
EXIT LEVEL OUTCOME A7. The qualifying *student* shows ecosystemic competence.		
7.1 have an in-depth knowledge of the world eco-systemically	7.1 plan, execute and evaluate research and practice within an eco-systemic paradigm at an advanced level	7.1 recognise and deal sensitively with the multiple perspectives of people
		7.2 value the ability to adapt and live with change

ASSOCIATED KNOWLEDGE The qualifying *student* is able to:	ASSOCIATED SKILLS / ASSESSMENT CRITERIA The qualifying *student* is able to:	ASSOCIATED VALUES The qualifying *student* is aware of the importance of the need to:
EXIT LEVEL OUTCOME A8. The qualifying *student* shows disciplinary competence (can substitute field of enquiry for discipline).		
8.1 on the basis of independent reading understand the concepts, methods, theories and analytical processes which are accepted and/ or contested in the discipline 8.2 explore related fields of enquiry as required by the dissertation	8.1 apply concepts, methods, theories and analytical processes to information and situations relating to the research project 8.2 understand the connections and conflicts between writers in the field and articulate how the project is situated in relation to them 8.3 apply knowledge and methods from related fields where necessary	8.1 adhere to the ethical standards of the discipline as they apply to the research project

B. MA (by coursework and research report)

ASSOCIATED KNOWLEDGE The qualifying *student* is able to:	ASSOCIATED SKILLS / ASSESSMENT CRITERIA The qualifying *student* is able to:	ASSOCIATED VALUES The qualifying *student* is aware of the importance of the need to:
EXIT LEVEL OUTCOME B1.The qualifying *student* is able to access and process information using a range of technologies.		
1.1 apply knowledge of the full range of terminology and key concepts in disciplines in South African and international literature 1.2 use specialist primary and secondary research resources, materials, methodologies 1.3 show extensive in-depth meta-cognitive understanding of own position in relation to debates within a text	1.1 use sophisticated selection and search strategies for appropriate databases and information resources 1.2 find information in order to articulate own position within debates 1.3 use sophisticated critical evaluation of different kinds of data and texts 1.4 process an extensive in-depth volume of texts and data across a wide range	1.1 commit her/himself to evaluate published research
EXIT LEVEL OUTCOME B2. The qualifying *student* is able to communicate and produce information using a range of technologies.		
2.1 show sophisticated understanding of generic, academic, oral and written conventions for discipline-specific content 2.2 understand current debates and research findings necessary for research report	2.1 use appropriate written conventions and representational technologies to sustain clear coherent argument throughout report 2.2 present effectively in oral form, ideas, theories, discipline specific information	2.1 produce a research report which respects and acknowledges the ownership of intellectual property (Bibliography) 2.2 adhere to ethical standards of discipline applicable to research project

ASSOCIATED KNOWLEDGE The qualifying *student* is able to:	ASSOCIATED SKILLS / ASSESSMENT CRITERIA The qualifying *student* is able to:	ASSOCIATED VALUES The qualifying *student* is aware of the importance of the need to:
EXIT LEVEL OUTCOME B3. The qualifying *student* demonstrates critical analytic competence and problem solving.		
3.1 apply knowledge of critical and analytic approaches to subject matter of discipline 3.2 apply knowledge of a range of problems and possible solutions within the field	3.1 develop and critically examine innovative approaches 3.2 integrate information, theory and context to solve problems 3.3 critically evaluate limitations of different theoretical models and suggest alternatives	3.1 commit him/herself to responsible decision-making 3.2 be sensitive with regard to different ways of constructing knowledge and the ethical application of knowledge
EXIT LEVEL OUTCOME B4. The qualifying *student* demonstrates research competence.		
4.1 apply knowledge of research methods and their application 4.2 show an in-depth understanding of relevant literature	4.1 assess significance of findings in published research 4.2 design, execute and write-up a scholarly research report that contributes to the advancement of knowledge 4.3 show competence in reflective research	4.1 commit him/herself to ethical research and responsible decision-making
EXIT LEVEL OUTCOME B5. The qualifying *student* shows competence to manage her/himself.		
5.1 apply knowledge of the importance of individual responsibility in generating ideas and executing a research study 5.2 possess advanced knowledge needed for self directed independent learning	5.1 show the ability to be a purposeful, self directed scholar and researcher 5.2 demonstrate a capacity to balance and manage a range of academic and life commitments	5.1 pursue excellence, accountability and resourcefulness
EXIT LEVEL OUTCOME B6. The qualifying *student* demonstrates social competence.		
6.1 understand group dynamics and processes and roles when to use them for desired outcomes 6.2 demonstrate an awareness of diversity in own and other context	6.1 solve problems effectively and demonstrate leadership, independence and purposefulness when appropriate 6.2 working constructively with diversity within a dynamic situation	6.1 commit him/herself to collaborative processes
EXIT LEVEL OUTCOME B7. The qualifying *student* shows ecosystemic competence.		
7.1 have an in-depth knowledge of the world ecosystemically 7.2 have an understanding of the relationship between his/her discipline and others	7.1 plan, execute and evaluate research and practice within an eco-systemic paradigm	7.1 recognise and deal sensitively with the multiple perspectives of people 7.2 value the ability to adapt and live with change

ASSOCIATED KNOWLEDGE The qualifying *student* is able to:	ASSOCIATED SKILLS / ASSESSMENT CRITERIA The qualifying *student* is able to:	ASSOCIATED VALUES The qualifying *student* is aware of the importance of the need to:
EXIT LEVEL OUTCOME B8. The qualifying *student* shows disciplinary competence (can substitute field of enquiry for discipline).		
8.1 understand and use the concepts, methods, theories and analytical processes which are accepted and/or contested in the discipline	8.1 apply concepts, methods, theories and analytical processes to new information and situations	8.1 adhere to the ethical standards of the discipline
8.2 demonstrate competence in advanced disciplinary knowledge and specialised knowledge in focused area of research	8.2 apply disciplinary knowledge to self-motivated enquiry 8.3 understand the connections and conflicts between writers in the field 8.4 apply knowledge and methods from related fields, where necessary	8.2 be sensitive to the ethical implications of their own practices

4.3.2 Master of Arts in Audiology

Qualification Title	Master of Arts in Audiology
Qualification Abbreviation	MA(Audiology)
Minimum Period of Study	1 year full time or 2 years part time
NQF Exit Level	Level 9
SAQA Credits	Total minimum 180

Exit Level Outcomes and the Associated Assessment Criteria

A. MA(Audiology) by dissertation

ASSOCIATED KNOWLEDGE The qualifying *student* is able to:	ASSOCIATED SKILLS / ASSESSMENT CRITERIA The qualifying *student* is able to:	ASSOCIATED VALUES The qualifying *student* is aware of the importance of the need to:
EXIT LEVEL OUTCOME A1. The qualifying *student* is able to access and process information using a range of technologies.		

ASSOCIATED KNOWLEDGE The qualifying *student* is able to:	ASSOCIATED SKILLS / ASSESSMENT CRITERIA The qualifying *student* is able to:	ASSOCIATED VALUES The qualifying *student* is aware of the importance of the need to:
1.1 possess full range of terminology and key concepts in audiology in South African and International literature 1.2 apply knowledge of primary and secondary research resources, materials, methodologies and technology	1.1 demonstrate sophisticated selection and search strategies for appropriate databases and information resources 1.2 process and critically evaluate different kinds of data and texts	1.1 commit him/herself to evaluate published research 1.2 recognise perspectives of the discipline in relation to broader disciplines
1.3 possess extensive in-depth meta-cognitive understanding of own position in relation to ongoing debates in the field	1.3 synthesise data within the contextual and conceptual framework of generic and specialised audiology	
EXIT LEVEL OUTCOME A2. The qualifying *student* is able to communicate and produce information using a range of technologies.		
2.1 possess sophisticated understanding of academic conventions 2.2 understand current debates and research findings necessary for academic assignments, research reports and practice research	2.1 use appropriate conventions and representational technologies to sustain cogent arguments 2.2 present effectively ideas and theories from generic and specialised audiology specific information 2.3 translate information into situation specific language	2.1 produce a dissertation which respects and acknowledges the ownership of intellectual property (Bibliography) 2.2 adhere to ethical standards of audiology applicable to research project
EXIT LEVEL OUTCOME A3. The qualifying *student* demonstrates critical analytic competence and problem solving.		
3.1 apply knowledge to critical and analytic approaches to subject matter 3.2 apply knowledge to issues and suggest possible solutions 3.3 possess advanced information and knowledge in response to specific demands in relation to changing politico-socio-economic factors	3.1 develop and critically examine innovative approaches and conceptual tools with which to analyse practice 3.2 facilitate critical debate about the possibilities and constraints of advanced practice in the changing South African context 3.3 critically evaluate limitations of different theoretical models in relation to practice, wisdom and contextual realities and suggest alternatives	3.1 commit her/himself to responsible decision-making 3.2 be sensitive to different ways of constructing knowledge and the ethical application of knowledge 3.3 justify all decisions made regarding assessment and intervention

ASSOCIATED KNOWLEDGE The qualifying *student* is able to:	ASSOCIATED SKILLS / ASSESSMENT CRITERIA The qualifying *student* is able to:	ASSOCIATED VALUES The qualifying *student* is aware of the importance of the need to:
3.4 possess appropriate use and analysis of advanced technology (e.g. video fluoroscopy) and the interpretation of results 3.5 contribute to furthering understandings within the discipline of audiology	3.4 demonstrate an ability to apply theory to apply theory to practice	
EXIT LEVEL OUTCOME A4. The qualifying *student* demonstrates research competence.		
4.1 recognise the scientific basis of the profession and show understanding of advanced methods of scientific enquiry including problem solving and the systematic pursuit of knowledge	4.1 design, execute and write-up a scholarly dissertation that contributes to the advancement of knowledge	4.1 commit her/himself to ethical research which contributes to enhancing sustainable human communicative competence
4.2 possess advanced knowledge of research methods and their application 4.3 demonstrate an in-depth understanding of current literature	4.2 show competence in reflective practice research	4.2 commit her/himself to making research a daily activity in order to develop practice 4.3 commit her/himself to share the results of specific innovations with colleagues, the profession and the public
EXIT LEVEL OUTCOME A5. The qualifying *student* shows competence to manage him/herself.		
5.1 apply knowledge of the importance of individual responsibility in generating ideas for and in executing a research study 5.2 possess advanced knowledge needed for self-directed, independent learning and practice 5.3 apply knowledge of what characteristics a sophisticated self-respected practitioner should have	5.1 be a purposeful, self-directed, resourceful scholar, practitioner and researcher 5.2 demonstrate a capacity to become a mentor in developing professional knowledge, skills and values in others 5.3 demonstrate a capacity to balance and manage a range of commitments and life tasks 5.4 develop educational projects using various strategies, materials and personnel 5.5 recognise the limits of professional competence	5.1 pursue excellence, accountability and relevance 5.2 commit him/herself to ongoing reflective practice and professional development of self and others

ASSOCIATED KNOWLEDGE The qualifying *student* is able to:	ASSOCIATED SKILLS / ASSESSMENT CRITERIA The qualifying *student* is able to:	ASSOCIATED VALUES The qualifying *student* is aware of the importance of the need to:
EXIT LEVEL OUTCOME A6. The qualifying *student* demonstrates social competence.		
6.1 understand individual, group and community issues in relation to communication disorders 6.2 understand a range of diversity in own and other contexts 6.3 know when to seek academic and professional interaction with others in order to test own ideas or to gain stimulation	6.1 demonstrate independence, initiative, creativity, purposefulness and leadership in professional relationships 6.2 work in multi-disciplinary, multi-sectoral and multi-dimensional teams	6.1 commit him/herself to collaborative processes 6.2 respect the ethical value bases of other disciplines and cultures 6.3 respect and value research participants and colleagues and what they have to offer
EXIT LEVEL OUTCOME A7. The qualifying *student* shows ecosystemic competence.		
7.1 have an in-depth understanding of the relationship between the individual with communication disorders and local, global and international issues 7.2 understand the interrelatedness of issues and debates between audiology and related fields 7.3 apply knowledge of cross-linguistic, cultural and bilingual issues	7.1 show advanced ability to plan, execute and evaluate research and practice within an ecosystemic paradigm 7.2 demonstrate professional practice and research within an ecosystemic paradigm 7.3 be sensitive to environmental and cultural factors	7.1 appreciate and deal sensitively with the multiple perspectives of people 7.2 value people's innate ability to change and to creatively respond to external change forces
EXIT LEVEL OUTCOME A8. The qualifying *student* shows disciplinary and/or professional competence (can substitute field of enquiry for discipline).		

ASSOCIATED KNOWLEDGE The qualifying *student* is able to:	ASSOCIATED SKILLS / ASSESSMENT CRITERIA The qualifying *student* is able to:	ASSOCIATED VALUES The qualifying *student* is aware of the importance of the need to:
8.1 apply knowledge and understand the concepts, methods, theories and analytical processes which are accepted and/or contested in audiology from independent reading 8.2 understand appropriate and specialist support for advanced technology (e.g. video fluoroscopy) and therapeutic technology. 8.3 explore related fields of enquiry as required by the dissertation	8.1 demonstrate advanced application of concepts, methods, theories and analytical processes to situations across a broad range of contexts 8.2 demonstrate mastery of the methods of scholarly research as they apply to the research report and the profession 8.3 educate the relevant systems on the specific contribution of the profession toward individual, group, organisational and community development	8.1 demonstrate an open mind to diverse positions within the profession 8.2 commit him/herself to laid down values and ethics as professional codes 8.3 recognise major ethical debates surrounding speech-language pathology and audiology practice in the contexts of social policy, legislation, business practice etc. 8.4 assume initiative in problem solving

B. MA(Audiology) by coursework and research report

ASSOCIATED KNOWLEDGE The qualifying *student* is able to:	ASSOCIATED SKILLS / ASSESSMENT CRITERIA The qualifying *student* is able to:	ASSOCIATED VALUES The qualifying *student* is aware of the importance of the need to:
EXIT LEVEL OUTCOME B1. The qualifying *student* is able to access and process information using a range of technologies.		
1.1 possess full range of terminology and key concepts in audiology in South African and International literature 1.2 apply knowledge of primary and secondary research resources, materials, methodologies and technology 1.3 possess extensive in-depth meta-cognitive understanding of own position in relation to ongoing debates in the field	1.1 demonstrate sophisticated selection and search strategies for appropriate databases and information resources 1.2 process and critically evaluate different kinds of data and texts 1.3 synthesise data within the contextual and conceptual framework of generic and specialised audiology	1.1 commit him/herself to evaluate published research 1.2 recognise perspectives of the discipline in relation to broader disciplines
EXIT LEVEL OUTCOME B2. The qualifying *student* is able to communicate and produce information using a range of technologies.		
2.1 possess sophisticated understanding of academic conventions 2.2 understand current debates and research findings necessary for academic assignments, research reports and practice research	1.1 use appropriate conventions and representational technologies to sustain cogent arguments 1.2 present effectively ideas and theories from generic and specialised or audiology specific information 1.3 translate information into situation specific language	2.1 produce a research report which respects and acknowledges the ownership of intellectual property (Bibliography) 2.2 adhere to ethical standards of audiology applicable to research project
EXIT LEVEL OUTCOME B3. The qualifying *student* demonstrates critical analytic competence and problem solving.		
3.1 apply knowledge to critical and analytic approaches to subject matter 3.2 apply knowledge to issues and suggest possible solutions 3.3 possess advanced information and knowledge in response to specific demands in relation to changing politico-socio-economic factors	3.1 develop and critically examine innovative approaches and conceptual tools with which to analyse practice 3.2 facilitate critical debate about the possibilities and constraints of advanced practice in the changing South African context 3.3 critically evaluate limitations of different theoretical models in relation to practice, wisdom and contextual realities and suggest alternatives	3.1 commit him/herself to responsible decision-making 3.2 be sensitive to different ways of constructing knowledge and the ethical application of knowledge 3.3 justify all decisions made regarding assessment and intervention

ASSOCIATED KNOWLEDGE The qualifying *student* is able to:	ASSOCIATED SKILLS / ASSESSMENT CRITERIA The qualifying *student* is able to:	ASSOCIATED VALUES The qualifying *student* is aware of the importance of the need to:
3.4 possess appropriate use and analysis of advanced technology (e.g. video fluoroscopy) and the interpretation of results 3.5 contribute to furthering understandings within the discipline of audiology	3.4 demonstrate an ability to apply theory to apply theory to practice	
EXIT LEVEL OUTCOME B4. The qualifying *student* demonstrates research competence.		
4.1 recognise the scientific basis of the profession and show understanding of advanced methods of scientific enquiry including problem solving and the systematic pursuit of knowledge 4.2 possess advanced knowledge of research methods and their application 4.3 demonstrate an in-depth understanding of current literature	4.1 design, execute and write-up a scholarly research report that contributes to the advancement of knowledge 4.2 show competence in reflective practice research	4.1 commit him/herself to ethical research which contributes to enhancing sustainable human communicative competence 4.2 commit him/herself to making research a daily activity in order to develop practice 4.3 commit him/herself to share theresults of specific innovations with colleagues, the profession and the public
EXIT LEVEL OUTCOME B5. The qualifying *student* shows competence to manage him/herself.		
5.1 apply knowledge of the importance of individual responsibility in generating ideas for and in executing a research study 5.2 possess advanced knowledge needed for self-directed, independent learning and practice 5.3 apply knowledge of what characteristics a sophisticated self-respected practitioner should have	5.1 be a purposeful, self-directed, resourceful scholar, practitioner and researcher 5.2 demonstrate a capacity to become a mentor in developing professional knowledge, skills and values in others 5.3 demonstrate a capacity to balance and manage a range of commitments and life tasks 5.4 develop educational projects using various strategies, materials and personnel 5.5 recognise the limits of professional competence	5.1 pursue excellence, accountability and relevance 5.2 commit him/herself to ongoing reflective practice and professional development of self and other

ASSOCIATED KNOWLEDGE The qualifying *student* is able to:	ASSOCIATED SKILLS / ASSESSMENT CRITERIA The qualifying *student* is able to:	ASSOCIATED VALUES The qualifying *student* is aware of the importance of the need to:
EXIT LEVEL OUTCOME B6. The qualifying *student* demonstrates social competence.		
6.1 understand individual, group and community issues in relation to communication disorders 6.2 understand a range of diversity in own and other contexts 6.3 know when to seek academic and professional interaction with others in order to test own ideas or to gain stimulation	6.1 demonstrate independence, initiative, creativity, purposefulness and leadership in professional relationships 6.2 work in multi-disciplinary, multi-sectoral and multi-dimensional teams	6.1 commit him/herself to collaborative processes 6.2 respect the ethical value bases of other disciplines and cultures 6.3 respect and value research participants and colleagues and what they have to offer
EXIT LEVEL OUTCOME B7. The qualifying *student* shows ecosystemic competence.		
7.1 have an in-depth understanding of the relationship between the individual with communication disorders and local, global and international issues 7.2 understand the interrelatedness of issues and debates between audiology and related fields 7.3 apply knowledge of cross-linguistic, cultural and bilingual issues	7.1 show advanced ability to plan, execute and evaluate research and practice within an ecosystemic paradigm 7.2 demonstrate professional practice and research within an ecosystemic paradigm 7.3 be sensitive to environmental and cultural factors	7.1 appreciate and deal with the multiple perspectives of people and the persistence of ambiguity in solutions 7.2 value people's innate ability to change and to creatively respond to external change forces
EXIT LEVEL OUTCOME B8. The qualifying *student* shows disciplinary and/or professional competence (can substitute field of enquiry for discipline).		
8.1 apply knowledge and understand the concepts, methods, theories and analytical processes which are accepted and/or contested in audiology from independent reading 8.2 understand appropriate and specialist support for advanced technology (e.g. video fluoroscopy) and therapeutic technology.	8.1 demonstrate advanced application of concepts, methods, theories and analytical processes to situations across a broad range of contexts 8.2 demonstrate mastery of the methods of scholarly research as they apply to the research report and the profession	8.1 demonstrate an open mind to diverse positions within the profession 8.2 commit him/herself to laid down values and ethics as professional codes

ASSOCIATED KNOWLEDGE The qualifying *student* is able to:	ASSOCIATED SKILLS / ASSESSMENT CRITERIA The qualifying *student* is able to:	ASSOCIATED VALUES The qualifying *student* is aware of the importance of the need to:
8.3 explore related fields of enquiry as required by the research report	8.3 educate the relevant systems on the specific contribution of the profession toward individual, group, organisational and community development	8.3 recognise major ethical debates surrounding speech-language pathology and audiology practice in the contexts such as social policy, legislation, business practice 8.4 assume initiative in problem solving

4.3.3 Master of Arts in Clinical Psychology

Qualification Title	Master of Arts in Clinical Psychology
Qualification Abbreviation	MA(Clin Psych)
Minimum Period of Study	3 years full time
NQF Exit Level	Level 9
SAQA Credits	Total minimum 180

Exit Level Outcomes and the Associated Assessment Criteria

ASSOCIATED KNOWLEDGE The qualifying *student* is able to:	ASSOCIATED SKILLS / ASSESSMENT CRITERIA The qualifying *student* is able to:	ASSOCIATED VALUES The qualifying *student* is aware of the importance of the need to:
EXIT LEVEL OUTCOME 1.The qualifying *student* is able to access and process information using a range of technologies.		
1.1 possess a range of terminology and key concepts in clinical psychology, in the South African and the International literature 1.2 apply knowledge to specialist primary and secondary clinical and research resources and methodologies	1.1 demonstrate a sophisticated selection of search strategies for appropriate databases and information resources 1.2 possess, synthesise, and critically evaluate different kinds of data and texts within the contextual and conceptual framework of clinical psychology	1.1 demonstrate receptivity to, and evaluate knowledge generated within the field of clinical psychology

ASSOCIATED KNOWLEDGE The qualifying *student* is able to:	ASSOCIATED SKILLS / ASSESSMENT CRITERIA The qualifying *student* is able to:	ASSOCIATED VALUES The qualifying *student* is aware of the importance of the need to:
1.3 possess extensive, in-depth meta-cognitive understanding of own position in relation to debates within clinical psychology and cognate disciplines 1.4 show a sophisticated understanding of the role of self and supervision in clinical practice	1.3 determine and justify own position within the practice framework of clinical psychology 1.4 make optimal use of self and supervision as sources of information	
EXIT LEVEL OUTCOME 2. The qualifying *student* is able to communicate and produce information using a range of technologies.		
2.1 possess sophisticated understanding of academic and professional conventions in clinical psychology 2.2 understand current debates and research findings in relation to clinical intervention and presentation of clinical information	2.1 use appropriate conventions and representational technologies to sustain cogent arguments 2.2 present clear integrated and insightful clinical case- and assessment reports 2.3 demonstrate competence in the use of specialist communication with both clients and colleagues	2.1 respect and acknowledge ownership of intellectual property 2.2 adhere to ethical standards of the discipline, in relation to communication
EXIT LEVEL OUTCOME 3. The qualifying *student* demonstrates critical analytic competence and problem solving.		
3.1 apply knowledge of critical and analytic approaches in relation to the subject matter, tools and techniques of clinical psychology 3.2 critically consider plausible diagnoses and possible interventions in the field of clinical psychology	3.1 critically examine models, assessment procedures and intervention techniques 3.2 critically evaluate the limitations of different theoretical models in relation to practice and contextual realities, and suggest alternatives	3.1 critically examine, recommend and show commitment to responsible decision making 3.2 demonstrate sensitivity to different ways of constructing knowledge and the ethical application of knowledge 3.3 show sensitivity to client and/or context
EXIT LEVEL OUTCOME 4. The qualifying *student* demonstrates research competence.		
4.1 possess advanced knowledge of research methods and their application 4.2 possess in-depth knowledge of relevant literature 4.3 contribute to the advancement of knowledge	4.1 design, execute and write-up a scholarly research report that contributes to the advancement of knowledge	4.1 show ethical responsibility to clinical and research subjects 4.2 execute socially responsible clinical and research work

ASSOCIATED KNOWLEDGE The qualifying *student* is able to:	ASSOCIATED SKILLS / ASSESSMENT CRITERIA The qualifying *student* is able to:	ASSOCIATED VALUES The qualifying *student* is aware of the importance of the need to:
EXIT LEVEL OUTCOME 5. The qualifying *student* shows competence to manage her/himself.		
5.1 apply knowledge of the importance of individual responsibility in relation to clinical practice, continuing professional development, and research 5.2 possess advanced knowledge needed for self-directed, learning and practice 5.3 apply knowledge of what characterises a sophisticated self-reflective clinical therapist and practitioner	5.1 demonstrate competence as a purposeful and reflective practitioner, scholar and researcher 5.2 demonstrate a capacity to balance and manage a range of commitments	5.1 pursue excellence, accountability, and relevance in clinical practice 5.2 manage oneself in accordance with the ethical code binding on the profession of clinical psychology 5.3 show commitment to reflexivity in clinical practice
EXIT LEVEL OUTCOME 6. The qualifying *student* demonstrates social competence.		
6.1 understand group dynamics, processes and roles, and when to use them for desired outcomes 6.2 understand the range of diversity in own and other contexts 6.3 understand social skills and apply them appropriately within the professional context	6.1 demonstrate an ability to function effectively within a group-learning and multi-disciplinary context 6.2 work constructively with diversity within a dynamic/ changing situation 6.3 demonstrate independence, initiative, creativity, purposefulness and co-operation in professional relations	6.1 show commitment to appropriate collaboration and leadership 6.2 show sensitivity in the context of diversity
EXIT LEVEL OUTCOME 7. The qualifying *student* shows ecosystemic competence.		
7.1 understand the position of clinical psychology in relation to cognate disciplines 7.2 understand the interrelated nature of multi-disciplinary and collegial working relations 7.3 be aware of the complex interface between clinical practice and political, social and economic forces	7.1 demonstrate an advanced ability to plan, execute and evaluate professional practice and research which takes into account notions of inter-relatedness and reciprocity	7.1 appreciate and deal sensitively with the multiple and changing perspectives of people 7.2 value the ability to adapt and live with change

ASSOCIATED KNOWLEDGE The qualifying *student* is able to:	ASSOCIATED SKILLS / ASSESSMENT CRITERIA The qualifying *student* is able to:	ASSOCIATED VALUES The qualifying *student* is aware of the importance of the need to:
EXIT LEVEL OUTCOME 8. The qualifying *student* shows disciplinary and/or professional competence (can substitute field of enquiry for discipline).		
8.1 possess knowledge of the concepts, skills, tools, theories and analytic practices which are accepted and/ or contested within the discipline 8.2 be familiar with related fields of enquiry as linked with developments in the discipline	8.1 demonstrate competence in assessment and intervention methods apply knowledge and methods from related fields where appropriate and necessary	8.1 be sensitive and adhere to the ethics of the discipline of clinical psychology

4.3.4 Master of Arts in Community-based Counselling Psychology

Qualification Title Master of Arts in Community-based Counselling Psychology

Qualification Abbreviation MA(Comm Couns Psych)

Minimum Period of Study 2 years full time

NQF Exit Level Level 9

SAQA Credits Total minimum 180

Exit Level Outcomes and the Associated Assessment Criteria

ASSOCIATED KNOWLEDGE The qualifying *student* is able to:	ASSOCIATED SKILLS / ASSESSMENT CRITERIA The qualifying *student* is able to:	ASSOCIATED VALUES The qualifying *student* is aware of the importance of the need to:
EXIT LEVEL OUTCOME 1.The qualifying *student* is able to access and process information using a range of technologies.		
1.1 possess range of terminology and key concepts to be found within community-based counselling psychology, in the South African and the International literature 1.2 apply knowledge of specialist primary and secondary community-counselling psychology and research resources, and methodologies	1.1 possess sophisticated selection of search strategies for appropriate databases and information resources 1.2 possess, synthesise, and critically evaluate different kinds of data and texts within the contextual and conceptual framework of community-based counselling psychology	1.1 demonstrate receptivity to, and evaluate knowledge generated within the field of community-based counselling psychology

ASSOCIATED KNOWLEDGE The qualifying *student* is able to:	ASSOCIATED SKILLS / ASSESSMENT CRITERIA The qualifying *student* is able to:	ASSOCIATED VALUES The qualifying *student* is aware of the importance of the need to:
1.3 possess extensive, in-depth meta-cognitive understanding of own position in relation to debates within community-based counselling psychology and cognate disciplines 1.4 possess sophisticated understanding of the role of self and supervision in community-based counselling practice	1.3 determine and justify own position within the practice framework of community-based counselling psychology 1.4 make optimal use of self and supervision as sources of information	
EXIT LEVEL OUTCOME 2. The qualifying *student* is able to communicate and produce information using a range of technologies.		
2.1 possess sophisticated understanding of academic and professional conventions in community-based counselling psychology 2.2 understand current debates and research findings in relation to community counselling intervention and presentation of community counselling information	2.1 use appropriate conventions and representational technologies to sustain cogent arguments 2.2 present clear integrated and insightful clinical case- and assessment reports 2.3 demonstrate competence in the use of specialist communication with both clients and colleagues	2.1 respect and acknowledge ownership of intellectual property 2.2 adhere to ethical standards of the discipline, in relation to communication
EXIT LEVEL OUTCOME 3. The qualifying *student* demonstrates critical analytic competence and problem solving.		
3.1 apply knowledge of critical and analytic approaches in relation to the subject matter, tools and techniques of community-based counselling psychology 3.2 critically consider plausible diagnoses, problem formulations and possible interventions in the field of community-based counselling psychology	3.1 critically examine models, assessment procedures and intervention techniques 3.2 critically evaluate the limitations of different theoretical models in relation to practice and contextual realities, and suggest alternatives	3.1 critically examine, recommend and show commitment to responsible decision-making 3.2 demonstrate sensitivity to different ways of constructing knowledge and the ethical application of knowledge 3.3 show sensitivity to client and/or context
EXIT LEVEL OUTCOME 4. The qualifying *student* demonstrates research competence.		
4.1 possess advanced knowledge of research methods and their application 4.2 possess in-depth knowledge of relevant literature 4.3 contribute to the advancement of knowledge	4.1 design, execute and write-up a scholarly research report that contributes to the advancement of knowledge in the domain of community-based counselling psychology	4.1 take ethical responsibility with respect to clinical and research subjects 4.2 execute socially responsible community-counselling and research work

ASSOCIATED KNOWLEDGE The qualifying *student* is able to:	ASSOCIATED SKILLS / ASSESSMENT CRITERIA The qualifying *student* is able to:	ASSOCIATED VALUES The qualifying *student* is aware of the importance of the need to:
EXIT LEVEL OUTCOME 5. The qualifying *student* shows competence to manage her/himself.		
5.1 apply knowledge of the importance of individual responsibility in relation to community-based counselling practice, continuing professional development, and research 5.2 possess advanced knowledge needed to for self-directed, learning and practice 5.3 apply knowledge of what characterises a sophisticated self-reflective community-based counselling practitioner	5.1 demonstrate competence as a purposeful and reflective practitioner, scholar and researcher 5.2 demonstrate a capacity to balance and manage a range of commitments	5.1 pursue excellence, accountability, and relevance in community-based counselling practice 5.2 manage oneself in accordance with the ethical code binding on the profession of counselling psychology 5.3 commit him/herself to reflexivity in community-based counselling practice
EXIT LEVEL OUTCOME 6. The qualifying *student* demonstrates social competence.		
6.1 understand group dynamics, processes and roles, and when to use them for desired outcomes 6.2 understand the range of diversity in own and other contexts 6.3 understand social skills and apply them appropriately within the professional context	6.1 demonstrate an ability to function effectively within a group-learning and multi-disciplinary context 6.2 work constructively with diversity within a dynamic/ changing situation 6.3 demonstrate independence, initiative, creativity, purposefulness and co-operation in professional relations	6.1 show commitment to appropriate collaboration and leadership 6.2 show sensitivity in the context of diversity
EXIT LEVEL OUTCOME 7. The qualifying *student* shows ecosystemic competence.		
7.1 understand the position of counselling and community psychology in relation to cognate disciplines 7.2 understand the interrelated nature of multi-disciplinary and collegial working relations 7.3 demonstrate awareness of the complex interface between community-based counselling practice and political, social and economic forces	7.1 demonstrate an advanced ability to plan, execute and evaluate professional practice and research which takes into account notions of inter-relatedness and reciprocity	7.1 appreciate and deal sensitively with the multiple and changing perspectives of people 7.2 value the ability to adapt and live with change

ASSOCIATED KNOWLEDGE The qualifying *student* is able to:	ASSOCIATED SKILLS / ASSESSMENT CRITERIA The qualifying *student* is able to:	ASSOCIATED VALUES The qualifying *student* is aware of the importance of the need to:
EXIT LEVEL OUTCOME 8. The qualifying *student* shows disciplinary and/or professional competence (can substitute field of enquiry for discipline).		
8.1 possess knowledge of the concepts, skills, tools, theories and analytic practices which are accepted and/ or contested within the discipline 8.2 be familiar with related fields of enquiry as linked with developments in the discipline	8.1 demonstrate competence in assessment and intervention methods 8.2 apply knowledge and methods from related fields where appropriate and necessary	8.1 show sensitivity and adherence to the ethics of the discipline of counselling psychology

4.3.5 Master of Arts in Theatre and Performance

Qualification Title	Master of Arts in **Theatre and Performance**
Qualification Abbreviation	MA(**Theatre and Performance**)
Minimum Period of Study	1 year full time or 2 years part time
NQF Exit Level	Level 9
SAQA Credits	Total minimum 180

Exit Level Outcomes and the Associated Assessment Criteria

ASSOCIATED KNOWLEDGE The qualifying *student* is able to:	ASSOCIATED SKILLS / ASSESSMENT CRITERIA The qualifying *student* is able to:	ASSOCIATED VALUES The qualifying *student* is aware of the importance of the need to:
EXIT LEVEL OUTCOME 1. The qualifying *student* is able to access and process information using a range of technologies.		
1.1 use a full range of terminology and key concepts in different disciplines in South African and international literature and professional practices 1.2 use specialist primary and secondary research resources materials and methodologies 1.3 show extensive in depth meta-cognitive understanding of own position to debates within a text and within different modes of professional practices	1.1 demonstrate a sophisticated selection of search strategies for appropriate databases and information resources 1.2 find information about current forms of professional performance and media practices in order to articulate own position within current debates and practices 1.3 demonstrate sophisticated critical evaluation of different kinds of data and texts, specifically in performance and media studies 1.4 process and present extensive, in-depth range of texts, data and performance	1.1 commit him/herself to evaluate published research

ASSOCIATED KNOWLEDGE The qualifying *student* is able to:	ASSOCIATED SKILLS / ASSESSMENT CRITERIA The qualifying *student* is able to:	ASSOCIATED VALUES The qualifying *student* is aware of the importance of the need to:
EXIT LEVEL OUTCOME 2. The qualifying *student* is able to communicate and produce information using a range of technologies.		
2.1 demonstrate a sophisticated understanding of generic, academic, oral, written and performance conventions for discipline and media specific content 2.2 understand current debates, research findings and dramatic art practices necessary for a research report	2.1 use or develop appropriate written, visual and performance conventions to sustain a clear coherent argument and presentation of creative work in a report 2.2 present effectively in oral, visual and/or performance forms, ideas, theories and discipline-specific information	2.1 produce a dissertation or a research report and a body of creative work (or equivalent) which respects and acknowledges the ownership of intellectual and creative property 2.2 adhere to ethical standards of discipline applicable to a research project and/or creative production

ASSOCIATED KNOWLEDGE The qualifying *student* is able to:	ASSOCIATED SKILLS / ASSESSMENT CRITERIA The qualifying *student* is able to:	ASSOCIATED VALUES The qualifying *student* is aware of the importance of the need to:
EXIT LEVEL OUTCOME 3. The qualifying *student* demonstrates critical analytic competence and problem solving.		
3.1 analyse and evaluate the modes of professional performance and media practices and cultural content of the discipline 3.2 identify problems and suggest possible solutions to contemporary performance and media practices 3.3 apply knowledge to professional and other real life situations 3.4 structure knowledge creatively in response to specific scholarly demands and the demands of the professional practice 3.5 integrate conceptual and technical knowledge 3.6 explain and use the procedures of critique and causal logic	3.1 develop and critically examine innovative approaches in the scholarly and professional fields 3.2 integrate information, creative practices, theory and contexts to produce relevant performance and media practices 3.3 critically evaluate limitations and strengths of different theoretical models and professional performance and media practices and suggest alternatives	3.1 critically examine, recommend and show commitment to imaginative and responsible decision making 3.2 demonstrate sensitivity to different ways of constructing knowledge in the field of culture 3.3 recognise the importance of applying knowledge and creating works in an ethically sensitive manner

ASSOCIATED KNOWLEDGE The qualifying *student* is able to:	ASSOCIATED SKILLS / ASSESSMENT CRITERIA The qualifying *student* is able to:	ASSOCIATED VALUES The qualifying *student* is aware of the importance of the need to:
EXIT LEVEL OUTCOME 4. The qualifying *student* demonstrates research competence.		
4.1 use research methods and their applications	4.1 apply scholarly and creative methods and approaches	4.1 pursue excellence, creativity, accountability and relevance
4.2 refer to and use relevant literature and modes of professional performance and media practices	4.2 evaluate the outcomes of the research process	4.2 mentor/tutor/model the skills and knowledge in a particular discipline
4.3 contribute to the advancement of knowledge and creative development of professional performance and media practices 4.4 explain the nature and purpose of the research both theoretically and practically 4.5 articulate the relationship between theory and practice	4.3 produce a written dissertation or research report and body of creative work in a satisfactory way	
EXIT LEVEL OUTCOME 5. The qualifying *student* shows competence to manage him/herself.		
5.1 work with individual responsibility and creative independence in generating a research project 5.2 demonstrate a sophisticated creative and intellectual self-awareness and reflexivity 5.3 identify and rank tasks according to priority and take responsibility for successful completion of a research project.	5.1 become a mentor/tutor/role model in imparting skills and knowledge to others 5.2 establish time management and productive creative practices 5.3 show confidence in balancing and managing a range of creative and intellectual life-tasks 5.4 demonstrate the potential to become a resourceful *student* and a creative producer of culture 5.5 initiate and conduct research and creative work and have an intrinsic motivation to follow through on all aspects of an intellectual and creative project 5.6 demonstrate a developed critical and creative approach to handling and integrating feedback from peers/supervisors 5.7 make informed choices about task completion, setting deadlines and maintaining relationships with colleagues, supervisors and the institution	5.1 pursue excellence, creativity, accountability and relevance 5.2 be willing to mentor/tutor/model the skills and knowledge in a particular discipline

ASSOCIATED KNOWLEDGE The qualifying *student* is able to:	ASSOCIATED SKILLS / ASSESSMENT CRITERIA The qualifying *student* is able to:	ASSOCIATED VALUES The qualifying *student* is aware of the importance of the need to:
EXIT LEVEL OUTCOME 6. The qualifying *student* demonstrates social competence.		
6.1 understand individual and social dynamics and processes required to achieve a successful outcome 6.2 recognise the individual's role and be able to alter that role creatively in response to prevailing conventions 6.3 demonstrate an awareness of diversity in terms of race, class, gender, sexual preference, age, culture, religion, language, ethnicity and nationality. 6.4 Recognise and use different modes of knowledge and styles of knowledge acquisition	6.1 assess the effectiveness of individual and group processes and act on this knowledge 6.2 work through challenges creatively and solve problems effectively 6.3 demonstrate initiative and leadership where appropriate 6.4 work creatively and productively with diversity within a dynamic situation using all the aforementioned skills	6.1 show commitment to the collaborative process 6.2 value diversity 6.3 value culture, imagination and creativity as crucial to social development
EXIT LEVEL OUTCOME 7. The qualifying *student* shows ecosystemic competence.		
7.1 recognise and work independently in a complex environment 7.2 recognise the nature of social relationships in complex and changing cultural environments 7.3 understand the social context of research and creative work 7.4 recognise and be able to act on the economic implication and potential of possessing technical, creative and intellectual skills	7.1 act creatively on the understanding that the world is a dynamic set of interrelated systems 7.2 create relationships between own discipline and others	7.1 appreciate and deal sensitively with the multiple perspectives of people 7.2 value the ability to adapt and live with change
EXIT LEVEL OUTCOME 8. The qualifying *student* shows ecosystemic competence.		
8.1 use the concepts, methods, theories, analytical and creative processes currently and potentially significant in the discipline 8.2 familiarise her/himself with related fields of enquiry	8.1 apply practices, concepts, methods, theories, analytical and creative processes to new information and situations 8.2 apply disciplinary knowledge and creative experience to self motivated enquiry	8.1 adhere to the ethical standards of the discipline 8.2 be aware of the ethical implications of his/her practice

ASSOCIATED KNOWLEDGE The qualifying *student* is able to:	ASSOCIATED SKILLS / ASSESSMENT CRITERIA The qualifying *student* is able to:	ASSOCIATED VALUES The qualifying *student* is aware of the importance of the need to:
8.3 demonstrate competence and originality in advanced, specialised disciplinary knowledge and professional art practices in a focused area of research	8.3 apply knowledge, methods and creative approaches from related fields where appropriate	

4.3.6 Master of Arts in Fine Arts

Qualification Title Master of Arts in Fine Arts

Qualification Abbreviation MA(Fine Arts)

Minimum Period of Study 1 year full time or 2 years part time

NQF Exit Level Level 9

SAQA Credits Total minimum 180

Exit Level Outcomes and the Associated Assessment Criteria

A. MA(Fine Arts) by dissertation

ASSOCIATED KNOWLEDGE The qualifying *student* is able to:	ASSOCIATED SKILLS / ASSESSMENT CRITERIA The qualifying *student* is able to:	ASSOCIATED VALUES The qualifying *student* is aware of the importance of the need to:
EXIT LEVEL OUTCOME A1.The qualifying *student* is able to access and process information using a range of technologies.		
1.1 use the full range of terminology and key concepts in South African and international literature and professional art practice 1.2 be conversant with specialist primary and secondary research resources, materials and methodologies 1.3 show an extensive in-depth meta-cognitive understanding of own position to debates within a text and within different modes of professional practice	1.1 develop a sophisticated selection of search strategies for appropriate databases and information resources 1.2 find information and current forms of professional art practice in order to articulate own position within current debates and practices 1.3 demonstrate sophisticated critical evaluation of different kinds of data and texts, specifically in visual culture 1.4 process and present extensive, in-depth range of texts, data, images and artistic practices	1.1 commit him/herself to evaluate published research

ASSOCIATED KNOWLEDGE The qualifying *student* is able to:	ASSOCIATED SKILLS / ASSESSMENT CRITERIA The qualifying *student* is able to:	ASSOCIATED VALUES The qualifying *student* is aware of the importance of the need to:
EXIT LEVEL OUTCOME A2. The qualifying *student* is able to communicate and produce information using a range of technologies.		
2.1 communicate using a sophisticated understanding of generic, academic, oral, written and graphic conventions for discipline- and media-specific content	2.1 use or develop appropriate written and visual conventions to sustain a clear coherent argument and presentation of creative work in the dissertation and practical work (or equivalent)	2.1 produce a dissertation and body of practical work (or equivalent) which respects and acknowledges the ownership of intellectual and creative property
2.2 understand current debates, research findings and professional art practices necessary for dissertation and practical component	2.2 present effectively in oral and visual form, ideas, theories, and discipline-specific information	2.2 adhere to ethical standards of discipline applicable to research project
EXIT LEVEL OUTCOME A3. The qualifying *student* demonstrates critical analytic competence and problem solving.		
3.1 analyse and evaluate the modes of professional art practice and cultural content of the discipline	3.1 develop and critically examine innovative approaches in the scholarly and professional field	3.1 critically examine, recommend and show commitment to imaginative and responsible decision-making
3.2 identify problems and suggest possible solutions *to* contemporary art practices within the field	3.2 integrate information, creative practices, theory and context to produce relevant visual culture	3.2 demonstrate sensitivity to different ways of constructing knowledge in the field of culture
3.3 apply knowledge to professional and other real-life situations	3.3 critically evaluate limitations and strengths of different theoretical models and professional art practices and suggest alternatives	3.3 recognise the importance of applying knowledge and creating works in an ethically sensitive manner
3.4 structure knowledge creatively in response to specific scholarly demands and the demands of professional art practice		3.4 show sensitivity to context
3.5 integrate conceptual and technical knowledges		

ASSOCIATED KNOWLEDGE The qualifying *student* is able to:	ASSOCIATED SKILLS / ASSESSMENT CRITERIA The qualifying *student* is able to:	ASSOCIATED VALUES The qualifying *student* is aware of the importance of the need to:
EXIT LEVEL OUTCOME A4. The qualifying *student* demonstrates research competence.		
4.1 demonstrate and apply sophisticated research methods and their applications 4.2 apply knowledge to relevant literature and modes of professional art practice 4.3 contribute to the advancement of knowledge and creative development of professional art practice	4.1 apply sophisticated scholarly and creative methods and approaches 4.2 evaluate the outcome of the research process 4.3 produce a written dissertation and body of creative work in a satisfactory manner	4.1 show ethical responsibility to research subjects 4.2 undertake socially responsible creative research
4.4 explain the nature and purpose of the research both theoretically and practically 4.5 articulate the relationship between theory and practice		
EXIT LEVEL OUTCOME A5. The qualifying *student* shows competence to manage her/himself.		
5.1 demonstrate the importance of individual responsibility and creative independence in generating research projects 5.2 demonstrate sophisticated creative and intellectual self-awareness and reflexivity 5.3 identify and rank tasks according to priority and take responsibility for successful completion of a research project	5.1 become a mentor/ tutor/ role model in imparting skills and knowledge to others 5.2 establish time management and productive creative habits 5.3 show confidence in balancing and managing a range of creative and intellectual life-tasks 5.4 be a resourceful *student* and a creative producer of culture 5.5 be confident in initiating and conducting research and creative work and have an intrinsic motivation to follow through on all aspects of an intellectual and creative project 5.6 demonstrate a developed critical and creative approach to handling and integrating feedback from peers/supervisors 5.7 make informed choices about task completion, setting deadlines and maintaining relationships with colleagues, supervisors and the institution	5.1 pursue excellence, creativity, accountability and relevance 5.2 act as a mentor/tutor/ and model skills and knowledge in a particular discipline

ASSOCIATED KNOWLEDGE The qualifying *student* is able to:	ASSOCIATED SKILLS / ASSESSMENT CRITERIA The qualifying *student* is able to:	ASSOCIATED VALUES The qualifying *student* is aware of the importance of the need to:
EXIT LEVEL OUTCOME A6. The qualifying *student* demonstrates social competence.		
6.1 understand individual and social dynamics 6.2 know the individual's role and be able to alter that role creatively in response to prevailing convention 6.3 understand and demonstrate an awareness of diversity as academically and creatively productive.	6.1 assess the effectiveness of individual and group processes and act on this new knowledge appropriately 6.2 work through challenges creatively and solve problems effectively 6.3 demonstrate initiative and leadership where appropriate	6.1 show a commitment to the collaborative process 6.2 value diversity 6.3 value culture, imagination and creativity as crucial to social development
6.4 understand the construction of diversity in terms of race, class, gender, sexual preference, age culture, religion, language, ethnicity, nationality 6.5 understand different modes of knowledge and styles of knowledge acquisition	6.4 work creatively and productively with diversity within a dynamic situation using all the aforementioned skills	
EXIT LEVEL OUTCOME A7. The qualifying *student* shows ecosystemic competence.		
7.1 work independently in a complex environment 7.2 understand the nature of social relationships in complex and changing cultural environments 7.3 understand the social context of research and creative work 7.4 exploit the economic implications and potential of possessing technical, creative and intellectual skills	7.1 understand the world as a dynamic set of interrelated systems and to be able to act creatively on this understanding 7.2 create relationships between own discipline and others	7.1 appreciate and deal sensitively with the multiple perspectives of people 7.2 value the ability to adapt and live with change

ASSOCIATED KNOWLEDGE The qualifying *student* is able to:	ASSOCIATED SKILLS / ASSESSMENT CRITERIA The qualifying *student* is able to:	ASSOCIATED VALUES The qualifying *student* is aware of the importance of the need to:
EXIT LEVEL OUTCOME A8. The qualifying *student* shows disciplinary and/or professional competence (can substitute field of enquiry for discipline).		
8.1 understand and use the concepts, methods, theories, analytical and creative processes currently and potentially significant in the discipline 8.2 be familiar with related fields of enquiry (interdisciplinary facility) 8.3 demonstrate competence and originality in advanced, specialised disciplinary knowledge and professional art practice in a focused area of research	8.1 apply practices, concepts, methods, theories, analytical and creative processes to new information and situations 8.2 apply disciplinary and interdisciplinary knowledge (where appropriate) and creative experience to self-motivated enquiry 8.3 demonstrate the connections and conflicts between scholars and cultural practitioners in the field	8.1 adhere to the ethical standards of the discipline 8.2 show sensitivity to the ethical implications of own practices

4.3.7 Master of Arts in Heritage

Qualification Title Master of Arts in Heritage

Qualification Abbreviation MA(Heritage)

Minimum Period of Study 1 year full time or 2 years part time

NQF Exit Level Level 9

SAQA Credits Total minimum 180

Exit Level Outcomes and the Associated Assessment Criteria

ASSOCIATED KNOWLEDGE The qualifying *student* is able to:	ASSOCIATED SKILLS / ASSESSMENT CRITERIA The qualifying *student* is able to:	ASSOCIATED VALUES The qualifying *student* is aware of the importance of the need to:
EXIT LEVEL OUTCOME 1.The qualifying *student* is able to access and process information using a range of technologies.		
1.1 possess the full range of terminology and key concepts in generic and specialised heritage fields in South African and international literature	1.1 develop a sophisticated selection of search strategies for appropriate databases and information resources	1.1 commit him/herself to evaluate published research

ASSOCIATED KNOWLEDGE The qualifying *student* is able to:	ASSOCIATED SKILLS / ASSESSMENT CRITERIA The qualifying *student* is able to:	ASSOCIATED VALUES The qualifying *student* is aware of the importance of the need to:
1.2 know primary and secondary research resources, materials and methodologies 1.3 possess an extensive in-depth meta-cognitive understanding of own position in relation to debate within a text	1.2 demonstrate sophisticated critical evaluation of different kinds of data and texts 1.3 articulate own position within debates	
EXIT LEVEL OUTCOME 2. The qualifying *student* is able to communicate and produce information using a range of technologies.		
2.1 possess sophisticated understanding of generic, academic, oral and written conventions for heritage 2.2 understand current debates, research findings required for research report	2.1 use appropriate conventions and representational technologies to sustain cogent arguments 2.2 present effectively ideas and theories from generic and specialised heritage information 2.3 translate information into situation specific language	2.1 respect and acknowledge the ownership of intellectual property
EXIT LEVEL OUTCOME 3. The qualifying *student* demonstrates critical analytic competence and problem solving.		
3.1 know critical and analytical approaches to heritage 3.2 contribute to further understanding within heritage 3.3 demonstrate competence in basic inter-disciplinary knowledge and specialised knowledge in a focused area	3.1 develop and critically examine innovative approaches 3.2 integrate information, theory and context to further knowledge 3.3 critically evaluate limitations of different theoretical models and suggests alternatives	3.1 respect the different ways of constructing knowledge 3.2 recognise the importance of applying knowledge in an ethically sensitive manner
EXIT LEVEL OUTCOME 4. The qualifying *student* demonstrates research competence.		
4.1 possess advanced knowledge of research methods and their applications 4.2 apply in-depth understanding of relevant literature	4.1 design, execute and write-up a scholarly research report that contributes to the advancement of knowledge	4.1 commit him/herself to ethical research and responsible decision-making

ASSOCIATED KNOWLEDGE **The qualifying *student* is able to:**	**ASSOCIATED SKILLS / ASSESSMENT CRITERIA** **The qualifying *student* is able to:**	**ASSOCIATED VALUES** **The qualifying *student* is aware of the importance of the need to:**
EXIT LEVEL OUTCOME 5. The qualifying *student* shows competence to manage her/himself.		
5.1 know the importance of individual responsibility in generating ideas for and executing a research study	5.1 be a purposeful, self-directed, resourceful scholar and researcher	5.1 value excellence, creativity, accountability and relevance
	5.2 demonstrate the capacity to become a mentor/tutor in developing scholarly knowledge and skills in others 5.3 demonstrate the capacity to balance and manage a range of commitments/life tasks	
EXIT LEVEL OUTCOME 6. The qualifying *student* demonstrates social competence.		
6.1 know when to seek academic interaction with others in order to test own ideas or to gain stimulation	6.1 demonstrate independence, initiative, creativity, purposefulness and leadership in professional relationships	6.1 respect and value research participants and colleagues and what they have to offer
EXIT LEVEL OUTCOME 7. The qualifying *student* shows ecosystemic competence.		
7.1 have an in-depth knowledge of the world ecosystemically	7.1 show advanced ability to plan, execute and evaluate social research within an ecosystemic paradigm	7.1 appreciate and deal sensitively with the multiple perspectives of people
EXIT LEVEL OUTCOME 8. The qualifying *student* shows disciplinary and/or professional competence (can substitute field of enquiry for discipline).		
8.1 understand and use the concepts, methods, theories, analytical and creative processes which are accepted and or contested as required by the research report	8.1 demonstrate mastery of the methods of scholarly research as they apply to the research report and the profession	8.1 commit him/herself to professional ethics and standards in research and practice

4.3.8 Master of Arts in Social Work

Qualification Title Master of Arts in Social Work

Qualification Abbreviation MA(Social Work)

Minimum Period of Study 1 year full time or 2 years part time

NQF Exit Level Level 9

SAQA Credits Total minimum 190

Exit Level Outcomes and the Associated Assessment Criteria

A. Master of Arts in Social Work (by dissertation)

ASSOCIATED KNOWLEDGE **The qualifying *student* is able to:**	**ASSOCIATED SKILLS / ASSESSMENT CRITERIA** **The qualifying *student* is able to:**	**ASSOCIATED VALUES** **The qualifying *student* is aware of the importance of the need to:**
EXIT LEVEL OUTCOME A1.The qualifying *student* is able to access and process information using a range of technologies.		
1.1 possess the full range of terminology and key concepts in generic and specialised social work in South African and international literature 1.2 apply knowledge to primary and secondary research resources, materials and methodologies 1.3 possess an extensive in-depth meta-cognitive understanding of own position to debates in social work and social welfare	1.1 develop a sophisticated selection of search strategies for appropriate databases and information resources 1.2 demonstrate sophisticated critical evaluation of different kinds of data and texts 1.3 synthesise data within the contextual framework of generic and specialised social work	1.1 commit him/herself to evaluate published research in terms of its social implications
EXIT LEVEL OUTCOME A2. The qualifying *student* is able to communicate and produce information using a range of technologies.		
2.1 possess sophisticated understanding of academic conventions 2.2 understand current debates, research findings required for dissertation	2.1 use appropriate conventions and representational technologies to sustain cogent arguments 2.2 present effectively ideas and theories from generic and specialised social work specific information 2.3 translate information into situation specific language	2.1 respect and acknowledge the ownership of intellectual property
EXIT LEVEL OUTCOME A3. The qualifying *student* demonstrates critical analytic competence and problem solving.		
3.1 apply knowledge to critical and analytical approaches to subject matter of generic and specialised social work 3.2 be competent in basic generic social work knowledge and specialised knowledge	3.1 develop and critically examine innovative approaches in the scholarly and professional field 3.2 integrate information, theory and context to further knowledge	3.1 respect the different ways of constructing knowledge 3.2 recognise the importance of ethical application of knowledge

ASSOCIATED KNOWLEDGE The qualifying *student* is able to:	ASSOCIATED SKILLS / ASSESSMENT CRITERIA The qualifying *student* is able to:	ASSOCIATED VALUES The qualifying *student* is aware of the importance of the need to:
EXIT LEVEL OUTCOME A4. The qualifying *student* demonstrates research competence.		
4.1 possess advanced knowledge of research methods and their applications 4.2 show in-depth understanding of current literature	4.1 design, execute and write-up a scholarly dissertation that contributes to the advancement of knowledge in social work and social welfare 4.2 instruct and mentor others in the design, implementation and evaluation of social work research studies	4.1 commit her/himself to ethical research which contributes to sustainable human development 4.2 commit her/himself to making research a daily activity in order to develop sound work practice.
4.3 recognise the knowledge base of the social work profession, and show understanding of advanced methods of scientific inquiry, including problem solving and the systematic pursuit of knowledge		
EXIT LEVEL OUTCOME A5. The qualifying *student* shows competence to manage her/himself.		
5.1 apply knowledge of the importance of individual responsibility in generating ideas for and executing a social work research study	5.1 be a purposeful, self-directed, resourceful scholar and researcher and social work practitioner 5.2 demonstrate a capacity to become a mentor/tutor in developing scholarly knowledge and skills in others 5.3 demonstrate a capacity to balance and manage a range of commitments/life tasks 5.4 recognise the limits of professional competence	5.1 value excellence, creativity, accountability and relevance 5.2 commit her/himself to ongoing reflective social work practice and professional development of the self and others
EXIT LEVEL OUTCOME A6. The qualifying *student* demonstrates social competence.		
6.1 know when to seek academic interaction with others in order to test own ideas or to gain stimulation 6.2 understand individual, group and community issues in relation to social welfare and social work	6.1 demonstrate independence, initiative, creativity, purposefulness and leadership in professional relationships	6.1 respect and value research participants and colleagues and what they have to offer 6.2 commit him/herself to collaborative processes
EXIT LEVEL OUTCOME A7. The qualifying *student* shows ecosystemic competence.		

ASSOCIATED KNOWLEDGE The qualifying *student* is able to:	ASSOCIATED SKILLS / ASSESSMENT CRITERIA The qualifying *student* is able to:	ASSOCIATED VALUES The qualifying *student* is aware of the importance of the need to:
7.1 demonstrate an in-depth knowledge of the world ecosystemically 7.2 understand the inter-relatedness of issues and debates between social work and related fields	7.1 advanced ability to plan, execute and evaluate social research within an ecosystemic paradigm	7.1 appreciate and deal sensitively with the multiple perspectives of people 7.2 value people's ability to change and to creatively respond to external change forces
EXIT LEVEL OUTCOME A8. The qualifying *student* shows disciplinary and/or professional competence (can substitute field of enquiry for discipline).		
8.1 understand and use the concepts, methods, theories, analytical and creative processes which are accepted and or contested in social work and allied professions	8.1 demonstrate mastery of the methods of scholarly research as they apply to the dissertation and the social work profession 8.2 demonstrate advanced application of concepts, methods, theories and analytical processes to situations of social work and social welfare concern across a broad range of contexts 8.3 educate relevant systems on the specific contribution of the social work profession towards individual, group, community and organisation development 8.4 demonstrate ability to mentor and instruct others in the design, implementation and evaluation of social work research studies	8.1 commit him/herself to social work professional ethics and standards in research and practice 8.2 demonstrate an open mind to positions within social work and allied professions 8.3 recognise major ethical debates surrounding the practice of social work in contexts of policy, legislation and social development 8.4 assume initiative in problem solving

B. Master of Arts in Social Work (by coursework and research report)

ASSOCIATED KNOWLEDGE The qualifying *student* is able to:	ASSOCIATED SKILLS / ASSESSMENT CRITERIA The qualifying *student* is able to:	ASSOCIATED VALUES The qualifying *student* is aware of the importance of the need to:
EXIT LEVEL OUTCOME B1.The qualifying *student* is able to access and process information using a range of technologies.		
1.1 possess the full range of terminology and key concepts in generic and specialised social work in South African and international literature 1.2 apply knowledge to primary and secondary research resources, materials and methodologies	1.1 develop a sophisticated selection of search strategies for appropriate databases and information resources 1.2 demonstrate sophisticated critical evaluation of different kinds of data and texts	1.1 commit him/herself to evaluate published research in terms of its social implications

ASSOCIATED KNOWLEDGE **The qualifying *student* is able to:**	**ASSOCIATED SKILLS / ASSESSMENT CRITERIA** **The qualifying *student* is able to:**	**ASSOCIATED VALUES** **The qualifying *student* is aware of the importance of the need to:**
1.3 possess an extensive in-depth meta-cognitive understanding of own position to debates in social work and social welfare	1.3 synthesise data within the contextual framework of generic and specialised social work	
EXIT LEVEL OUTCOME B2. The qualifying *student* is able to communicate and produce information using a range of technologies.		
2.1 possess sophisticated understanding of academic conventions 2.2 understand current debates, research findings required for dissertation	2.1 use appropriate conventions and representational technologies to sustain cogent arguments 2.2 present effectively ideas and theories from generic and specialised social work specific information 2.3 translate information into situation specific language	2.1 respect and acknowledge the ownership of intellectual property
EXIT LEVEL OUTCOME B3. The qualifying *student* demonstrates critical analytic competence and problem solving.		
3.1 apply knowledge to critical and analytical approaches to subject matter of generic and specialised social work 3.2 be competent in basic generic social work knowledge and specialised knowledge	3.1 develop and critically examine innovative approaches in the scholarly and professional field 3.2 integrate information, theory and context to further knowledge	3.1 respect the different ways of constructing knowledge 3.2 recognise the importance of ethical application of knowledge
EXIT LEVEL OUTCOME B4. The qualifying *student* demonstrates research competence.		
4.1 possess advanced knowledge of research methods and their applications 4.2 show in-depth understanding of current literature 4.3 recognise the knowledge base of the social work profession, and show understanding of advanced methods of scientific inquiry, including problem solving and the systematic pursuit of knowledge	4.1 design, execute and write-up a scholarly research report that contributes to the advancement of knowledge in social work and social welfare	4.1 commit him/herself to ethical research which contributes to sustainable human development 4.2 commit him/herself to making research a daily activity in order to develop sound work practice.
EXIT LEVEL OUTCOME B5. The qualifying *student* shows competence to manage her/himself.		

ASSOCIATED KNOWLEDGE The qualifying *student* is able to:	ASSOCIATED SKILLS / ASSESSMENT CRITERIA The qualifying *student* is able to:	ASSOCIATED VALUES The qualifying *student* is aware of the importance of the need to:
5.1 apply knowledge of the importance of individual responsibility in generating ideas for and executing a social work research study	5.1 be a purposeful, self-directed, resourceful scholar and researcher and social work practitioner	5.1 value excellence, creativity, accountability and relevance
	5.2 demonstrate a capacity to become a mentor/tutor in developing scholarly knowledge and skills in others 5.3 demonstrate a capacity to balance and manage a range of commitments/life tasks 5.4 recognise the limits of professional competence	5.2 commit him/herself to ongoing reflective social work practice and professional development of the self and others.
EXIT LEVEL OUTCOME B6. The qualifying *student* demonstrates social competence.		
6.1 know when to seek academic interaction with others in order to test own ideas or to gain stimulation 6.2 understand individual, group and community issues in relation to social welfare and social work	6.1 demonstrate independence, initiative, creativity, purposefulness and leadership in professional relationships	6.1 respect and value research participants and colleagues and what they have to offer 6.2 commit him/herself to collaborative processes
EXIT LEVEL OUTCOME B7. The qualifying *student* shows ecosystemic competence.		
7.1 demonstrate an in-depth knowledge of the world ecosystemically 7.2 understand the inter-relatedness of issues and debates between social work and related fields	7.1 advanced ability to plan, execute and evaluate social research within an ecosystemic paradigm	7.1 appreciate and deal sensitively with the multiple perspectives of people 7.2 value people's ability to change and to creatively respond to external change forces
EXIT LEVEL OUTCOME B8. The qualifying *student* shows disciplinary and/or professional competence (can substitute field of enquiry for discipline).		

ASSOCIATED KNOWLEDGE The qualifying *student* is able to:	ASSOCIATED SKILLS / ASSESSMENT CRITERIA The qualifying *student* is able to:	ASSOCIATED VALUES The qualifying *student* is aware of the importance of the need to:
8.1 understand and use the concepts, methods, theories, analytical and creative processes which are accepted and or contested in social work and allied professions	8.1 demonstrate mastery of the methods of scholarly research as they apply to the research report and the social work profession 8.2 demonstrate advanced application of concepts, methods, theories and analytical processes to situations of social work and social welfare concern across a broad range of contexts 8.3 educate relevant systems on the specific contribution of the social work profession towards individual, group, community and organisation development	8.1 commit him/herself to social work professional ethics and standards in research and practice 8.2 demonstrate an open mind to positions within the social work and allied professions 8.3 recognise major ethical debates surrounding the practice of social work in the contexts of policy, legislation and social development 8.4 assume initiative in problem solving

4.3.9 Master of Arts in Speech Pathology

Qualification Title	Master of Arts in Speech Pathology
Qualification Abbreviation	MA(Speech Pathology)
Minimum Period of Study	1 year full time or 2 years part time
NQF Exit Level	Level 9

SAQA Credits Total minimum 180

Exit Level Outcomes and the Associated Assessment Criteria

A. MA(Speech Pathology) (by dissertation)

ASSOCIATED KNOWLEDGE **The qualifying *student* is able to:**	**ASSOCIATED SKILLS / ASSESSMENT CRITERIA** **The qualifying *student* is able to:**	**ASSOCIATED VALUES** **The qualifying *student* is aware of the importance of the need to:**
EXIT LEVEL OUTCOME A1. The qualifying *student* is able to access and process information using a range of technologies.		
1.1 possess full range of terminology and key concepts in language pathology in South African and International literature 1.2 apply knowledge of primary and secondary research resources, materials, methodologies and technology 1.3 possess extensive in-depth meta-cognitive understanding of own position in relation to ongoing debates in the field	1.1 demonstrate sophisticated selection and search strategies for appropriate databases and information resources 1.2 process and critically evaluate different kinds of data and texts 1.3 synthesise data within the contextual and conceptual framework of generic and specialised language therapy	1.1 commit him/herself to evaluate published research 1.2 recognise perspectives of the discipline in relation to broader disciplines
EXIT LEVEL OUTCOME A2. The qualifying *student* is able to communicate and produce information using a range of technologies.		
2.1 possess sophisticated understanding of academic conventions 2.2 understand current debates and research findings necessary for academic assignments, research reports and practice research	2.1 use appropriate conventions and representational technologies to sustain cogent arguments 2.2 present effectively ideas and theories from generic and specialised speech-language pathology specific information 2.3 translate information into situation specific language	2.1 produce a dissertation which respects and acknowledges the ownership of intellectual property (Bibliograpy) 2.2 adhere to the ethical standards of speech language pathology to the research project
EXIT LEVEL OUTCOME A3. The qualifying *student* demonstrates critical analytic competence and problem solving.		

ASSOCIATED KNOWLEDGE **The qualifying *student* is able to:**	**ASSOCIATED SKILLS / ASSESSMENT CRITERIA** **The qualifying *student* is able to:**	**ASSOCIATED VALUES** **The qualifying *student* is aware of the importance of the need to:**
3.1 apply knowledge to critical and analytic approaches to subject matter 3.2 apply knowledge to issues and suggest possible solutions 3.3 possess advanced information and knowledge in response to specific demands in relation to changing politico-socio-economic factors 3.4 possess appropriate use and analysis of advanced technology (e.g. video fluoroscopy) and the interpretation of results 3.5 contribute to furthering understandings within the discipline of speech language pathology	3.1 develop and critically examine innovative approaches and conceptual tools with which to analyse practice 3.2 facilitate critical debate about the possibilities and constraints of advanced practice in the changing South African context 3.3 critically evaluate limitations of different theoretical models in relation to practice, wisdom and contextual realities and suggest alternatives 3.4 demonstrate an ability to apply theory to apply theory to practice	3.1 commit him/herself to responsible decision-making 3.2 be sensitive to different ways of constructing knowledge and the ethical application of knowledge 3.3 justify all decisions made regarding assessment and intervention
EXIT LEVEL OUTCOME A4. The qualifying *student* demonstrates research competence.		
4.1 recognise the scientific basis of the profession and show understanding of advanced methods of scientific enquiry including problem solving and the systematic pursuit of knowledge 4.2 possess advanced knowledge of research methods and their application 4.3 demonstrate in-depth understanding of current literature	4.1 design, execute and write-up a scholarly dissertation that contributes to the advancement of knowledge 4.2 show competence in reflective practice research	4.1 commit him/herself to ethical research which contributes to enhancing sustainable human communicative competence 4.2 commit him/herself to making research a daily activity in order to develop practice 4.3 commit him/herself to share the results of specific innovations with colleagues, the profession and the public
EXIT LEVEL OUTCOME A5. The qualifying *student* shows competence to manage her/himself.		
5.1 apply knowledge of the importance of individual responsibility in generating ideas for and in executing a research study 5.2 possess advanced knowledge needed for self-directed, independent learning and practice	5.1 be a purposeful, self-directed, resourceful scholar, practitioner and researcher 5.2 demonstrate a capacity to become a mentor in developing professional knowledge, skills and values in others	5.1 pursue excellence, accountability and relevance 5.2 commit him/herself to ongoing reflective practice and professional development of self and other

ASSOCIATED KNOWLEDGE The qualifying *student* is able to:	ASSOCIATED SKILLS / ASSESSMENT CRITERIA The qualifying *student* is able to:	ASSOCIATED VALUES The qualifying *student* is aware of the importance of the need to:
5.3 apply knowledge of what characteristics a sophisticated self-respected practitioner should have	5.3 demonstrate a capacity to balance and manage a range of commitments and life tasks 5.4 develop educational projects using various strategies, materials and personnel 5.5 recognise the limits of professional competence	
EXIT LEVEL OUTCOME A6. The qualifying *student* demonstrates social competence.		
6.1 understand individual, group and community issues in relation to communication disorders 6.2 understand a range of diversity in own and other contexts 6.3 know when to seek academic and professional interaction with others in order to test own ideas or to gain stimulation	6.1 demonstrate independence, initiative, creativity, purposefulness and leadership in professional relationships 6.2 work in multi-disciplinary, multi-sectoral and multi-dimensional teams	6.1 commit him/herself to collaborative processes 6.2 respect the ethical value bases of other disciplines and cultures 6.3 respect and value research participants and colleagues and what they have to offer
EXIT LEVEL OUTCOME A7. The qualifying *student* shows ecosystemic competence.		
7.1 possess an in-depth understanding of the relationship between the individual with communication disorders and local, global and international issues 7.2 understand the interrelatedness of issues and debates between language therapy and related fields 7.3 apply knowledge of cross-linguistic, cultural and bilingual issues	7.1 show advanced ability to plan, execute and evaluate 7.2 demonstrate professional practice and research within an ecosystemic paradigm 7.3 be sensitive to environmental and cultural factors	7.1 appreciate and deal sensitively with the multiple perspectives of people 7.2 value people's innate ability to change and to creatively respond to external change forces
EXIT LEVEL OUTCOME A8. The qualifying *student* shows disciplinary and/or professional competence (can substitute field of enquiry for discipline).		
8.1 apply knowledge and understand the concepts, methods, theories and analytical processes which are accepted and/or contested in speech-language pathology	8.1 demonstrate advanced application of concepts, methods, theories and analytical processes to situations across a broad range of contexts	8.1 demonstrate an open mind to diverse positions within the profession

ASSOCIATED KNOWLEDGE The qualifying *student* is able to:	ASSOCIATED SKILLS / ASSESSMENT CRITERIA The qualifying *student* is able to:	ASSOCIATED VALUES The qualifying *student* is aware of the importance of the need to:
8.2 understand appropriate and specialist support for advanced technology (e.g. video fluoroscopy) and therapeutic technology.	8.2 demonstrate mastery of the methods of scholarly research as they apply to the research report and the profession 8.3 educate the relevant authorities on the specific contribution of the profession toward individual, group, organisational and community development	8.2 commit him/herself to laid down values and ethics as professional codes 8.3 recognise major ethical debates surrounding speech-language pathology practise in the contexts of social policy, legislation, business practise etc. 8.4 assume initiative in problem solving

B. MA(Speech Pathology) (by coursework and research report)

ASSOCIATED KNOWLEDGE The qualifying *student* is able to:	ASSOCIATED SKILLS / ASSESSMENT CRITERIA The qualifying *student* is able to:	ASSOCIATED VALUES The qualifying *student* is aware of the importance of the need to:
EXIT LEVEL OUTCOME B1. The qualifying *student* is able to access and process information using a range of technologies.		
1.1 possess full range of terminology and key concepts in language pathology in South African and International literature 1.2 apply knowledge of primary and secondary research resources, materials, methodologies and technology 1.3 possess extensive in-depth meta-cognitive understanding of own position in relation to ongoing debates in the field	1.1 demonstrate sophisticated selection and search strategies for appropriate databases and information resources 1.2 process and critically evaluate different kinds of data and texts 1.3 synthesise data within the contextual and conceptual frame work of generic and specialised language therapy	1.1 commit him/herself to evaluate published research 1.2 recognise perspectives of the discipline in relation to broader disciplines
EXIT LEVEL OUTCOME B2. The qualifying *student* is able to communicate and produce information using a range of technologies.		
2.1 possess sophisticated understanding of academic conventions 2.2 understand current debates and research findings necessary for academic assignments, research reports and practice research	2.1 use appropriate conventions and representational technologies to sustain cogent arguments 2.2 present effectively ideas and theories from generic and specialised speech-language pathology specific information 2.3 translate information into situation specific language	2.1 produce a research report which respects and acknowledges the ownership of intellectual property (Bibliography) 2.2 adhere to the ethical standards of speech language pathology to the research project
EXIT LEVEL OUTCOME B3. The qualifying *student* demonstrates critical analytic competence and problem solving.		

ASSOCIATED KNOWLEDGE The qualifying *student* is able to:	ASSOCIATED SKILLS / ASSESSMENT CRITERIA The qualifying *student* is able to:	ASSOCIATED VALUES The qualifying *student* is aware of the importance of the need to:
3.1 apply knowledge to critical and analytic approaches to subject matter 3.2 apply knowledge to issues and suggest possible solutions 3.3 possess advanced information and knowledge in response to specific demands in relation to changing politico-socio-economic factors	3.1 develop and critically examine innovative approaches and conceptual tools with which to analyse practice 3.2 facilitate critical debate about the possibilities and constraints of advanced practice in the changing South African context 3.3 critically evaluate limitations of different theoretical models in relation to practice, wisdom and contextual realities and suggest alternatives	3.1 commit him/herself to responsible decision-making 3.2 be sensitive to different ways of constructing knowledge and the ethical application of knowledge 3.3 justify all decisions made regarding assessment and intervention
3.4 possess appropriate use and analysis of advanced technology (e.g. video fluoroscopy) and the interpretation of results 3.5 contribute to furthering understandings within the discipline of speech language pathology	3.4 demonstrate an ability to apply theory to apply theory to practice	
EXIT LEVEL OUTCOME B4. The qualifying *student* demonstrates research competence.		
4.1 recognise the scientific basis of the profession and show understanding of advanced methods of scientific enquiry including problem solving and the systematic pursuit of knowledge 4.2 possess advanced knowledge of research methods and their application 4.3 demonstrate an in-depth understanding of current literature	4.1 design, execute and write-up a scholarly research report that contributes to the advancement of knowledge 4.2 show competence in reflective practice research	4.1 commit him/herself to ethical research which contributes to enhancing sustainable human communicative competence 4.2 commit him/herself to making research a daily activity in order to develop practice 4.3 commit him/herself to share the results of specific innovations with colleagues, the profession and the public
EXIT LEVEL OUTCOME B5. The qualifying *student* shows competence to manage her/himself.		
5.1 apply knowledge of the importance of individual responsibility in generating ideas for and in executing a research study 5.2 possess advanced knowledge needed for self-directed, independent learning and practice	5.1 be a purposeful, self-directed, resourceful scholar, practitioner and researcher 5.2 demonstrate a capacity to become a mentor in developing professional knowledge, skills and values in others	5.1 pursue excellence, accountability and relevance 5.2 commit him/herself to ongoing reflective practice and professional development of self and other

ASSOCIATED KNOWLEDGE The qualifying *student* is able to:	ASSOCIATED SKILLS / ASSESSMENT CRITERIA The qualifying *student* is able to:	ASSOCIATED VALUES The qualifying *student* is aware of the importance of the need to:
5.3 apply knowledge of what characteristics a sophisticated self-respected practitioner should have	5.3 demonstrate a capacity to balance and manage a range of commitments and life tasks 5.4 develop educational projects using various strategies, materials and personnel 5.5 recognise the limits of professional competence	
EXIT LEVEL OUTCOME B6. The qualifying *student* demonstrates social competence.		
6.1 understand individual, group and community issues in relation to communication disorders 6.2 understand a range of diversity in own and other contexts 6.3 know when to seek academic and professional interaction with others in order to test own ideas or to gain stimulation	6.1 demonstrate independence, initiative, creativity, purposefulness and leadership in professional relationships 6.2 work in multi-disciplinary, multi-sectoral and multi-dimensional teams	6.1 commit him/herself to collaborative processes 6.2 respect the ethical value bases of other disciplines and cultures 6.3 respect and value research participants and colleagues and what they have to offer
EXIT LEVEL OUTCOME B7. The qualifying *student* shows ecosystemic competence.		
7.1 possess an in-depth understanding of the relationship between the individual with communication disorders and local, global and international issues 7.2 understand the interrelatedness of issues and debates between language therapy and related fields 7.3 knowledge of cross-linguistic, cultural and bilingual issues	7.1 show advanced ability to plan, execute and evaluate 7.2 demonstrate professional practice and research within an ecosystemic paradigm 7.3 be sensitive to environmental and cultural factors	7.1 appreciate and deal sensitively with the multiple perspectives of people 7.2 value people's innate ability to change and to creatively respond to external change forces
EXIT LEVEL OUTCOME B8. The qualifying *student* shows disciplinary and/or professional competence (can substitute field of enquiry for discipline).		
8.1 apply knowledge and understand the concepts, methods, theories and analytical processes which are accepted and/or contested in speech-language pathology	8.1 demonstrate advanced application of concepts, methods, theories and analytical processes to situations across a broad range of contexts	8.1 demonstrate an open mind to diverse positions within the profession

ASSOCIATED KNOWLEDGE The qualifying *student* is able to:	ASSOCIATED SKILLS / ASSESSMENT CRITERIA The qualifying *student* is able to:	ASSOCIATED VALUES The qualifying *student* is aware of the importance of the need to:
8.2 understand appropriate and specialist support for advanced technology (e.g. video fluoroscopy) and therapeutic technology.	8.2 demonstrate mastery of the methods of scholarly research as they apply to the research report and the profession 8.3 educate the relevant authorities on the specific contribution of the profession toward individual, group, organisational and community development	8.2 commit him/herself to laid down values and ethics as professional codes 8.3 recognise major ethical debates surrounding speech-language pathology practise in the contexts of social policy, legislation, business practise etc. 8.4 assume initiative in problem solving

4.3.10 Master of Arts in Translation

Qualification Title Master of Arts in Translation

Qualification Abbreviation MA(Translation)

Minimum Period of Study 2 years full time

NQF Exit Level Level 9

SAQA Credits Total minimum 180

Exit Level Outcomes and the Associated Assessment Criteria

ASSOCIATED KNOWLEDGE The qualifying *student* is able to:	ASSOCIATED SKILLS / ASSESSMENT CRITERIA The qualifying *student* is able to:	ASSOCIATED VALUES The qualifying *student* is aware of the importance of the need to:
EXIT LEVEL OUTCOME 1.The qualifying *student* is able to access and process information using a range of technologies.		
1.1 use full range of terminology and key concepts in different disciplines in South African and international literature 1.2 use specialist primary and secondary research resources, material and methodologies	1.1 use sophisticated selection and search strategies for appropriate databases and information resources 1.2 articulate own position within debates	1.1 commit him/herself to evaluate published research
1.3 show extensive in-depth understanding of own position in relation to debates within Translation Studies (translation or interpreting)	1.3 process and critically evaluate different kinds of data and texts across a wide range	

ASSOCIATED KNOWLEDGE The qualifying *student* is able to:	ASSOCIATED SKILLS / ASSESSMENT CRITERIA The qualifying *student* is able to:	ASSOCIATED VALUES The qualifying *student* is aware of the importance of the need to:
EXIT LEVEL OUTCOME 2. The qualifying *student* is able to communicate and produce information a range of technologies.		
2.1 apply understanding of current debates and research findings 2.2 demonstrate sophisticated understanding of academic, oral and written conventions	2.1 use appropriate written conventions and representational technologies to sustain clear coherent argument 2.2 present effectively in oral and written form, ideas, theories, discipline-specific information	2.1 respect and acknowledge the ownership of intellectual property 2.2 adhere to ethical standards of discipline applicable to research project
EXIT LEVEL OUTCOME 3. The qualifying *student* demonstrates critical analytic competence and problem solving.		
3.1 analyse and evaluate subject matter of the discipline 3.2 identify problems and suggest possible solutions within the field	3.1 critically evaluate limitations of different theoretical models and suggest alternatives 3.2 critically evaluate theoretical models 3.3 apply subject matter to real life situations	3.1 commit him/herself to responsible decision-making 3.2 be sensitive to different ways of constructing knowledge and apply knowledge in an ethically sensitive manner
EXIT LEVEL OUTCOME 4. The qualifying *student* demonstrates research competence.		
4.1 demonstrate understanding of research methods and their applications 4.2 apply in-depth understanding of relevant literature 4.3 contribute to the advancement of knowledge by producing extended assignments	4.1 apply scholarly, analytical or scientific research methods 4.2 produce a research report in a satisfactory written style or replicate an existing small scale study in a new context 4.3 design a focused and small-scale enquiry	4.1 take ethical responsibility with respect to research subjects 4.2 undertake socially responsible research
EXIT LEVEL OUTCOME 5. The qualifying *student* shows competence to manage her/himself.		
5.1 apply knowledge of the importance of individual responsibility in generating ideas and executing a research study 5.2 possess advanced knowledge needed for self-directed independent learning	5.1 be capable of becoming a mentor/tutor/role model in imparting skills and knowledge one has learnt to others 5.2 show the ability to be a purposeful, self-directed scholar and researcher 5.3 demonstrate a capacity to balance and manage a range of academic and life commitments	5.1 pursue excellence, recognise accountability and resourcefulness
EXIT LEVEL OUTCOME 6. The qualifying *student* demonstrates social competence.		

ASSOCIATED KNOWLEDGE The qualifying *student* is able to:	ASSOCIATED SKILLS / ASSESSMENT CRITERIA The qualifying *student* is able to:	ASSOCIATED VALUES The qualifying *student* is aware of the importance of the need to:
6.1 understand group dynamics and processes and roles and when to use them for desired outcomes 6.2 demonstrate an awareness and understanding of diversity as an asset	6.1 to solve problems effectively and demonstrate leadership, independence and purposefulness when appropriate 6.2 work constructively with diversity within a dynamic situation 6.3 have the ability to negotiate effectively with clients and ensure recognition of the ethics of the profession	6.1 commit him/herself to the collaborative process 6.2 value diversity
EXIT LEVEL OUTCOME 7. The qualifying *student* shows ecosystemic competence.		
7.1 have an in-depth diversity of the world in all its diversity 7.2 understand the nature of working relationships 7.3 have an awareness of the social context of science and technology and its impact on the environment 7.4 an in-depth understanding of how the ethical principles of the profession relate to a broader society	7.1 plan, execute and evaluate research practice within an ecosystemic paradigm	7.1 appreciate the complexity of society 7.2 value the ability to adapt and live with change
EXIT LEVEL OUTCOME 8. The qualifying *student* shows disciplinary and/or professional competence (can substitute field of enquiry for discipline).		
8.1 understand and use the concepts, methods, theories and analytical processes which are accepted and/or contested in the discipline of Translation Studies 8.2 be familiar with related fields of enquiry as linked to developments in the discipline 8.3 demonstrate competence in advanced disciplinary knowledge and specialised knowledge in focused area of research	8.1 apply concepts, methods, theories and analytical processes to new information and situations 8.2 apply disciplinary knowledge to self-motivated enquiry 8.3 understand the connections and conflicts between writers in the field 8.4 apply knowledge and methods from related fields, where necessary 8.5 demonstrate ability to translate a wide range of texts and discourses with high level professional competence or, in the field of interpreting, ability to function effectively as a simultaneous interpreter	8.1 adhere to the ethical standards of Translation Studies 8.2 be sensitive to the ethical implications of his/her own practices

4.3.11 Master of Music

Qualification Title Master of Music

Qualification Abbreviation MMus

Minimum Period of Study 1 year full time or 2 years part time

NQF Exit Level Level 9

SAQA Credits Total minimum 180

Exit Level Outcomes and the Associated Criteria

A. MMus (by dissertation)

ASSOCIATED KNOWLEDGE **The qualifying *student* is able to:**	**ASSOCIATED SKILLS / ASSESSMENT CRITERIA** **The qualifying *student* is able to:**	**ASSOCIATED VALUES** **The qualifying *student* is aware of the importance of the need to:**
EXIT LEVEL OUTCOME A1.The qualifying *student* is able to access and process information using a range of technologies.		
1.1 use full range of terminology and key concepts in different disciplines in South African and international literature 1.2 use specialist primary and secondary research resources, materials methodologies 1.3 show extensive in-depth meta-cognitive understanding of own position in relation to debates within a text 1.4 apply advanced competency in musicology	1.1. use sophisticated selection and search strategies for appropriate databases and information resources 1.2. process and critically evaluate different kinds of data and texts 1.3. articulate own position within debates	1.1 commit him/herself to evaluate published research
EXIT LEVEL OUTCOME A2. The qualifying *student* is able to communicate and produce information using a range of technologies.		
2.1 show sophisticated understanding of generic, academic, oral and written conventions for discipline-specific content	2.1 use appropriate written conventions and representational technologies to sustain clear coherent argument throughout dissertation	2.1 produce a dissertation which respects and acknowledges the ownership of intellectual property (Bibliography)
2.2 understand current debates and research findings required for dissertation	2.2 present effectively in oral form, ideas, theories discipline-specific information	2.2 adhere to ethical standards of discipline applicable to research project
EXIT LEVEL OUTCOME A3. The qualifying *student* demonstrates critical analytic competence and problem solving.		

ASSOCIATED KNOWLEDGE The qualifying *student* is able to:	ASSOCIATED SKILLS / ASSESSMENT CRITERIA The qualifying *student* is able to:	ASSOCIATED VALUES The qualifying *student* is aware of the importance of the need to:
3.1 apply knowledge of critical and analytic approaches to subject matter of discipline 3.2 contribute to furthering understandings within the discipline 3.3 demonstrate competence in basic disciplinary knowledge and specialised knowledge in focused area	3.1 develop and critically examine innovative approaches 3.2 integrate information, theory and context to solve problems 3.3 critically evaluate limitations of different theoretical models and suggest alternatives 3.4 demonstrate a professional ability to evaluate musical performance	3.1 be sensitive with regard to different ways of constructing knowledge 3.2 recognise importance of applying knowledge and creating works in an ethically sensitive manner
EXIT LEVEL OUTCOME A4. The qualifying *student* demonstrates research competence.		
4.1 apply knowledge of research methods and their application 4.2 apply an in-depth understanding of relevant literature 4.3 apply advanced knowledge of musicological research methods and discography	4.1 assess significance of findings in published research 4.2 design, execute and write-up a scholarly dissertation in a satisfactory written style that contributes to the advancement of knowledge OR replicate an existing study in a different context OR design a circumscribed investigation	4.1 commit him/herself to ethical research and responsible decision making
EXIT LEVEL OUTCOME A5. The qualifying *student* shows competence to manage her/himself.		
5.1 apply knowledge of the importance of individual responsibility in generating ideas for executing a research study 5.2 possess advanced knowledge needed for self directed independent learning	5.1 show the ability to be a purposeful, self directed resourceful scholar and researcher 5.2 demonstrate a capacity to balance and manage a range of academic and age commitments	5.1 pursue excellence accountability and resourcefulness
EXIT LEVEL OUTCOME A6. The qualifying *student* demonstrates social competence.		

ASSOCIATED KNOWLEDGE The qualifying *student* is able to:	ASSOCIATED SKILLS / ASSESSMENT CRITERIA The qualifying *student* is able to:	ASSOCIATED VALUES The qualifying *student* is aware of the importance of the need to:
6.1 know when to seek academic interaction with others in order to test your own ideas or to gain stimulation 6.2 apply advanced knowledge of music production management	6.1 demonstrate independence, initiative creativity, purposefulness and leaderships 6.2 demonstrate professional practical application of music production management	6.1 respect and value research participants and colleagues and what they have to offer
EXIT LEVEL OUTCOME A7. The qualifying *student* shows ecosystemic competence.		
7.1 have an in-depth knowledge of the world eco-systemically	7.1 plan, execute and evaluate research and practice within an eco-systemic paradigm at an advanced level	7.1 appreciate and deal sensitively with the multiple perspectives of people 7.2 value the ability to adapt and live with change
EXIT LEVEL OUTCOME A8. The qualifying *student* shows disciplinary and/or professional competence (can substitute field of enquiry for discipline).		
8.1 read independently and understand the concepts, methods, theories and analytical processes which are accepted and/or contested in the discipline 8.2 explore relate fields of enquiry as required by the dissertation 8.3 apply professional competence in writing music	8.1 apply concepts, methods, theories and analytical processes to information and situations relating to the research project 8.2 understand the connections and conflicts between writers in the field and articulate how the project is situated in relation to them 8.3 apply knowledge and methods from related fields, where necessary	8.1 adhere to the ethical standards of the discipline as they apply to the research project

B. MMus (by coursework and research report)

ASSOCIATED KNOWLEDGE The qualifying *student* is able to:	ASSOCIATED SKILLS/ASSESSMENT CRITERIA The qualifying *student* is able to:	ASSOCIATED VALUES The qualifying *student* is aware of the importance of the need to:
EXIT LEVEL OUTCOME B1.The qualifying *student* is able to access and process information using a range of technologies.		

ASSOCIATED KNOWLEDGE The qualifying *student* is able to:	ASSOCIATED SKILLS/ASSESSMENT CRITERIA The qualifying *student* is able to:	ASSOCIATED VALUES The qualifying *student* is aware of the importance of the need to:
1.1 use full range of terminology and key concepts in different disciplines in South African and international literature 1.2 use specialist primary and secondary research resources, materials methodologies 1.3 show extensive in-depth meta-cognitive understanding of own position in relation to debates within a text 1.4 apply advanced competency in musicology	1.1 use sophisticated selection and search strategies for appropriate databases and information resources 1.2 find information in order to articulate own position within debates 1.3 use sophisticated critical evaluation of different kinds of data and texts 1.4 possess extensive, in-depth volume of texts and data across a wide range	1.1 commit him/herself to evaluate published research
EXIT LEVEL OUTCOME B2. The qualifying *student* is able to communicate and produce information using a range of technologies.		
2.1 show sophisticated understanding of generic, academic, oral and written conventions for discipline-specific content 2.2 understand current debates and research findings necessary for research report	2.1 use appropriate written conventions and representational technologies to sustain clear coherent argument throughout research report 2.2 present effectively in oral form, ideas, theories discipline-specific information	2.1 produce a research report which respects and acknowledges the ownership of intellectual property (Bibliography) 2.2 adhere to ethical standards of discipline applicable to research project
EXIT LEVEL OUTCOME B3. The qualifying *student* demonstrates critical analytic competence and problem solving.		
3.1 apply knowledge of critical and analytic approaches to subject matter of discipline 3.2 apply knowledge of range of problems and possible solutions within the field	3.1 develop and critically examine innovative approaches 3.2 integrate information, theory and context to solve problems 3.3 critically evaluate limitations of different theoretical models and suggest alternatives 3.4 demonstrate a professional ability to evaluate musical performance	3.1 be sensitive with regard to different ways of constructing knowledge 3.2 recognise importance of applying knowledge and creating works in an ethically sensitive manner
EXIT LEVEL OUTCOME B4. The qualifying *student* demonstrates research competence.		

ASSOCIATED KNOWLEDGE **The qualifying *student* is able to:**	**ASSOCIATED SKILLS/ASSESSMENT CRITERIA** **The qualifying *student* is able to:**	**ASSOCIATED VALUES** **The qualifying *student* is aware of the importance of the need to:**
4.1 apply knowledge of research methods and their application 4.2 apply an in-depth understanding of relevant literature 4.3 apply advanced knowledge of discography	4.1 assess significance of findings in published research 4.2 design, execute and write-up a scholarly research report in a satisfactory written style that contributes to the advancement of knowledge OR replicate an existing study in a different context OR design a circumscribed investigation	4.1 commit him/herself to ethical research and responsible decision making
EXIT LEVEL OUTCOME B5. The qualifying *student* shows competence to manage her/himself.		
5.1 apply knowledge of the importance of individual responsibility in generating ideas for executing a research study 5.2 possess advanced knowledge needed for self directed independent learning	5.1 show the ability to be a purposeful, self directed resourceful scholar and researcher 5.2 demonstrate a capacity to balance and manage a range of academic and age commitments	5.1 pursue excellence accountability and resourcefulness
EXIT LEVEL OUTCOME B6. The qualifying *student* demonstrates social competence.		
6.1 understands group dynamics and roles and when to use them for desired outcomes 6.2 demonstrates an awareness of diversity in other contexts 6.3 apply advanced knowledge of music production management	6.1 solve problems effectively and demonstrate leadership, independence and purposefulness where appropriate 6.2 work constructively with diversity within a dynamic situation 6.3 demonstrate professional practical application of music production management	6.1 commit him/herself to collaborative processes
EXIT LEVEL OUTCOME B7. The qualifying *student* shows ecosystemic competence.		
7.1 have an in-depth knowledge of the world eco-systemically 7.2 have an understanding of the relationship between his/her discipline and other s	7.1 plan, execute and evaluate research and practice within an eco-systemic paradigm at an advanced level	7.1 appreciate and deal sensitively with the multiple perspectives of people 7.2 value the ability to adapt and live with change
EXIT LEVEL OUTCOME B8. The qualifying *student* shows disciplinary and/or professional competence (can substitute field of enquiry for discipline).		

ASSOCIATED KNOWLEDGE The qualifying *student* is able to:	ASSOCIATED SKILLS/ASSESSMENT CRITERIA The qualifying *student* is able to:	ASSOCIATED VALUES The qualifying *student* is aware of the importance of the need to:
8.1 understand and use the concepts, methods, theories and analytical processes which are accepted and/or contested in the discipline 8.2 demonstrate competence in advanced disciplinary knowledge and specialised knowledge in focused area of research 8.3 apply professional competence in writing music	8.1 apply concepts, methods, theories and analytical processes to information and situations relating to the research project 8.2 apply disciplinary knowledge to self-motivated enquiry 8.3 understand the connections and conflicts between writers in the field and articulate how the project is situated in relation to them 8.4 apply knowledge and methods from related fields, where necessary	8.1 adhere to the ethical standards of the discipline as they apply to the research project 8.2 be sensitive to the ethical implications of own practice

4.4 Doctoral Degrees

4.4.1 Doctor of Philosophy

Qualification Title	Doctor of Philosophy
Qualification Abbreviation	PhD
Minimum Period of Study	2 years full time or 4 years part time
NQF Exit Level	Level 10
SAQA Credits	Total minimum 360

Exit Level Outcomes

1. The qualifying *student* is capable of independent and original research.
2. The qualifying *student* possesses highly specialised, authoritative knowledge and is competent to apply that knowledge to the solution of problems.
3. The qualifying *student* is self-directed and self-critical

4.5 Senior Doctoral Degrees

4.5.1 Doctor of Literature

Qualification Title	Doctor of Literature
Qualification Abbreviation	DLitt
Minimum Period of Study	n/a (published work)
NQF Exit Level	Level 10

Exit Level Outcomes

1. The qualifying *student* demonstrates, through the cumulative impact of original work of publishable standard, a distinguished contribution to knowledge.
2. The qualifying *student* demonstrates an understanding, with a high degree of sophistication, of the construction of knowledge within the field and applies that understanding to knowledge creation and/or application.

4.6 Diplomas

4.6.1 Postgraduate Diploma in Arts

Qualification Title	Postgraduate Diploma in Arts
Qualification Abbreviation	PGDA
Minimum Period of Study	1 year full time or 2 years part time
NQF Exit Level	Level 8
SAQA Credits	Total minimum 120

EXIT LEVEL OUTCOME 1.The qualifying *student* is able to access and process information using a range of technologies.

ASSOCIATED KNOWLEDGE	ASSOCIATED SKILLS / ASSESSMENT CRITERIA	ASSOCIATED VALUES
The qualifying *student* is able to:	**The qualifying *student* is able to:**	**The qualifying *student* is aware of the importance of the need to:**

EXIT LEVEL OUTCOME 1.The qualifying *student* is able to access and process information using a range of technologies.

ASSOCIATED KNOWLEDGE **The qualifying *student* is able to:**	ASSOCIATED SKILLS / ASSESSMENT CRITERIA **The qualifying *student* is able to:**	ASSOCIATED VALUES **The qualifying *student* is aware of the importance of the need to:**
1.1 use full range of terminology and key concepts in different disciplines in South African and international literature 1.2 use specialist primary and secondary research resources, materials, methodologies 1.3 show extensive in-depth meta-cognitive The qualifying *student* is able to: understanding of own position in relation to debates within a text	1.1 use sophisticated selection and search strategies for appropriate databases and information resources 1.2 process and critically evaluate different kinds of texts and data across a wide range 1.3 articulate own position within debates The qualifying *student* is able to:	1.1 commit him/herself to evaluate published research. The qualifying *student* is aware of the importance of the need to:
EXIT LEVEL OUTCOME 2. The qualifying *student* is able to communicate and produce information using a range of technologies.		
2.1 demonstrate a sophisticated understanding of academic conventions 2.2 show understanding of current debates and research findings	2.1 use appropriate written conventions and representational technologies to sustain clear coherent argument 2.2 present effectively in oral form, ideas, theories, discipline- specific information	2.1 respect and acknowledge the ownership of intellectual property
EXIT LEVEL OUTCOME 3. The qualifying *student* demonstrates critical analytic competence and problem solving.		
3.1 apply knowledge of critical and analytic approaches to subject matter of discipline	3.1 critically evaluate theoretical models 3.2 apply subject matter to real life situations	3.1 commit him/herself to responsible decision making 3.2 be sensitive to different ways of constructing knowledge and the ethical application of knowledge
EXIT LEVEL OUTCOME 4. The qualifying *student* demonstrates research competence.		
4.1 apply knowledge of research methods and their application 4.2 demonstrate an in-depth understanding of relevant literature	4.1 assess significance of findings in published research 4.2 write scholarly papers	4.1 show commitment to ethical research and responsible decision- making
EXIT LEVEL OUTCOME 5. The qualifying *student* shows competence to manage her/himself.		

ASSOCIATED KNOWLEDGE The qualifying *student* is able to:	ASSOCIATED SKILLS / ASSESSMENT CRITERIA The qualifying *student* is able to:	ASSOCIATED VALUES The qualifying *student* is aware of the importance of the need to:
5.1 apply knowledge of the importance of individual responsibility in generating ideas and writing research papers 5.2 possess advanced knowledge needed for self-directed, independent learning	5.1 be a purposeful, self-directed resourceful scholar 5.2 demonstrate a capacity to balance and manage a range of academic and life commitments	5.1 pursue excellence,accountability and resourcefulness
EXIT LEVEL OUTCOME 6. The qualifying *student* demonstrates social competence.		
6.1 show understanding of group dynamics and processes and roles and when to use The qualifying *student* is able to: them for desired outcome 6.2 demonstrate an awareness of diversity in own and other contexts	6.1 solve problems effectively and demonstrate leadership, independence and purposefulness The qualifying *student* is able to: when appropriate 6.2 work constructively with diversity within a dynamic situation	6.1 commit him/herself to The qualifying *student* is aware of the importance of the need to: collaborative processes
EXIT LEVEL OUTCOME 7. The qualifying *student* shows ecosystemic competence.		
7.1 have an in-depth knowledge of the world eco-systemically 7.2 understand the relationship between your own discipline and others	7.1 evaluate research and practice within an ecosystemic paradigm	7.1 recognise and deal sensitively with the multiple perspectives of people 7.2 value adaptability and change
EXIT LEVEL OUTCOME 8. The qualifying *student* shows disciplinary competence (can substitute field of enquiry for discipline).		
8.1 understand and use the concepts, methods, theories and analytical processes which are accepted and/or contested in the discipline	8.1 apply concepts, methods, theories and analytical processes to new information and situations 8.2 apply disciplinary knowledge to self- motivated enquiry 8.3 understand the connections and conflicts between writers in the field	8.1 adhere to the ethical standards of the discipline 8.2 be sensitive to the ethical, implications of their own practice

4.6.2 Postgraduate Diploma in Translation and Interpreting

Qualification Title	Postgraduate Diploma in Translation & Interpreting
Qualification Abbreviation	PGDip(TI)

Minimum Period of Study 1 year full time or 2 years part time

NQF Exit Level Level 8

SAQA Credits Total minimum120

Exit Level Outcomes and the Associated Assessment Criteria

ASSOCIATED KNOWLEDGE The qualifying *student* is able to:	ASSOCIATED SKILLS / ASSESSMENT CRITERIA The qualifying *student* is able to:	ASSOCIATED VALUES The qualifying *student* is aware of the importance of the need to:
EXIT LEVEL OUTCOME 1.The qualifying *student* is able to access and process information using a range of technologies.		
1.1 apply knowledge and understanding of use of basic specialist research resources, bibliographies 1.2 apply knowledge and understanding of the parameters and criteria for in-depth data base searches	1.1 develop appropriate database search strategies and selection criteria 1.2 collect, select, organise and interpret different kinds of data 1.3 read and carry out critical evaluation of texts and data	1.1 fully understand that accurate representation and acknowledgement of work of others is essential in all written submissions 1.2 commit him/herself to evaluate published research
EXIT LEVEL OUTCOME 2. The qualifying *student* is able to communicate and produce information using a range of technologies.		
2.1 apply knowledge and understanding of written, oral academic conventions at this level	2.1 use written and spoken language with skill and flexibility to articulate sustained argument and position	2.1 show respect for intellectual property by acknowledging sources fully
2.2 apply knowledge of computer literacy	2.2 use appropriate written and oral academic conventions for a small scale research project 2.3 begin to articulate own lines of inquiry within discipline 2.4 apply appropriate word processing technologies	2.2 demonstrate responsibility and integrity within the discipline
EXIT LEVEL OUTCOME 3. The qualifying *student* demonstrates critical analytic competence and problem solving.		
3.1 apply knowledge and understanding of how knowledge is reported within disciplines	3.1 interpret and criticise subject matter of the discipline	3.1 demonstrate sensitivity with regard to ways of constructing knowledge

ASSOCIATED KNOWLEDGE The qualifying *student* is able to:	ASSOCIATED SKILLS / ASSESSMENT CRITERIA The qualifying *student* is able to:	ASSOCIATED VALUES The qualifying *student* is aware of the importance of the need to:
3.2 apply knowledge and understanding of conventions of critical analysis 3.3 apply knowledge and understanding of key concepts, debates, issues and concerns of the disciplines	3.2 critically synthesise information and theory to solve problems 3.3 recognise limitations of different theoretical models	3.2 recognise the importance of applying knowledge in an ethically sensitive manner
EXIT LEVEL OUTCOME 4. The qualifying *student* demonstrates research competence.		
4.1 apply knowledge and understanding of one or more research methods and their appropriate applications 4.2 apply knowledge and understanding of the relevant literature	4.1 provide a rationale and conduct a study for a small scale practical report 4.2 apply an appropriate research method 4.3 write up the study using the appropriate disciplinary conventions and techniques for analysis and interpretation	4.1 take ethical responsibility with respect to research subjects 4.2 undertake socially responsible research
EXIT LEVEL OUTCOME 5. The qualifying *student* shows competence to manage her/himself.		
5.1 apply knowledge to the challenges and problems posed in the world of work 5.2 apply increasing knowledge of the importance of making the shift to self-directed, independent learning	5.1 develop increasingly sophisticated ability to assess oneself in oral and written presentations 5.2 establish a pattern of goal setting, time management 5.3 match learning strategies to task requirements	5.1 demonstrate a commitment to ongoing reflective practice and professional development 5.2 acknowledge accountability for his/her professional work
EXIT LEVEL OUTCOME 6. The qualifying *student* demonstrates social competence.		
6.1 apply knowledge of group dynamics and processes 6.2 show self awareness of own group role and the role of others in the profession 6.3 apply knowledge of the range of diversity in own and other contexts	6.1 identify, receive and execute tasks responsibly 6.2 communicate effectively 6.3 work collaboratively taking account of diversity	6.1 recognise and value diversity 6.2 recognise and value collaborative processes
EXIT LEVEL OUTCOME 7. The qualifying *student* shows ecosystemic competence.		
7.1 show understanding of the interrelatedness of issues and debates between the translation and interpreting professions and the broader social context	7.1 to execute tasks and evaluate professional practice and research as located within the broader social context	7.1 value the interconnectedness of the environments in which translation and interpreting take place
EXIT LEVEL OUTCOME 8. The qualifying *student* shows disciplinary and/or professional competence (can substitute field of enquiry for discipline).		

ASSOCIATED KNOWLEDGE The qualifying *student* is able to:	ASSOCIATED SKILLS / ASSESSMENT CRITERIA The qualifying *student* is able to:	ASSOCIATED VALUES The qualifying *student* is aware of the importance of the need to:
8.1 demonstrate competence in basic theoretical and practical principles of Translation Studies 8.2 know how new knowledge is generated in the discipline 8.3 be aware of contemporary debates in translation and interpreting in relation to established knowledge 8.4 knowledge and understanding of the ethical principles informing the translation and interpreting professions	8.1 identify own lines of enquiry within the discipline of Translation Studies and track the necessary information 8.2 demonstrate ability to translate a wide range of texts and discourses with professional competence Interpreting option: 8.3 demonstrate an ability to function effectively as a consecutive interpreter 8.4 demonstrate creative ability to solve problems arising in professional practice	8.1 recognise and accept personal responsibility for the social consequences of professional practise and behaviour

SYLLABUSES FOR THE FACULTY OF HUMANITIES

WITS SCHOOL OF EDUCATION

Course Code: ADED1003A/1016A	
Course Description: Basic Research Skills	
NQF Credits: 18	**NQF Level: 5**

This course uses computers to find information in a university library and on the internet. This course involves identifying and defining problems in ETD practice, selecting appropriate research methods to address an identified problem in ETD practice. Draw up and pilot an interview guide, questionnaire and observation schedule. Carry out a structured enquiry in the field of ETD practice. Reflect on and report results of the enquiry.

Course Code: ADED1004A/1017A	
Course Description: Facilitation Skills	
NQF Credits: 18	**NQF Level: 5**

This course develops reading, writing, note-taking, discussion and reporting skills for academic and work purposes. It develops awareness of one's strengths and weaknesses as a student; and gains awareness of the demands for communication and learning skills in academic and work contexts.

Course Code: ADED1009A/1018A	
Course Description: Facilitation Skills	
NQF Credits: 18	**NQF Level: 5**

This course examines theories and principles of adult learning, lifelong learning, learning organisations and training. It also discusses the significance of the social and cultural context in education, training and development. Select appropriate methods to facilitate learning and mediate conflict among individuals, groups and teams. Developing strategies and creating a conducive learning environment. It further identifies with philosophical approaches to adult education, training and development.

SCHOOL OF LITERATURE, LANGUAGE AND MEDIA

Course Code: AFRL1003A/1004A	
Course Description: Elementary IsiZulu Language and Culture IA and IB	
NQF Credits: 18	**NQF Level: 5**

This course is designed for students who have no knowledge of IsiZulu. It is offered in two consecutive terms. The course familiarises students with speaking, reading, writing and hearing IsiZulu. An understanding of grammatical structures is gradually through the close reading of simple graded texts. Students are taught to function in situations that require basic knowledge of IsiZulu.

Course Code: AFRL1005A/1006A	
Course Description: Elementary Language and Culture IA and IB	
NQF Credits: 18	**NQF Level: 5**

This course is designed for students who have no knowledge of . The courses familiarises students with speaking, reading, writing and hearing . An understanding of grammatical structures is introduced through the close reading of simple graded texts. Students are taught to function in situations that require basic knowledge of .

Course Code: AFRL1009A	
Course Description: IsiZulu for Professional Purposes	
NQF Credits: 18	**NQF Level: 5**

This elementary course is aimed at non-speakers of IsiZulu students studying a professional degree. It introduces students to IsiZulu terminologies that are used in the specific profession that is being studied. It also covers all communication skills such as speaking, listening, reading and writing, the initial components emphasise speaking and listening skills. Reading and writing skills are mainly used to enhance and consolidate IsiZulu vocabulary.

Course Code: AFRL2001A/2002A	
Course Description: Intermediate IsiZulu Language and Culture IIA and IIB	
NQF Credits: 24	**NQF Level: 6**

This course requires a basic knowledge of IsiZulu. It advances the student's abilities in speaking, reading and writing IsiZulu. Students are given an understanding of the cultural background of IsiZulu. Graded texts from different literary genres are studied as part of the language components that also include approaches to the reading of folktales and other genres. Students are required to study the linguistic structure of IsiZulu in the context of morphology, phonology and syntax.

Course Code: AFRL2003A/2004A	
Course Description: Intermediate Language and Culture IIA and IIB	
NQF Credits: 24	**NQF Level: 6**

Graded texts from different literary genres are studied as part of the language components which includes approaches to the reading of folktales and other genres. Students are required to study the linguistic structure of in the context of morphology, phonology and syntax.

Course Code: AFRL3003A/3004A	
Course Description: IsiZulu Language and Media IIIA and IIIB	
NQF Credits: 18	**NQF Level: 7**

The language structure of IsiZulu emphasises on reading and listening skills. A wide range of narrative and documentary material are read, ranging from prose narrative, and poetic and dramatic texts, to articles in newspapers, magazines and journals. Dramatic and documentary programmes in IsiZulu enhance the student's critical ability and aural understanding of the language. Students select one of the media or a combination of the media for close study (radio, television, magazine of newspaper reports) and present critical essays on the media of their choice.

Course Code: AFRL3011A	
Course Description: Introduction to Computational Linguistics	
NQF Credits: 18	**NQF Level: 7**

This course develops models that reflect aspects of the human faculty and implements these in computational form; at this introductory level this course concerns itself with theoretical aspects of computational linguistics only. It also introduces students to available applications and demonstrates how these are utilized.

Course Code: AFRL3012A	
Course Description: History and Development of African-Languages Media	
NQF Credits: 18	**NQF Level: 7**

This course provides students with solid synthesised sociolinguistics and media theoretical models and explores language-related issues in African-language media. The course broadens students' understanding of underlying macro factors which negatively impact and hinder the development and proliferation of these media forms.

Course Code: AFRL4030A	
Course Description: Onomastics	
NQF Credits: 23	**NQF Level: 8**

This course introduces students to the field of Onomastics and Semantics where they are expected to compare and contrast the naming systems of IsiZulu and other African cultures. They lare introduced to the semantics of anthroponyms; aetiology of toponyms and oronyms. They focus on the aetiology of names in Onomastics and on different layers on meanings in Semantics.

Course Code: AFRL4031A	
Course Description: Computational Linguistics	
NQF Credits: 23	**NQF Level: 8**

This course develops formal models that reflect aspects of the human language faculty and implements these models in computational form. The course also focuses on practical outcomes of modeling human language use. The study of applications brings theoretical models into a mutually beneficial interaction with engineering and software design issues and contexts.

AFRICAN LANGUAGES LITERATURE

Course Code: AFRL1002A	
Course Description: Drama, Ritual and Performance I	
NQF Credits: 18	**NQF Level: 5**

This course examines the content and historical development of poetry in African languages, including the evolution of modern poetry (dithoko/izibongo) through the discussion of sample poems and the documenting and study of the development of new styles such as Masikandi and Difela. The course also examines content and historical developments of drama in African languages. The evolution of modern drama from oral tradition and early writings that were produced by the missionary presses form part of the main discourse.

Course Code: AFRL1007A	
Course Description: The History and Relationship of South African Languages I	
NQF Credits: 18	**NQF Level: 5**

This course examines historical factors that gave rise to the languages spoken in South Africa and the neighbouring countries today. It further examines the structural as well as genetic relationships among the African languages. Three phases are examined, namely, the period prior to the arrival of European settlers, the colonial period and the postcolonial period (including the present).

Course Code: AFRL2005A	
Course Description: The Art of Narrative II	
NQF Credits: 24	**NQF Level: 6**

This course examines themes, forms, style and narrative techniques in prose writing of Nguni and Sotho. Texts are selected from the turn of the nineteenth century to the present and are read against established canons of African and European literary tradition. In conjunction with the close reading of major prose writers, the course seeks to situate these works in the contemporary discourse and debate on the applications of European methods of literary study language literatures. Work translated from and into Bantu languages will also be studied with reference to translation theories.

Course Code: AFRL2006A	
Course Description: The Sound and Sound Systems of African Languages II	
NQF Credits: 24	**NQF Level: 6**

This course introduces students to the phonetics and phonology of the Nguni and Sotho languages of South Africa. Starting with phonetics, the course focuses on identifying the sounds of Nguni and Sotho languages, describing the sounds in terms of their articulatory properties and transcribing in the International Phonetic Alphabet. In phonology, the course introduces the objectives and scope of phonological analysis. It also surveys the major phonological properties of the Nguni and Sotho languages.

Course Code: AFRL3001A	
Course Description: Comparative Structure of South African Languages III	
NQF Credits: 18	**NQF Level: 7**

This course introduces comparative methods in linguistics. It also applies the methods to the analysis of the structure of South African languages. The structure of Nguni and Sotho languages are compared and in addition, the structure of TsiVenda and XiTsonga are also compared.

Course Code: AFRL3007A	
Course Description: The Structure and Meaning of Words & Sentences in Bantu Languages III	
NQF Credits: 18	**NQF Level: 7**

This course introduces students to the morphology, syntax and semantics of Bantu languages in general and their languages in particular. The course starts by outlining the linguistic goals of morphological, syntactical and semantic analysis. It focuses on the unique properties of the morphology, syntax and semantics of Bantu languages. The course also focuses on problematic issues in the morphology, syntax and semantics of Bantu languages.

Course Code: AFRL3008A	
Course Description: Text and Migration in African Languages Fiction III	
NQF Credits: 18	**NQF Level: 7**

This course explores the effects of colonial modernity on the African people. It provides an historical overview of the colonial encounter and the response of Africans to the colonial influences. The course assesses the extent to which shifting perspectives of the subject people within colonial institutions resulted in the earliest forms of consciousness awakening and cultural syncretism. Other issues raised by the course are tensions and conflicts that accompany ideological influences to which different writers are exposed and which are reproduced in their texts. The institutions of power, contestation, appropriation and historical narration are also explored.

Course Code: AFRL3011A	
Course Description: Introduction to Computational Linguistics	
NQF Credits: 18	**NQF Level: 7**

This course develops models that reflect aspects of the human faculty and implements these in computational form; at this introductory level the course covers theoretical aspects of computational linguistics only. It also introduces students to available applications and demonstrates how these are utilized in order to highlight the issues for further study.

Course Code: AFRL3012A	
Course Description: History and Development of African-Languages Media	
NQF Credits: 18	**NQF Level: 7**

This course provides students with solid synthesised sociolinguistics and media theoretical models and explores language-related issues in African-language media. The course broadens students' understanding of underlying macro factors that negatively impact and hinder the development and proliferation of these media forms.

Course Code: AFRL4030A	
Course Description: Onomastics	
NQF Credits: 23	**NQF Level: 8**

This course introduces students to the field of onomastics and sematics where students compare and contrast the naming systems of IsiZulu and other African cultures, semantics of anthroponyms, aetiology of toponyms and oronyms.

Course Code: AFRL4031A	
Course Description: Computational Linguistics	
NQF Credits: 23	**NQF Level: 8**

This course develops formal models that reflect aspects of the human language faculty and implements these models in computational form. The course also focuses on practical outcomes of modelling human language use. The study of applications brings theoretical models into a mutually beneficial interaction with engineering and software design issues and contexts.

Course Code: AFRT1002A	
Course Description: Oral Literature and Performance in South Africa I	
NQF Credits: 18	**NQF Level: 5**

This course introduces students to oral literary forms, performance genres and an introduction to oral literary forms, performance genres and their interaction with written forms.

Course Code: AFRT2001A	
Course Description: Gender and Writing II	
NQF Credits: 24	**NQF Level: 6**

This course considers the masculinist bias of much nationalist thinking and the ways that it informs many of the major male writers. The course examines the ways in which woman and certain male writers have attempted to reshape or rewrite the masculinist orientation of much canonical African.

Course Code: AFRT2002A	
Course Description: Performing Power in Post-independence Africa II	
NQF Credits: 24	**NQF Level: 6**

Drawing on novels, plays, poetry and film, this course explores the centrality of language, culture and ideology in imagining and contesting the nation state in Africa after independence. The post-independence state in Africa is frequently depicted as a 'theatre state' in African Literature. The relations between government officials and ordinary people, men and women, are structured and negotiated through a wide range of social acts that serve as physical and symbolic enactments of power. The staging of power is embedded in social events as different as the political rituals of government, popular culture and its spaces/occasions of expression, gendered encounters in the home, youth league rallies and many other instances.

Course Code: AFRT3001A	
Course Description: Contemporary Trends in African Literature III	
NQF Credits: 18	**NQF Level: 7**

This course introduces students to a cross-section of contemporary writers whilst simultaneously looking critically at shifts in literary theory. The popular image of African Literature both without and sometimes even within the academy is largely based on the literature that emerged during and shortly after the decolonising years. This movement included figures like Mahfouz, Soyinka, Achebe, Armah, Ngugi, Beti, Oyono, and Laye and it is often from these writers that a canon has been formulated which in some instances may take in a few 'second wave' writers, like Farah, Head and Aidoo.

Course Code: AFRT3002A	
Course Description: East African Fiction III	
NQF Credits: 18	**NQF Level: 7**

This course examines discourses relating to decolonisation in the colonial and the postcolonial state in East Africa. Drawing on theories on decolonisation which attempt to understand the coloniser and colonised relationship, and the effects of colonial structures on the postcolonial state, the course also explores the literatures of the sub-continent engagement in which power is deployed, contested and appropriated. It further examines discourses relating to committed literature and alienation in the postcolonial state.

Course Code: AFRT3003A	
Course Description: Literatures of the Black Diaspora III	
NQF Credits: 18	**NQF Level: 7**

This course introduces students to a representative range of literary texts from the African diaspora. The course covers texts from the African-American and English-speaking Caribbean. A range of genres are taught, autobiography, novels, poetry, short stories, music and video material. Themes include exploration and uses of the past, the search for "wholeness" the ambiguities of dependence; cultural nationalism; gender and class.

Course Code: AFRT3004A	
Course Description: Popular Media in Africa III	
NQF Credits: 18	**NQF Level: 7**

The course explores the aesthetics and politics of popular media in the making and unmaking of social meanings, experiences and relations in a selected number of postcolonial African societies. It underscores the public prominence and import of genres such as popular writing, cartoons, music, theatre, video, graffiti, film and television (soaps, dramas and talk-shows).

Course Code: AFRT3006A	
Course Description: Love in Africa III	
NQF Credits: 18	**NQF Level: 7**

This course introduces students to debates concerning intimacy in African writing and cultural production. Feelings like shame, fear, enjoyment and disgust are explored, but the emphasis on love plays on a range of recent and important debates in the field of African Studies. The course offers transdisciplinary debates about desire, love and associated sentiments and affects. The course emphasizes a convergence of two key modes of analysis: affect and queer theory.

Course Code: AFRL3013A	
Course Description: Advanced Sesotho Language and Media IIIA	
NQF Credits: 18	**NQF Level: 7**

This course introduces students to key concepts of Setho-IsiNtu cultural cognition manifesting in a variety of written/printed texts. This course is comprised of three integrated components namely, language structure of Sesotho L2 (second language), print media texts and literary texts. Graded texts are analysed in Setho-IsiNtu cultural cognition aspects. Furthermore, integrated components are studied with an emphasis on reading, writing, listening and speaking skills.

Course Code: AFRL3014A	
Course Description: Advanced Sesotho Language and Media IIIB	
NQF Credits: 18	NQF Level: 7

This course introduces students to Sesotho audio-visual texts. These texts emphasise reading, writing, speaking and listening skills with language structure of Sesotho as a framework facilitating these language communication skills. Setho-Isintu cultural cognition concepts are applied in the analysis of the texts

Course Code: AFRT4034A	
Course Description: The Publishing Environment	
NQF Credits: 23	NQF Level: 8

This course introduces the publishing industry in South Africa. In developing an understanding of the reader, the context of production for information, and the value of the information economy in South Africa, this course provides overview of significant legislation, practices, and procedures for successful publishing in various contexts. Trade, Educational, Scholarly and Academic publishing sectors are introduced in this course, in relation to funding available, traditional market limitations, and innovative approaches promoting accessibility of content.

Course Code: AFRT4028A	
Course Description: Sentiment, Sensation and Feeling	
NQF Credits: 23	NQF Level: 8

This course offers an important set of related interventions concerning intimacy and its connections with political, ethical and theoretical relations to knowledge, ontology, difference and representation.

Course Code: AFRT4030A	
Course Description: Commissioning for Publishing	
NQF Credits: 23	NQF Level: 8

This course provides basic financial literacy for students in Publishing fields. Considerations of financial viability in title development and production, contingent on the market and sector they publish in, are included in this course.

Course Code: AFRT4032A	
Course Description: Research Essay: Publishing Studies	
NQF Credits: 30	NQF Level: 8

This course facilitates research into publishing studies for postgraduate students. It describes problems suitable to research in this field, guides students through conceptualization of research projects and the submission of relevant approval paperwork for ethics clearance.

Course Code: AFRT4031A	
Course Description: Copy-editing for Publishers	
NQF Credits: 23	NQF Level: 8

This course provides basic training in editing, marking up and content development to students in publishing fields. Important roles of the editor specific to the publishing industry, such as briefing contributors and managing project schedules are also included, identifying all role-players in the value chain relevant to publishing. Considerations relating to content development and suitability, contingent on the market and sector it is published in, are included in this course.

Course Code: AFRT4033A	
Course Description: Sales and Marketing for Publishing	
NQF Credits: 23	**NQF Level: 8**

This course introduces aspiring publishers to the context of information production, the reader in South Africa. Marketing in this course is broadly used to describe the belief that the customer is of prime importance in business, and that success in publishing comes from anticipating the needs of the market. Marketing refers to a range of techniques including market research, product development, pricing, promotion, merchandising, direct mail, public relations and more. Selling is and remains a very important part of marketing in publishing but is contextualized to South African readers – in analyzing alternative methods of funding publishing.

Course Code: AFRT7048A	
Course Description: Sentiment, Sensation and Feeling	
NQF Credits: 30	**NQF Level: 9**

This course offers an important set of related interventions concerning intimacy and its connections with political, ethical and theoretical relations to knowledge, ontology, difference and representation.

Course Code: AFRT7047A	
Course Description: Black Intellectual Traditions and Histories	
NQF Credits: 30	**NQF Level: 9**

This course introduces students to the theories advanced by key black intellectuals and artists since the twentieth century on subjects spanning identity, race, class, gender and culture.

SCHOOL OF SOCIAL SCIENCES

ANTHROPOLOGY

Course Code: ANTH1006A	
Course Description: Culture and Humanity	
NQF Credits: 18	**NQF Level: 5**

This course examines how African thinkers have debated basic anthropological questions about humanity and its diversity. It also explore how African thought has taken up these questions about humanity and diversity in the context of the continent's experiences of colonialism and its aftermaths. Topics include: the place of the precolonial past and its heritage in the imagining of present-day and future African worlds; debates about the meaning of being human and the nature of the human person; questions about the incorporation of strangers through institutions of hospitality, care, and sovereign power; and reflections on the denial of humanity in contexts of violence, slavery, and racism.

Course Code: ANTH1007A	
Course Description: Practices of Identification	
NQF Credits: 18	**NQF Level: 5**

This course draws on a tradition of African scholarship on identification practices. The course, pay attention to historiography and ethnographic practice, where students will have the opportunity to explore topics of sexualities, kinship, lifecycles and health. Drawing on their lived experiences, students have the opportunity to engage in the comparative work of anthropology, exploring the effects of colonial and post-colonial statehood, engaging the shifting notions of subjecthood and citizenship, within the intersections of race and ethnicity. This course is designed to familiarise students with moves anthropologists make to not only study unfamiliar worlds, but also critically examine familiar worlds to better understand the diverse, entangled and divergent routes which have come to shape how we make sense of questions of personhood and belonging.

Course Code: ANTH2001A	
Course Description: Development and Gender II	
NQF Credits: 24	NQF Level: 6

The course covers interlinked issues of gender and development in the contemporary first world, third world and developing societies, and shows how anthropological approach combines insights into local knowledge or culture with considerations of political economy. The culture of corporate and non-governmental organisations is examined and the anthropology of work' theme is developed. This course is essential for students involved in applied development to gain an insight into the key socio/cultural issues underlying development, and for students in the social sciences, in urban and rural planning, and for students entering the public and private sector.

Course Code: ANTH2003A	
Course Description: Ritual and Power II	
NQF Credits: 24	NQF Level: 6

This course explores the central tenets of these institutions and also the role of religion in domination and resistance. Religion and politics are two of the most important but disputed parts of our lives, conventional approaches to the study of these institutions separates them from one another. An anthropological approach shows the complex and powerful manner in which they are intertwined both in church and government, and in everyday life.

Course Code: ANTH2005A	
Course Description: Sex, Culture and Society II	
NQF Credits: 24	NQF Level: 6

This course develops an anthropological perspective on the interplay between the human sexual instinct, culture and society. It examines different theoretical perspectives on human sexuality and ethnographic studies on culture, cultural constructions of gender and societal relations. The course complements studies in the field of gender and provides insights into the cultural and political dimensions of sexuality.

Course Code: ANTH2007A	
Course Description: Cultural Citizenship	
NQF Credits: 24	NQF Level: 6

This course engages students in thinking about their relationship with urban cultural life. Drawing on literature that exposes the relationship between culture and capital, this course seeks to interrogate the urban condition of commodification and the growing privatization of public space. Students read canonical texts concerning cultural mediation and control, and radical traditions of cultural/artistic agency, in order to encourage an understanding of what it means to be an active cultural citizen not only of this particular city, but of a global cultural polity.

Course Code: ANTH2008A	
Course Description: Life Course, Kinship and Core	
NQF Credits: 24	NQF Level: 6

The course introduces the anthropology of the human life course, focusing on patterning of life histories, organisation of transitions between life phases, and socialities and cultural forms that develop around the production of the life course in a range of sociocultural contexts. The course covers both theoretical and ethnographic literature, with an emphasis on placing southern African anthropology on this issue in a global comparative context.

Course Code: ANTH2009A	
Course Description: Lifeworlds of the City	
NQF Credits: 24	NQF Level: 6

This course introduces social and political life particular to living in cities, especially cities of the Global South. It focuses on a range of urban anthropological key concepts and questions which serve to analyse city life. A key concept is that of 'the stranger' and relates to how the city is a space of freedom or alienation. The course further engages the contemporary concept of 'the right to the city'. This connects to the questions of how people claim or are being denied a sense of citizenship to the city.

Course Code: ANTH2010A	
Course Description: Embodied Relations	
NQF Credits: 24	**NQF Level: 6**

This course focuses on how we experience our social lives and our interactions with other people through and within our bodies. It examines the politics that develop around the reproduction of human life, the life course, kinship, and intergenerational sociality.

Course Code: ANTH3001A	
Course Description: Anthropology of Medicine and the Body III	
NQF Credits: 18	**NQF Level: 7**

Medical anthropology provides a comparative perspective on the social and cultural aspects of sickness, the body and healing. This course examines different theoretical paradigms in medical anthropology; anthropological interventions in public health care; and also the nature of folk healing and divination. The course is recommended to students in the humanities and health sciences who wish to understand the impact of culture on sickness and healing.

Course Code: ANTH3003A	
Course Description: Race, Ethnicity and Culture III	
NQF Credits: 18	**NQF Level: 7**

This course provides insights into race, ethnicity and culture as fundamental anthropological concepts. In examining the complex interrelations between these concepts, students investigate how they are internalised by individuals and segments of society. The impact and influence in social transformation are examined, allowing students to analytically reflect on cultural diversity or multiculturalism. This course provides incisive debate on social change and the reconstruction of society.

Course Code: ANTH3005A	
Course Description: The Anthropology of Community III	
NQF Credits: 18	**NQF Level: 7**

This course examines expression of domestic arrangements and community structures through local cultural values, knowledge, and practices. Issues such as conflict, hierarchy, political relations, kinship systems, and caste are analysed and located within the theoretical domain of political and organisational anthropology. The course is suitable for students specialising in town planning, management and law and students interested in development, gender and women's studies, sexuality and reproductive health.

Course Code: ANTH3006A	
Course Description: The Anthropology of Popular Media and Performance III	
NQF Credits: 18	**NQF Level: 7**

This course examines popular culture, media and performance in a rich variety of forms and settings, and analyses these expressions in relation to recent theoretical debates. The last three decades have seen rapid growth in the related fields of popular culture, media and performance studies in anthropology in America, Britain and France. Developments in the study of ritual, local level politics and political communication, public events and theories of social interaction have made performance a powerful analytical concept in cultural anthropology. The analysis of mass electronic media, popular art and performance genres, cinema, journalism and popular market literatures, music and theatre, popular religious and secular festivals, political events; in short, the entire range of forms of 'public culture' comprise a major sub-field in social anthropology.

Course Code: ANTH3007A	
Course Description: The Development of Anthropological Thought III	
NQF Credits: 18	**NQF Level: 7**

This course examines the intellectual and historical development of anthropological ideas and methods from their early roots in the 16th century through to the state of the discipline today. Anthropological concern with the problem of the human and the problem of difference is traced from early colonial contact and European debates around slavery, through Victorian preoccupation with racial categorisation, the development of fundamental concepts such as 'culture', 'kinship' in the Functionalist turn, and to disciplinary debates about history and 'political economy'. The course charts the post World War II anti-colonial critiques of the discipline into the 'representational crisis' of the 1980s and 90s, and concludes with a survey of current trends in the discipline, including the concern with the 'post-human' and the anthropocene.

Course Code: ANTH3008A	
Course Description: Anthropology of Material Culture III	
NQF Credits: 18	**NQF Level: 7**

The course explores the varied cultural means by which people attribute significance (or "value") to the world of objects. Anchored in anthropology, but drawing upon an interdisciplinary body of theory, including semiotics, psychoanalysis, art criticism, cultural studies, feminist theory and science studies, the course pursues a set of closely interlinked problems concerned with the culturally situated desire that people feel to create, possess, classify, collect, exchange, consume, display or venerate 'things' of various kinds. The course also examines ways in which circulation of objects serve to establish, sustain, and transform social and political relationships in diverse historical and ethnographic contexts.

Course Code: ANTH3009A	
Course Description: Anthropology of the State	
NQF Credits: 18	**NQF Level: 7**

This course charts the history of this development, and its implications for how students confront the complex figure of the contemporary state with an ethnographic sensibility. The state became an important object for anthropological analysis in the wake of anthropology's disciplinary crisis of the 1980s. Drawing on key texts from political philosophy, anthropologists began to think about the state less as an object than as a set of social and cultural processes.

Course Code: ANTH3010A	
Course Description: Expression, Representation, Practice	
NQF Credits: 18	**NQF Level: 7**

This course introduces students to expression, representation and the idea of practice as pillars. It bridges the gap of literacy in, and the practice of, audio-visual methodologies towards reimagining aspects of an Ethnographic Museum and an anthropological text as a public platform. The course focuses on the practice of photography, film, exhibition making and digital platforms in ethnographic research and presentation.

Course Code: ANTH3011A	
Course Description: 'Race' and What It Means to be Human	
NQF Credits: 18	**NQF Level: 7**

This course introduction ideas of human difference in the Western imagination from the 16th to the 19th century and examines the articulation of 'race' with ideas of what it means to be human. It explores the place of 'race' in science in 19th century South Africa and draws attention to ways in which the concept was contested. The course then considers how these ideas and contestations shape the ways in which

'race' is used today by examining classification during apartheid as a backdrop against which critically to consider practices of and debates about race classification. The course examine recent and contrasting ways of thinking about the concept 'race': biological theories of 'race' in the 21st century, and thinking about 'race' as a set of articulated political relations

Course Code: ANTH3012A	
Course Description: Thinking with Earth: Anthropology in the Anthropocene and Climate Crisis	
NQF Credits: 18	**NQF Level: 7**

This course focuses on both the anthropology and critical theory of the Anthropocene and the limitations that the present climate crisis poses to anthropocentric thought. It provides an introductory understanding of both the science and politics of the climate crisis. Beyond a narrow focus on the climate crisis, this course focuses on human-non human relations and relational ontologies engaging the idea of 'thinking with earth' – exploring the ways in which human thought, language and action are nested within wider ecological, material and semiotic systems.

Course Code: ANTH4024A	
Course Description: The Craft of Anthropology: Research Methods	
NQF Credits: 23	**NQF Level: 8**

This course is designed to teach postgraduate students the craft of ethnography. Ethnography, the methods that distinguishes Anthropology as a research practice, is a form of qualitative research attentive to everyday forms of human life and practice. Ethnography is the form of research method that lies beyond the structured interview and the survey, paying attention to the complexity of the social. It is a form of enquiry that seemed out the intimate, the banal, the taken-for-granted and the relational as the vehicles for understanding lifeworlds. This kind of research practice requires a sophisticated set of social and analytical resources and can only be generated by prolonged, deep engagement with a 'field'. It also requires the production of what we call 'field notes', the recording practice central to the ethnographic method. The course will provide students with the opportunity to engage ethnography by reading some excerpts of its classic iterations as well as following it into their directions it has been taken more recently; and to carry out multiple practical exercises in ethnographic research.

Course Code: ANTH4027A	
Course Description: Sociocultural Theory	
NQF Credits: 23	**NQF Level: 8**

This course explores the themes in theory, social theory, cultural theory, critical theory, often just plain 'theory': these terms denote a literature that lies between philosophies on the other hand and empirical work conducted in the humanities and social sciences on the other.

Course Code: ANTH4030A	
Course Description: African Ethnography	
NQF Credits: 23	**NQF Level: 8**

This course explores the anthropology and ethnographies of sub-Saharan Africa. Specifically, it explores different genres and forms of what might legitimately be considered an 'ethnographic' text in an African context where Africans have produced different types of self-representational texts that lie outside the 'traditional' anthropological canon of ethnography.

Course Code: ANTH4025A	
Course Description: Ethnographic Analysis and Writing	
NQF Credits: 23	**NQF Level: 8**

This course assists candidates in writing their first long piece of ethnographic writing. It focuses on producing, reading and interpreting ethnographic accounts. It also includes engagement with 'classic' and contemporary examples of ethnographic writing, exploring diverse traditions of ethnographic, essay and narrative non-fiction writing.

Course Code: ANTH4021A	
Course Description: Medical Anthropology	
NQF Credits: 23	NQF Level: 8

This course helps make sense of suffering and recovery as a social experience; it carries into refugee camps, birthing centres, factories, boardrooms, goals, rehabilitation centres and schools, across countries and between communities.

Course Code: ANTH4004A	
Course Description: Identity and Culture	
NQF Credits: 23	NQF Level: 8

This course considers key questions around identity and culture. As the notion of identity proliferates, it troubles anthropology as a discipline which emerged out of the Enlightenment period where classifications of persons became a raison d'etre of the discipline. Seeking to understand, unravel and possibly reverse primordial, essentialist and ethnocentric descriptors in processes of identification, whilst attempting to think through the mobilisation of hard notions of identity in everyday social practice, is a daunting task for contemporary anthropologists. Identity and culture are two of the most ubiquitous terms in anthropology.

Course Code: ANTH4028A	
Course Description: The place of 'Race' in Western Medicine	
NQF Credits: 23	NQF Level: 8

This course examines the place of 'race' in Western medical knowledge and practice. The course examines high-profile historical examples of the use of 'race' in medicine and biomedicine. It explores the relationship between the biological and social sciences, biological and social facts, including 'race' as a social fact.

Course Code: ANTH7030A	
Course Description: The place of 'Race' in Western Medicine	
NQF Credits: 30	NQF Level: 9

This course examines the place of 'race' in Western medical knowledge and practice. The course examines high-profile historical examples of the use of 'race' in medicine and biomedicine. It explores the relationship between the biological and social sciences, biological and social facts, including 'race' as a social fact.

Course Code: ANTH4029A	
Course Description: Art, Archives, Anthropology	
NQF Credits: 23	NQF Level: 8

The course focuses on the interface between art and anthropology and the role of archives. It uses the example of science fiction to show what an artistic, in literary, genre has in common with the practice of anthropology and its concern with human difference. The course focuses on what anthropology can learn from this genre, in understanding its limits and possibilities.

Course Code: ANTH7031A	
Course Description: Art, Archives, Anthropology	
NQF Credits: 30	NQF Level: 9

The course focuses on the interface between art and anthropology and the role of archives. It uses the example of science fiction to show what an artistic, in literary, genre has in common with the practice of anthropology and its concern with human difference. The course focuses on what anthropology can learn from this genre, in understanding its limits and possibilities.

Course Code: ANTH7024A	
Course Description: Medical Anthropology	
NQF Credits: 30	**NQF Level: 9**

This course helps make sense of suffering and recovery as a social experience; it carries us into refugee camps, birthing centres, factories, boardrooms, goals, rehabilitation centres and schools, across countries and between communities. Many anthropologists work with local communities but others work in laboratories and research centres.

Course Code: ANTH7007A	
Course Description: Identity and Culture	
NQF Credits: 30	**NQF Level: 9**

This course covers key questions around identity and culture. As the notion of identity proliferates, it troubles anthropology as a discipline which emerged out of the Enlightenment period where classifications of persons became a raison d'etre of the discipline. Seeking to understand, unravel and possibly reverse primordial, essentialist and ethnocentric descriptors in processes of identification, whilst attempting to think through the mobilisation of hard notions of identity in everyday social practice, is a daunting task for contemporary anthropologists. Identity and culture are two of the most ubiquitous terms in anthropology.

Course Code: ANTH7026A	
Course Description: The Craft of Anthropology: Research Methods	
NQF Credits: 30	**NQF Level: 9**

This course teaches postgraduate students the craft of ethnography. Ethnography, the methods that distinguishes Anthropology as a research practice, is a form of qualitative research attentive to everyday forms of human life and practice. Ethnography is the form of research method that lies beyond the structured interview and the survey, paying attention to the complexity of the social. It is a form of enquiry that seemed out the intimate, the banal, the taken-for-granted and the relational as the vehicles for understanding lifeworlds. This kind of research practice requires a sophisticated set of social and analytical resources and can only be generated by prolonged, deep engagement with a 'field'. It also requires the production of what we call 'field notes', the recording practice central to the ethnographic method. The course provides students with the opportunity to engage ethnography by reading some excerpts of its classic iterations as well as following it into their directions it has been taken more recently; and to carry out multiple practical exercises in ethnographic research.

Course Code: ANTH7029A	
Course Description: Sociocultural Theory	
NQF Credits: 30	**NQF Level: 9**

Social theory, cultural theory, and critical theory, often just plain 'theory': these terms denote a literature that lies between philosophies on the one hand and empirical work conducted in the humanities and social sciences on the other. The thread that runs throughout is a critical attention to the notion of the human: anthropology's defining object but one that is deeply problematised by ongoing political and intellectual developments.

Course Code: ANTH7032A	
Course Description: African Ethnography	
NQF Credits: 30	**NQF Level: 9**

This course explores the anthropology and ethnographies of sub-Saharan Africa. Specifically, it explores different genres and forms of what might legitimately be considered an 'ethnographic' text in an African context where Africans have produced different types of self-representational texts that lie outside the 'traditional' anthropological canon of ethnography.

Course Code: ANTH4025A	
Course Description: Ethnographic Analysis and Writing	
NQF Credits: 30	NQF Level: 9

This course assists postgraduate students in the writing of ethnographic text. It focuses on producing, reading and interpreting ethnographic accounts. It also includes engagement with 'classic' and contemporary examples of ethnographic writing, exploring diverse traditions of ethnographic, essay and narrative non-fiction writing.

Course Code: WDFL5005A	
Course Description: Performance Project	
NQF Credits: 30	NQF Level: 8

This course serves as a rigorous introduction to performance studies theory. Students are introduced to performance laboratory as a research space, to concepts of physical intelligence, emotional intelligence and the 'body as archive'. Students are required to undertake social research, investigate a social change issue through PaR, and create a theatre for social change project through performance.

Course Code: WDFL5001A	
Course Description: Introduction to Applied Drama	
NQF Credits: 30	NQF Level: 8

This course focuses on effective story and storytelling. This course also engages students with the conceptual understanding of story and the many forms story takes, with reference to traditional and contemporary forms of orality. Students explore through theory and practice methods of storytelling and how story and storytelling can be effectively used to build social cohesion. The course further engages students in an understanding of the dramatic elements present in storytelling, how to creatively use these elements to build a relationship with an audience, and how stories can be applied for education and social transformation purposes. The course further develops student's capacities to share and perform a story, enhancing the skill of listening, spontaneous speech, theatre-making and improvisation appropriate to the storyteller.

Course Code: WDFL5002A	
Course Description: Introduction to Applied Theatre	
NQF Credits: 30	NQF Level: 8

This course uses the theatre elements of play, ensemble, improvisation and storytelling as initiators for the creation of material, students explore how theatre can be used to enhance, support and convey specific educational objectives in this performance practice. This course draws upon various skills of performance and sharpens creative skill in-action and a critical awareness in creating content, all while learning how to perform beyond the traditional 'fourth-wall' of conventional theatre. The course engages a praxis-based pedagogy, a teaching ethos based in 'doing' as well as 'reading'.

Course Code: WDFL5003A	
Course Description: Introduction to Reflective Practice in Applied Drama and Theatre	
NQF Credits: 15	NQF Level: 8

This course encourages the growth of self reflective Applied Drama and Theatre facilitators. Students are expected to critically engage with the notion of the Drama Facilitator and how this may differ from other ways and means of facilitating group processes. This introduction course finds points of intersection between sexual health, education and cultural knowledge systems within human rights and social justice paradigm, exploring content and themes, and Applied Drama and Theatre practice; to empower individuals with the tools to transform the self for community and social transformation.

Course Code: WDFL5004A	
Course Description: Introduction to Cultural Leadership in Applied Drama and Theatre	
NQF Credits: 15	NQF Level: 8

This course continues the process-orientated reflective learning started in the first semester within the context of cultural leadership. The course encourages the growth of self reflective Applied Drama and Theatre facilitators as project leaders. Students are expected to critically engage with the notion of the Cultural Leader and how this may differ from other ways and means of managing and facilitating group processes and projects. This introduction course finds points of intersection between development and cultural studies and practice; it explores cultural leadership in Applied Drama and Theatre practice as a means to empower individuals with the tools to transform the self for community and social transformation.

Course Code: WDFL5006A	
Course Description: Dance in Education, Communities and Social Contexts A	
NQF Credits: 30	**NQF Level: 8**

The course focusses on the application of dance movement whilst demonstrating knowledge of the anatomy including expressive / expression range and the relevance of dance in South African education, culture and history. Students develop facilitation competency using dance and movement education with children, youth and adults to engage in dance and movement experiences that take into consideration artistic traditions, preferences for materials, musical preferences, and beliefs and practices related to the creation of imagery, choreography, storytelling and other applications. Furthermore the course investigates how dance is a carrier of cultural and aesthetic values across a wide spectrum of forms.

Course Code: WDFL5007A	
Course Description: Dance in Education, Communities and Social Contexts B	
NQF Credits: 30	**NQF Level: 8**

The course aims to focus on the "When I am dancing, I am everyone…and only one". ~Bill T. Jones This approach to dance, education and culture is designed to promote student agency and the co-construction of knowledge in the classroom, urging students to see themselves as architects of their own understanding as well as agents of change. While completely "safe spaces" are impossible to create, we will strive to create inclusive spaces where various identities and perspectives are valued, respected and students freely share their ideas. This course will approach teaching as a transformative process, and thus hope to create a classroom community of diverse learners where each person grows more committed to their professional training and emerging professional identity development and feels more equipped to act to create meaningful change within themselves and for others.

Course Code: WDFL7016A	
Course Description: Building Democracy through Theatre-Making	
NQF Credits: 38	**NQF Level: 9**

This course introduces a unique, intersectional arts-based pedagogical approach to democarcy building within a community context. The course focuses on the relational aspects of theatre, society and democracy and, more specifically, the role of applied theatre-making as a method of building community. The course also unpacks the transformative power of drama for the purposes of fostering community and social justice and focuses on becoming a self-reflective, collaborative theatre-making practitioner in the context of democracy building.

Course Code: WCPM7008A	
Course Description: Cultural Policy and Leadership	
NQF Credits: 30	**NQF Level: 9**

This course examines the cultural governance frameworks (policy, legislation, programmes, strategies and measures) within which arts, culture and heritage leaders, strategists and managers operate in South Africa, Africa and internationally. It analyses the nature of cultural leadership and the governance required in the organisations and institutions of arts, culture and the heritage sector. It further, considers the disciplinary origins of cultural knowledge and the decolonisation of knowledge.

Course Code: WCPM4013A	
Course Description: Cultural Entrepreneurship	
NQF Credits: 23	NQF Level: 8

This course expands on entrepreneurship in the arts and cultural sector to demonstrate how it contributes to a broader understanding of planning for business activities and modelling for revenue generation. These three components are critical to understanding the shape and size of an arts enterprise. The notion of "entrepreneurship" is associated with the discovery and pursuit of new business opportunities through the creation of firms. The ultimate aim of entrepreneurial activity is seldom profit or personal wealth-creation, realizing new ideas and being free from restraints.

SCHOOL OF GEOGRAPHY, ARCHAEOLOGY AND ENVIRONMENTAL STUDIES

Course Code: ARCL1000A	
Course Description: Archaeology I	
NQF Credits: 36	NQF Level: 5

This course introduces students to the basics of the practice of archaeology. Themes include the political and contextual aspects of the archaeological past, the nature of archaeological evidence, the analysis and interpretation of archaeological evidence, and relationships between archaeology and the wider public. The course comprises four modules and some day trips to archaeological sites. The modules covered are: Fundamentals of Archaeology, Guide to Human Evolution, World Hunter-Gatherers, and Origins of Civilization.

Course Code: ARCL1006A	
Course Description: Fundamentals of Archaeology I	
NQF Credits: 9	NQF Level: 5

This course looks at the nature of the archaeological record. It covers ways in which sites are found and recorded, the different dating methods available to archaeologists, the preservation of organic and inorganic material, classification techniques, and interpretation. It also introduces basic skills employed by archaeologists in the field and laboratory. Students obtain practical skills in surveying, excavating and curation, and are challenged to reflect on professional practice and ethics.

Course Code: ARCL1008A	
Course Description: World Hunter-Gatherers I	
NQF Credits: 9	NQF Level: 5

This course introduces global debates in the study of hunter-gatherers, whose activities represent a significant part of the archaeological record. The course explores the origins of hunting and gathering, social organisation of forager communities, hunter-gatherer economics, religion and ritual, hunter-gatherer art, complex hunter-gatherers, and the use of ethnographic analogy to understand part hunter-gatherer communities.

Course Code: ARCL1007A	
Course Description: Guide to Human Evolution I	
NQF Credits: 9	NQF Level: 5

This course explores the development of human cultural behaviour within the framework of the major stages of human evolution. The course considers non-human primates and the analogies they provide for the origins of cultural behaviour in our earliest ancestors. It further considers cultural adaptations, from the time of the development of lithic technology from 3.3 million years ago until the evolution of modern humans 200 000 years ago. The most important and lasting adaptations are discussed, and a major theme of how modern humans mingled with other groups outside of Africa to give rise to the humans of today.

Course Code: ARCL1009A	
Course Description: Origins of Civilisation I	
NQF Credits: 9	**NQF Level: 5**

This course explores domestication events, how they formed preconditions to the rise of civilization, and how and when they spread through Africa. The course also considers the rise of complex societies, defining complex society and recognising it's archaeologically. The course further considers key traits of some famous ancient complex societies, such as Babylon, ancient Egypt, the Maya, and Great Zimbabwe and the future of our civilization.

Course Code: ARCL2002A	
Course Description: Archaeology II	
NQF Credits: 48	**NQF Level: 6**

This course comprises the following:

1) World Rock Art.
2) Earlier and Middle Stone Age.
3) Archaeobotany.
4) Archaeology of the Last 2000 Years.
5) Osteoarchaeology.
6) Space and Time in Archaeology.

Course Code: ARCL2009A	
Course Description: World Rock Art II	
NQF Credits: 12	**NQF Level: 6**

This course examines rock art (cave paintings and open air engravings) from around the world. It considers the times and spaces in which they were executed and the possible reasons as to why images were made at all. The ways in which scholars of different regions have tackled these questions engender lively debate regarding intercontinental similarities and differences. Rock art is a highly contested field worldwide and with a large amount of visual content, it is essential for students to familiarise themselves with the literature and debate surrounding its interpretation.

Course Code: ARCL2004A	
Course Description: Earlier and Middle Stone Age II	
NQF Credits: 12	**NQF Level: 6**

This course covers the cultural and paleoanthropological evolution of African hominins from 3.3 million until 40,000 years ago. The major cultural milestones include the invention of different types of tools, fire, language and music. How and whether these developments can be related to observable paleoanthropological changes is discussed. The interaction of evolutionary processes with climate and environmental change is also a major theme explored in this course.

Course Code: ARCL2008A	
Course Description: Archaeobotany II	
NQF Credits: 12	**NQF Level: 6**

The course considers the integral role of plants in people's lives and how the study of plants recovered from archaeological contexts can be used to investigate subsistence, social organisation, trade and contact, gender and power issues. This course incorporates:

1) The identification and analysis of past vegetation, which can be used for studies of past climate and climate change;

2) The effects of people on vegetation and vice versa, including discussion of domestication of plants and the consequences for people and plants; and

3) Southern Africa's rich ethnographic record and ancient and contemporary indigenous knowledge of the use of indigenous plants.

Course Code: ARCL2005A	
Course Description: Archaeology of the Last 2000 Years II	
NQF Credits: 12	**NQF Level: 6**

This course examines the archaeology of hunter-gatherer and farming communities who lived in southern Africa during the last two thousand years. The course covers:

1) The archaeology of the Later Stone Age hunter-gatherers in southern Africa during the Wilton period.
2) The archaeology of pastoralists during the Later Stone Age.
3) The occupation of southern Africa by farming communities.
4) The archaeology of the colonial period in southern Africa.
5) The major debates that have a bearing on the interpretation of hunter-gatherer material culture, the origins of livestock herding and crop farming, and the consequences of interaction between these communities during the last 2000 years.

Course Code: ARCL2006A	
Course Description: Osteoarchaeology II	
NQF Credits: 12	**NQF Level: 6**

This course covers the analysis of human and animal bones and teeth from archaeological sites, it is crucial that professional archaeologists are able to identify bone and distinguish human from other animal remains:

1) Identifying human and animal bones and teeth recovered from archaeological sites and to differentiate animal from human skeletal material.
2) Describing techonomic processes that play a role in determining what skeletal elements are preserved and how bones are altered before and after death or deposition.
3) Outlining subsistence behaviour or the types of strategies people used to obtain meat in the past.
4) Describing the human body and populations affected by behaviour, disease and health through time.
5) Introducing the legal and ethical problems encountered when working with human remains.

Course Code: ARCL2007A	
Course Description: Space and Time in Archaeology II	
NQF Credits: 12	**NQF Level: 6**

This course provides students with the skills needed to recognise different archaeological contexts, and plan multidisciplinary research protocols to take advantage of a broad range of evidence:

1) Describing the modification of the archaeological record in space through time, in different archaeological contexts.
2) Introducing basic archaeological excavation methods and their applicability in different archaeological contexts.
3) Discussing different types of archaeological evidence and how they are modified in space and through time by different biological, geological and anthropological processes.
4) Outlining basic professional archaeological excavation planning and application processes, in preparation for third year field schools.

Course Code: ARCL3002A	
Course Description: Archaeology III	
NQF Credits: 72	**NQF Level: 7**

This course covers archaeological data analysis and report writing, southern African rock art, the archaeology of death, archaeobotany: people and plants in the past, the history of archaeological thought, the archaeology of transformed clay, and lithic. There is a compulsory, week-long field trip. Students can choose between excavations on a Later Stone Age or an Earlier Stone Age site.

Course Code: ARCL3003A	
Course Description: Archaeological data analysis and report writing III	
NQF Credits: 18	**NQF Level: 7**

This course introduces students to the practicalities of data analysis of different common sources of evidence in archaeology including documentary, lithic, faunal, botanical and spatial evidence. The course teaches students to apply a range of analyses to different forms of data and set the results and interpretations within the current national legislation on archaeological practice and ethics.

Course Code: ARCL3006A	
Course Description: Southern African Rock Art III	
NQF Credits: 18	**NQF Level: 7**

The course discusses rock art traditions and meanings, in particular San rock art, but also those made by other groups including Khoe-speaking herders, Bantu-speaking farmers and groups from mixed backgrounds. Studying the rock art of these groups helps us understand their beliefs and the nature of interaction between cultures, from an anthropological approach.

Course Code: ARCL3008A	
Course Description: Archaeology of Death III	
NQF Credits: 18	**NQF Level: 7**

This course focuses on the corpse, the grave or the memorial to obtain insight to the socio-psychological fabric of society, and corpses, death and dying which are culturally constructed entities that form part of a network of knowledge and memory. This course examines:

1) Different theoretical and practical approaches to mortuary studies.
2) Evidence for the earliest forms of ritual body disposal and current thinking about the evolution of beliefs about death.
3) The growth of the world's religions, and systems of governance and death.
4) The symbolic role of mortuary architecture, and monuments and how they function(ed) in the socio-economic landscape of the past and present.
5) The cross-cultural treatment of the body, and what this tells us about attitudes towards and beliefs about bodies in this and the afterlife.

Course Code: ARCL3007A	
Course Description: Archaeobotany III - People and Plants in the Past	
NQF Credits: 18	**NQF Level: 7**

This course focuses on the intimate relationships people have with plants, from basic subsistence, including food, clothing, shelter and technology, to specialised uses for medicine, ritual and recreation. This course approaches these issues through the recovery and analysis of plant remains and considers the theoretical and practical considerations, which influence interpretations of the entangled interrelationships between people and plants. Issues considered in depth are:

1) Different theoretical and practical approaches to archaeobotanical studies.
2) Evidence for and effects of theuse of fire and other forms of food processing.
3) Taphonomy of archaeobotanical remains.
4) Identification of culturally constructed groupings through plant usage.
5) The use of Indigenous Plant Knowledge Systems and ethnoarchaeobotany.
6) Theory and practice of experimental archaeobotany.

Course Code: ARCL3004A

Course Description: History of Archaeological Thought III

NQF Credits: 18	**NQF Level: 7**

This course equips students with a framework for understanding the issues that affect the ways in which we understand the past. The course covers antecedents to archaeology in Egypt and the classical world, proceeding to the Mediaeval and Renaissance periods; this sets the foundation for understanding modern forms of archaeological thinking from the nineteenth Century to present.

Course Code: ARCL3005A

Course Description: Archaeology of Transformed Clay III

NQF Credits: 18	**NQF Level: 7**

This course examines the archaeology of clay based material culture and covers:

1) The processes involved in the manufacture of clay based material culture.
2) The social and symbolic context in which clay based objects are produced, used and discarded.
3) Various archaeological approaches to the study of clay based objects.
4) Key debates relating to the archaeology of clay based material culture.

Course Code: ARCL3009A

Course Description: Lithics III

NQF Credits: 18	**NQF Level: 7**

This course develops the capacity of students to recognise, classify and analyse stone tools. The course covers:

1) The technological approach to classifying stone tools with hands on practical exercises.
2) The morphological approach to classifying stone tools with hands on practical exercises.
3) Quantifying and analysing stone tool data.

Course Code: ARCL4015A

Course Description: Archaeobotany

NQF Credits: 20	**NQF Level: 8**

This course discusses theoretical and practical aspects of archaeobotany, including the social, political and economic issues that can be addressed through archaeobotanical studies, and their environmental contexts. In practical classes, candidates receive training on how to excavate, recover, identify, quantify and analyse archaeobotanical remains, and applying appropriate statistical methods. Candidates also learn how to collect modern comparative materials, and how to curate this material and the ancient remains.

Course Code: ARCL4016A

Course Description: Archaeology in the Field/Laboratory

NQF Credits: 20	**NQF Level: 8**

This course is based on at least thirty days of practical field excavation, basic field techniques of recording, curation or analysis, and associated laboratory work including faunal analysis and rock art recording. This course is a requirement for those wishing to work as a professional archaeologist.

Course Code: ARCL4017A	
Course Description: Archaeological Ethics	
NQF Credits: 20	NQF Level: 8

This course equips candidates with the decision-making skills necessary to make ethical decisions in cultural resource management archaeology, and is based on seminar discussions and critical readings. The course covers the definition and scope of ethics in archaeology, and draws on global examples to illustrate some of the complex ethical choices that need to be made when dealing with human remains, material culture of indigenous minorities, and the global context of illegal trafficking.

Course Code: ARCL4018A	
Course Description: Archaeometry	
NQF Credits: 20	NQF Level: 8

This course presents the theory and practice of radiocarbon dating, including sampling requirements, sample preparation and analysis, and interpretation of radiocarbon dates. This course also discusses the importance of calibration and the limitations presented by multiple intercepts; radiocarbon fluctuations through time; and global carbon dynamics in the context of Earth System Science. The course comprises a theoretical component (lectures), a technical visit to the Accelerator Mass Spectrometry (AMS) facility at iThemba laboratories, and the possibility the preparation and analysis of candidates' own samples.

Course Code: ARCL4019A	
Course Description: Archaeology of Food Production	
NQF Credits: 20	NQF Level: 8

This course examines the origins of food production during the Neolithic era, with a particular focus on Africa. The production of a food surplus through farming and herding allowed the rise of a non-food producing class of specialists, and this so-called 'Neolithic Revolution' ultimately made complex societies and civilizations possible. This course also explores the domestication of key species, responses to the introduction of new domesticates, and the development of intensive agriculture.

Course Code: ARCL4020A	
Course Description: Geoarchaeology	
NQF Credits: 20	NQF Level: 8

This course focuses on understanding the dynamic nature of the archaeological record across different contexts, and the development of description, recording, and analytical skills within the framework of these contexts. Different contexts (e.g. floodplain gravels, rock shelter, deep cave, settlements) are introduced, with relevant geomorphological theoretical frameworks and case studies, which form the conceptual basis for the discussion of different geoarchaeological approaches. The value of each approach/technique is then discussed and assessed with reference to the specific context, research question and archaeological assemblage. Candidates learn how to record, describe and analyse deposits, sediments and landscapes in the field and laboratory using a range of traditional and contemporary techniques and technologies.

Course Code: ARCL4021A	
Course Description: Historical Archaeology	
NQF Credits: 20	NQF Level: 8

This course interrogates different social, political and economic approaches to historical archaeology and considers how these impact on the ways in which material culture is interpreted. The course looks at the impact of capitalism and colonialism on local markets, hierarchies and state development, and considers the political nature of knowledge production, and how memory, oral or written history operates within contemporary systems of knowledge and power. Candidates learn how to record and describe objects and buildings and how to analyse and excavate historical sites.

Course Code: ARCL4022A	
Course Description: Archaeology of the Last 2000 Years	
NQF Credits: 20	**NQF Level: 8**

This course examines the archaeology of hunter-gatherer and farming communities who lived in southern Africa during the last two thousand years. The course discusses the major debates regarding the Later Stone Age of southern Africa, and the development of farming communities. These have a bearing on the end of hunting-gathering activities, the origins of livestock herding and crop farming, and the formation of modern cultural identities in southern Africa.

Course Code: ARCL4023A	
Course Description: Rock Art Management IV	
NQF Credits: 20	**NQF Level: 8**

This course discusses the intellectual and practical challenges in the management of rock art, including its audience, the role of conservation, rights of access, traditional cultural practices, site display, and technical aspects of recording, conservation and control of human agency, development and implementation of management plans.

Course Code: ARCL4024A	
Course Description: Rock Art of Africa IV	
NQF Credits: 20	**NQF Level: 8**

This course explores methodological approaches to understanding rock art. A wide variety of rock art traditions occurs across Africa. These traditions were made for different purposes and studied in different ways. This course draws on examples from across Africa to investigate topics of international relevance in the study of rock art.

Course Code: ARCL4025A	
Course Description: Research Project: Archaeology	
NQF Credits: 40	**NQF Level: 8**

In this compulsory course for Archaeology Honours degree, candidates must produce a research essay on an approved topic in Archaeology.

Course Code: ARCL4026A	
Course Description: Stone Age Archaeology	
NQF Credits: 20	**NQF Level: 8**

This course focuses on key developments in stone tool technology and behaviour from the Earlier to the Middle and the Later Stone Age in southern Africa, and with an emphasis on understanding issues and debates in technological behaviour. Practical classes in this course are designed to give candidates experience with original research collections.

Course Code: ARCL4027A	
Course Description: Theory of Archaeology	
NQF Credits: 20	**NQF Level: 8**

This course provides candidates with an in-depth understanding of contemporary theoretical issues in Archaeology.

This course considers:

1) Post-processual archaeology;
2) Agency and practice theories;

3) Embodiment and landscape;
4) Gender and feminism;
5) Post colonialism; and
6) Materiality.

Reading and writing requirements for this course are substantial and candidates are expected to deal with the original theoretical texts as well as their archaeological applications.

Course Code: ARCL4028A	
Course Description: Classification in Archaeology	
NQF Credits: 20	**NQF Level: 8**

This course discusses what classification is and how it can determine the outcome of archaeological enquiries. The course covers the typological debate, and candidates will examine a variety of classificatory systems currently used in southern African archaeology (lithics, ceramics, rock art, etc) in the light of this debate. The art (or science) of classification is fundamental to all scientific enquiry, and archaeology is no exception.

SCHOOL OF ARCHITECTURE AND PLANNING

Course Code: ARPL3023A	
Course Description: Politics, Governance and the City	
NQF Credits: 24	**NQF Level: 7**

This course provides students with theoretical as well as practical responses to these types of questions, theories of urban regimes, urban governance, participation, social movements and political mobilization are presented including their relevance for African cities debated through different case studies.

SCHOOL OF MOLECULAR AND CELL BIOLOGY

Course Code: BIOL1000A	
Course Description: Introductory Life Sciences I	
NQF Credits: 36	**NQF Level: 5**

This course comprises the following:

1. Introductory Molecular and Cellular Biology

This module examines the relationship between structure and function at the molecular and cellular levels. It studies the cell as the basic unit of life, and examines how cells capture and use energy, communicate and react to molecular signals.

2. Growth and Development

This module explains the flow of genetic information in the cell and focuses on how genes and chromosomes play a role in the storage, expression and transmission of genetic material from one generation to the next. Candidates also examine the different sources of genetic variation.

3. Structure and Function Influenced by the Environment

This module introduces students to the relationship between structure and function using homeostasis as a common theme linking anatomy, physiology and evolution. The module is designed to familiarise the students with the relevant vocabulary and important principles involved in animal physiology.

4. Ecology and Diversity

This module consists of two further components, diversity and ecology and the environment. The diversity component introduces students to the spectacular range of plants and animals. The ecology and environmental components cover ecological theory, knowledge of field practice, knowledge of southern African ecosystems, environmental problems and knowledge of the environment of organisms.

Course Code: BIOL1006A	
Course Description: Complementary Life Sciences I	
NQF Credits: 36	**NQF Level: 5**

This course offers enrichment in areas that lead into teaching and research programmes within the Biological Sciences and comprises of the components below:

1. Molecular and Cellular Biology

This component centres on identification of major principles recognised in modern molecular and cellular biology. Emphasis is placed on how the study of DNA may be used to study evolution, and how recombinant DNA technology and biotechnology is used in research in the field.

2. Principles and Applications of Microbiology

The component studies microbial diversity including the structure and function of bacteria and viruses and explains the principles of host-microbe interactions.

3. Life in its Diversity

This component explores the patterns of diversity, evolution, relationships and biology of major groups of protists, animals, plants and fungi. This component also equips students with the skills on how to recognise these organisms, how to identify organisms and access information about them via a knowledge of their classification. This component focuses on the importance of these organisms in the natural environment and to man, and the need for their conservation.

WITS SCHOOL OF ARTS

Course Code: WCPM3002A	
Course Description: Introduction to Cultural Policy and Management A	
NQF Credits: 18	**NQF Level: 7**

Thia course responds to contemporary cultural policy and management challenges faced by cultural institutions in the African context. It grooms arts professionals, managers, curators, producers, fundraisers and marketers in innovating, developing and facilitating sustained production, distribution and consumption of cultural and creative goods and services in a 'mixed economy' context.

Course Code: WSOA 4119A	
Course Description: Arts Management IVA: Cultural Entrepreneurship	
NQF Credits: 23	**NQF Level: 8**

This course introduces cultural entrepreneurship and business planning in the arts, culture and heritage sector. It covers mission, vision, institutional arrangements and formations, organisational design, budgeting, risk management, monitoring and evaluation.

Course Code: WCPM7115A	
Course Description: Cultural Entrepreneurship	
NQF Credits: 30	**NQF Level: 9**

This course expands on entrepreneurship in the arts and cultural sector to demonstrate how it contributes to a broader understanding of planning for business activities and modelling for revenue generation. These three components are critical to understanding the shape and size of an arts enterprise. The notion of "entrepreneurship" is associated with the discovery and pursuit of new business opportunities through the creation of firms. The ultimate aim of entrepreneurial activity is seldom profit or personal wealth-creation, realizing new ideas and being free from restraints.

SCHOOL OF COMPUTER SCIENCE AND APPLIED MATHEMATICS

Course Code: APPM1004A/APPM1011A/APPM1005A

Course Description: Computational Mathematics I

NQF Credits: 18	NQF Level: 5

This course offers an introduction to differential calculus, including the product and quotient rules, composite rule and higher order derivatives of polynomial, exponential and logarithmic functions. Introduction to integral calculus including the fundamental theorem of calculus, integration by substitution and parts, tables of integrals, numerical integration, improper integrals, volume and average value, density functions, double integrals, differential equations and Euler's method is also covered, amongst others.

SCHOOL OF SOCIAL SCIENCE

Course Code: POLS4058A

Course Description: Decentralising the African State

NQF Credits: 23	NQF Level: 8

This course explores how the structure and organisation of the South African state, and similar African state, necessarily creates patterns and issues in state's governance and public administration. The course consists of two modules. The first module comprises two primary principles: decentralisation and administrative traditions. The second module is a critical examination of the role of decentralisation and administrative traditions in governance and public administration. This critical examination will be conducted using 5 topics that demonstrate patterns and issues of governance in African states: law fare, pockets of effectiveness, regulation and compliance, recentralisation and provincial governance. By the end of this course, students will have a practical understanding of the link between politics, government and public administration.

Course Code: POLS4059A

Course Description: Comparative Political Theory

NQF Credits: 23	NQF Level: 8

This course examines the emerging sub-field of comparative political theory by questioning its eurocentrism and its methodological repertoire. The course explores emerging trends in political thought and political theory from Asia, Africa and Latin America. The course also focuses on non-western political thought content.

Course Code: POLS7063A

Course Description: Decentralising the African State

NQF Credits: 30	NQF Level: 9

This course explores how the structure and organisation of the South African state, and similar African states, necessarily creates patterns and issues in state's governance and public administration. The course consists of two modules. The first module comprises two primary principles: decentralisation and administrative traditions. The second module is a critical examination of the role of decentralisation and administrative traditions in governance and public administration. This critical examination will be conducted using 5 topics that demonstrate patterns and issues of governance in African states: lawfare, pockets of effectiveness, regulation and compliance, recentralisation and provincial governance. By the end of this course, students will have a practical understanding of the link between politics, government and public administration.

Course Code: POLS7064A

Course Description: Comparative Political Theory

NQF Credits: 30	NQF Level: 9

This course examines the emerging sub-field of comparative political theory by questioning its eurocentrism and its methodological repertoire. The course explores emerging trends in political thought and political theory from Asia, Africa and Latin America. The course also focuses on non-western political thought content.

Course Code: SOSS4053A	
Course Description: Keywords in Critical Diversity Studies	
NQF Credits: 23	**NQF Level: 8**

This course provides students with the conceptual tools to analyse how difference is constructed within unequal power relations. It gives students from different disciplinary backgrounds a common vocabulary for theorizing diversity with a particular focus on the operations of power and difference in social organization, identity construction and cultural production. Concepts may include power, social construction and deconstruction, intersectionality, binary, subjectivity, othering, the psychosocial, marginalisation, abjection, privilege, dominance, oppression, agency, hegemony.

Course Code: SOSS4062A	
Course Description: Research Essay in Organisational and Institutional Studies	
NQF Credits: 30	**NQF Level: 8**

This course examines the methodological concepts and tools required in organisational and institutional studies, and covers South African and international scholarship. The course guides the students in the process of designing a research project; finding a good research question; writing a literature review; preparing fieldwork and writing the final research essay.

Course Code: SOSS4054A	
Course Description: Research Methods for Critical Diversity Studies	
NQF Credits: 23	**NQF Level: 8**

This course equips students with an in-depth understanding of the theory and practice involved in critical research, with a special emphasis on Critical Discourse Analysis, at Honours level. The course explores the philosophical and practical components of critical research, and traverses a range of qualitative research methods, including interviews and focus groups, document analysis, action research, and ethnographic techniques of data collection.

Course Code: SOSS4061A	
Course Description: History of Economic Thought	
NQF Credits: 23	**NQF Level: 8**

This course traces economic thought from the time of Aristotle to the present, discovering progression but also significant breaks and ruptures especially in the methodology of economics. Presently, many economists define economics by their preferred method – the rational choice model – whereas previously it was defined by its field of investigation. The emergence of economics is traced as a separate domain of inquiry to its baptism as political economy and subsequent metamorphosis into economics as a science. Topics include laissez faire vs regulation, capitalism vs command economy, subjective vs objective value, empiricism vs rationalism, positive vs normative, historicism vs logical positivism, and others.

Course Code: SOSS4064A	
Course Description: Institutions, Elites and Space	
NQF Credits: 23	**NQF Level: 8**

The course offers the study of Institutions, elites and space, with specific focus on the transformation and structuration of elites. The aim of the course is that of providing in depth theoretical, conceptual, and empirical analysis on how power is exercised within institutions (be them formal or informal, state or non-state), with particular attention to the role played by elites. In so doing, the course aims at unpacking elite theory in contemporary society and its connection to the study of institutions. The course incorporates

international scholarship. Moreover, it addresses how power and institutions developed in different contexts and how it is spatially distributed, it will thus address insights and critiques from scholars of the Global South. The course engages with the growing literature on oligarchies, elite and inequality.

Course Code: SOSS7086A	
Course Description: Research Methods for Critical Diversity Studies	
NQF Credits: 30	**NQF Level: 9**

This course equips students with an in-depth understanding of the theory and practice involved in critical research, with a special emphasis on Critical Discourse Analysis. The course explores the philosophical and practical components of critical research, and traverses a range of qualitative research methods, including interviews and focus groups, document analysis, action research, and ethnographic techniques of data collection.

Course Code: SOSS7074A	
Course Description: Theories of Diversity, Otherness and Difference	
NQF Credits: 30	**NQF Level: 9**

This course introduces students to critical ways of theorizing diversity with a particular focus on the operations of power and difference, identity construction and cultural production. Students engage in in-depth discussion of readings to reflect on issues such as power, social construction and hegemony; difference and otherness; discourse and affect; individual and social selves; symbolic and material value of different social locations; history, temporality and narrative; change and resistance at different levels of social organization.

Course Code: SOSS7073A	
Course Description: Critical Diversity Literacies	
NQF Credits: 30	**NQF Level: 9**

This course focuses on making the operations of power visible in relations where difference is marked. It develops the capacity to read prevailing social dynamics critically, interpreting global and local contexts of experience. The framework of critical diversity literacy explores socially constructed fault lines along multiple axes of difference, examining specificities and intersectionalities of social identities and positionalities, such as, gender, race, class, sexuality, (dis)ability, language, religion, national identity and more.

Course Code: SOSS7100A	
Course Description: Institutions, Elites and Space	
NQF Credits: 30	**NQF Level: 9**

The course offers the study of Institutions, elites and space, with specific focus on the transformation and structuration of elites. The aim of the course is that of providing in depth theoretical, conceptual and empirical analysis on how power is exercised within institutions (be them formal or informal, state or non-state), with particular attention to the role played by elites. In so doing, the course aims at unpacking elite theory in contemporary society and its connection to the study of institutions. The course incorporates international scholarship. Moreover, it addresses how power and institutions developed in different contexts and how it is spatially distributed, it will thus address insights and critiques from scholars of the Global South. The course engages with the growing literature on oligarchies, elite and inequality.

SCHOOL OF LITERATURE, LANGUAGE AND MEDIA

Course Code: WCRW4000A	
Course Description: Core Course: Working Concepts in Creative Writing	
NQF Credits: 23	**NQF Level: 8**

This course facilitates theoretical reflection, and introduces the procedures and practices relating to the writing and analysis of creative work. Candidates are expected to analyse short fiction and non-fiction, reflect on representational and narrative practices and their effects, engage in critical and literary debates, write short fiction and non-fiction works, and reflect on and critique their own creative projects.

Course Code: WCRW4004A	
Course Description: Literature for Writers	
NQF Credits: 23	**NQF Level: 8**

This course has a strong focus on the formal elements of literature, extending the textual horizons of Creative Writing candidates and helping them to understand their own writing processes. It enables a theoretical grasp of the professional discourse of literary studies. Students are introduced to a wide range of styles, forms and genres. They are required to read and respond to a variety of texts, and to produce a portfolio of written and researched responses to these texts.

Course Code: WCRW4005A	
Course Description: Writing: Theory and Praxis	
NQF Credits: 23	**NQF Level: 8**

This course concentrates on creativity and in-class exercises designed to facilitate the development of different voices and textures of writing. It also includes reflection on the best way to facilitate writing. Students are required to study the reading pack, write regularly in class and between classes, and produce a portfolio of experimental work and an academic reflection paper on a writing issue. Published writers contribute to the class and the final evaluation includes a blind evaluation by a published writer.

Course Code: WCRW4003A	
Course Description: Writing Immersion	
NQF Credits: 23	**NQF Level: 8**

In this course, students focus on a single topic. The purpose of this is to allow engagement in a sustained, deep and considered way with a problem, theme or philosophical question in relation to the topic being considered. The course includes workshops, discussions with experts in fields related to the topic, site visits where appropriate, and consideration of literature and film on the subject and its related themes. Students write and present responses to the topic (fiction and/or non-fiction). They learn the value of research in relation to a creative project, see the importance of sustained engagement with their subject, and are encouraged to experiment in various genres and ways of writing.

Course Code: WCRW4002A	
Course Description: Writing Poetry	
NQF Credits: 23	**NQF Level: 8**

This is a practice-based course that develops students' existing interests by exposing them to a variety of poetry, including spoken word and oral poetry. The course also includes at least one workshop with a contemporary poet. In addition to reading poetry by a variety of authors, students are expected to develop an understanding of various poetic forms and the ability to write these forms too, as well as to critically analyse poetry and to distinguish and analyse figures of speech and other poetic devices. They produce a poetry portfolio that includes at least one essay in response to the work of a published poet and a reflective essay.

Course Code: WCRW4001A	
Course Description: Image and Text	
NQF Credits: 23	**NQF Level: 8**

This course focuses on the many possible relationships between image and text. It is open to Honours students in Creative Writing as well as postgraduate students from the Wits School of Arts who wish to explore the relationship between text and image in their own work. Students develop a single, experimental project incorporating visual and textual elements, or a series of shorter projects that present texts and images in creative tension. These may include a graphic novella, a zine, a series of texts and images, an artist's book or a work of hypermedia.

Course Code: MDST4013A	
Course Description: Media and the Environment	
NQF Credits: 23	**NQF Level: 8**

This course explores a range of environmental issues in the context of media and communications. It covers ecological, climate and planetary debates and assess the extent to which public forms of dialogue and activism may contribute to creating sustainable solutions. In particular, the course explores the links between consumer culture, neoliberal economics, and pressing environmental problems, as well as a range of media forms, from documentary films, activist communications and, social media campaigns, to science-fiction.

Course Code: JOMS4023A	
Course Description: South African Journalism History	
NQF Credits: 23	**NQF Level: 8**

This course provides a critical interrogation of the history of news media and journalism in South Africa in a global and continental context. The course focuses on the development of South African media and journalism practices and cultures by examining the various roles played by media and journalists under colonialism, apartheid and democracy. The course highlights the independent black press and alternative media and critically surveys the role played by journalists under apartheid. It explores the media's role in a democratic society as well as the impact of technology on the practice of journalism.

Course Code: JOMS4024A	
Course Description: Media and Fear	
NQF Credits: 23	**NQF Level: 8**

This course examines the intersection of fear and power in contemporary media. Drawing on a range of theoretical approaches, it discusses the often-overlooked importance of emotion as a social and political force, showing how mass media create and disseminate ideas that add to the cultures of fear underpinning modernity. The theoretical perspectives are enriched by discussion of a series of case studies which reveal the way in which scapegoating, moral panic, conspiracy theory and related narratives of collective

negative emotion can create group identity and strengthen social boundaries. The course emphasises the utility as well as the ethical and practical risks of mediatised racism, homophobia, xenophobia, transphobia and other group anxieties.

Course Code: ENGL4037A	
Course Description: Long Essay: Creative Writing	
NQF Credits: 23	**NQF Level: 8**

This course tests the ability of the student to conduct research and to integrate this research into a sustained piece of writing in the field of creative non-fiction. The course requires in-depth reading and analysis of a variety of texts (written, visual, oral) and the incorporation of this research into an original and sophisticated work of creative non-fiction. The course requires an in-depth and sustained engagement with a theme or subject of the student's choosing and a clear working out or exploration of this theme or subject in the essay. The course is partly self-directed but students are given guidelines in four long-essay seminars and are further assisted by a supervisor.

WITS SCHOOL OF ARTS

Course Code: IACS1000A	
Course Description: Film, Visual and Performing Arts IA	
NQF Credits: 18	**NQF Level: 5**

The course covers a variety of arts including Film, Drama, Music, Digital and Visual Arts, drawn from historical and contemporary cultures across a variety of locations, including cyberspace. Through a series of specific case studies, we engage the issue of representation in our cultural context. Students discuss how cultural productions engage with subjectivity, narrative, expression and meaning, relating these to students' own experiences of various forms of arts practice. Students gain a grounding in theoretical issues fundamental to the practice and appreciation of different art forms, and gain skills in the reading and critical analysis of different genres.

Course Code: IACS1001A	
Course Description: Film, Visual and Performing Arts IB	
NQF Credits: 18	**NQF Level: 5**

This course covers key theories and methodologies in the areas of Film, Drama, Music, Digital and Visual Arts, and a range of case studies from these different disciplines. The course is arranged according to two overarching and connected themes, namely Stereotypes and Power and The Body, Sex and Race. Students gain a broad understanding of theories and practices in the field of film, visual and performing arts, a sphere which extends beyond the narrow confines of specialist studies, into our everyday lives, and our understanding of the world. Increasingly in the arts, discipline boundaries are being challenged and re-drawn. This course provides a basis on which to assess such developments.

Course Code: WTAP1011A	
Course Description: Performance Practice IA	
NQF Credits: 18	**NQF Level: 5**

This course introduces students to the basic vocabulary of performer training – acting, voice and movement, for example, the physical and technical training of the body for performance.

Course Code: WTAP1012A	
Course Description: Performance Practice IB	
NQF Credits: 18	**NQF Level: 5**

This course introduces students to an intermediate level of performer training, including developing physical stamina, self-awareness, body alignment, spatial dynamics and use of voice as an expressive instrument.

Course Code: WTAP2023A	
Course Description: Performance Practice IIA	
NQF Credits: 24	**NQF Level: 6**

This course focuses on training students to develop their performance skills through reading and interpretation of texts, of role adoption, visual storytelling and partnering interactions.

Course Code: WTAP2024A	
Course Description: Performance Practice IIB	
NQF Credits: 24	**NQF Level: 6**

This course introduces students to the performance styles and methods related to Representational Theatre and Heightened Text, through an exploration of the methods of Stanislavsky, Strasberg, Meisner, Hagen and Adler.

Course Code: WTAP2028A	
Course Description: Theatre Arts II: Texts and Contexts	
NQF Credits: 24	**NQF Level: 6**

This course introduces students to key concepts and vocabularies in theatre and performance studies. Students are also introduced to debates and various discourses in order to interrogate what constitutes the performative and the theatrical, and to explore alternatives to dominant conventions including post dramatic, post-colonial and post-modern aesthetics in theatre and performance practices and theorisations.

Course Code: DIGA2002A	
Course Description: Digital Arts Practice II	
NQF Credits: 24	**NQF Level: 6**

This course provides a solid foundation in the structural narrative design and production skills relevant to a digital gaming environment. It introduces the skills necessary to produce the art assets and structural components for a digital game.

Course Code: IACS2000A	
Course Description: Film, Visual and Performing Arts IIA: Storytelling across Media and Cultural Contexts	
NQF Credits: 24	**NQF Level: 6**

This course introduces students to the expressive power of storytelling through different media with respect to the ways in which stories and their worlds are shaped by the affordances and limitations of different media (comics, videogames, films, television series, live performances, oral storytelling, music, dance, etc.) as well as the cultural contexts in/from which they are realised. It involves intensive critical reading, writing, and project making. The course does not require practical making through performance or production.

Course Code: DIGA2005A	
Course Description: Digital Art Theory II	
NQF Credits: 24	**NQF Level: 6**

This course addresses the growing field of technology arts. The course introduces students to key concepts and vocabularies in Digital Arts. Students are also introduced to the history of Digital Art and the theoretical frameworks that infulence the field, these include the development of computer assisted art creation, interactive art, networked art, and game studies.

Course Code: WFTV2005A	
Course Description: Screen Studies IIB	
NQF Credits: 24	**NQF Level: 6**

This course explores established canons in film studies, theory and criticism. Reference is made to the global body of academic knowledge providing students with an overview of the aesthetics, themes, political and social contexts of cinematic forms and narrative conventions. It also offers students a diversity of national, political and historical contexts behind film movements and genres.

Course Code: WTAP3042A	
Course Description: Theatre Arts IIIA: Performance Theory	
NQF Credits: 18	**NQF Level: 7**

This course draws on a broad range of theoretical approaches and methods to interrogate contemporary and historical performance modes across a range of case studies. The course develops a critical understanding of theories of performance across geographical and political contexts.

Course Code: WTAP3041A	
Course Description: Theatre Arts IIIB: Contemporary Performance	
NQF Credits: 18	**NQF Level: 7**

This course focuses on the study of aesthetics, dramaturgical, performative, and/or sociocultural influences that define selected theatrical practices. Students analyse relevant case studies utilising the critical discourses and debates pertinent to contemporary theatre practices.

Course Code: IACS3000A	
Course Description: Film, Visual, and Performing Arts IIIA: Aesthetics, Technologies and Commodity Cultures	
NQF Credits: 18	**NQF Level: 7**

Synthesising critical perspectives across Game, Film, Visual, Performance, and Cultural, Studies this course explores the interconnections of cultures, identities, aesthetics, economies, technologies, hierarchies of tastes, and power relations. The course draws on case studies across the aforementioned fields of study to introduce key concepts, and explore questions, that are critical to the arts and culture in a rapidly changing technological landscape. It involves intensive critical reading, writing, and project making. The course does not require practical making through performance or production.

Course Code: IACS3001A	
Course Description: Film, Visual, and Performing Arts IIIB: Medium, Process, and Criticality	
NQF Credits: 18	**NQF Level: 7**

This course introduces students to interdisciplinary investigations into research methods in the arts and creative industries. The course consists of lectures and seminars by researchers in the School of Arts and visiting scholars. It involves intensive critical reading and writing in relation to current and specific texts, exhibitions, installations, festivals, concerts, conventions, performances, or productions. The course does not require practical making through performance or production.

Course Code: WFTV3007A	
Course Description: Screen Studies IIIA	
NQF Credits: 18	**NQF Level: 7**

This course extends theoretical debates established in the second year with reference to film studies, theory and criticism. A critical framework is developed and applied to the Global South in relation to historically dominant discourses from the Global North.

Course Code: IACS4002A	
Course Description: Film Studies IVA: Youth and Hollywood Cinema	
NQF Credits: 23	**NQF Level: 8**

This seminar course explores several different aspects of popular (mainstream) films produced for children, young people, or, as "family entertainment", with particular focus on (a) Hollywood's reproduction of dominant American ideologies of race, gender, the family, and individualism, (b) business and marketing practices, and their role in the construction of children as consumers through the development of "consumption webs" and (c) youth and celebrity culture.

Course Code: IACS4025A	
Course Description: Film Studies IVA (4th year and Honours)	
NQF Credits: 23	**NQF Level: 8**

This course focuses on topics within contemporary film studies, Film Studies and Digital Technologies; the Business of Film; Spectacle and Narrative; Hollywood/Bollywood/Nollywood and Cinema in South Africa.

Course Code: DRAA7028A

Course Description: Media Studies: Bodies and Technoscapes

NQF Credits: 30	NQF Level: 9

This course critically evaluates how media and other visualising systems represent, produce discourses about, and constitute somatechnologies. It explores a range of body-technology intervolvements from different interdisciplinary critical perspectives. This entails investigating the social, political and ethical dimensions of divergent technosomic practices including but not limited to: biomechatronics (e.g. prosthetics); biomedical technologies that reshape corporealities (e.g. transsexual and transplant surgeries of different kinds), drone technologies, biomedicine, artificial intelligences and various cyber practices.

Course Code: WTAP1017A

Course Description: Theatre and Production IA

NQF Credits: 18	NQF Level: 5

This course introduces the conceptual framework of theatre and performance through introducing core vocabularies in theatre-making along with considerations of how that work is viewed and received. The imperatives of collaboration, teamwork and group consensus are applied to tasks of collective story-telling as a series of interactive encounters.

Course Code: WTAP1018A

Course Description: Theatre and Production IB

NQF Credits: 18	NQF Level: 5

This course focuses on understanding on how the performer's body is perceived as a visual element in space and how the body, in particular the face is available for transformation and disguise. Through focusing on physical appearance identity and the presentation of self to a spectator, the elements of visual language is introduced, defined and critically explored in relation to the kinds of responses and cultural meanings that visual presentations generate.

Course Code: WTAP2029A

Course Description: Theatre and Production IIA

NQF Credits: 24	NQF Level: 6

This course focuses on the "theatre" as a concept, an architectural structure and as a range of alternative formulations which may be structured according to different models and configurations. As a public structure that houses the encounter between the theatre team and the audience/spectator, theatre-making is inseparable from social contexts, ideological considerations and cultural debates.

Course Code: WTAP2030A

Course Description: Theatre and Production IIB

NQF Credits: 24	NQF Level: 6

This course comprises a series of workshops in this course are designed to stimulate and develop skills in adapting available African short stories into stage plays. It introduces the elements of narrative, structure, character, theme and treatment, through games and exercises, or "writing into space". An enhanced appreciation of and capacity to write for live performance is developed.

Course Code: WCPM3005A

Course Description: Funding Contexts in Cultural and Creative Industries

NQF Credits: 18	NQF Level: 7

This course covers the basic financial management skills required for effective and innovative fundraising, which promotes growth as well as sustainable production and consumption of cultural goods and services beyond the cultural and creative industries. It also covers the two critical elements for the financial growth and sustainability of these industries, namely, the legal status and governance of cultural institutions. The course explores old and new funding paradigms; corporate sponsorships; and both public and private sources of funding, placing emphasis on building mutual and sustainable partnerships.

Course Code: WDFL3000A	
Course Description: Applied Drama and Theatre Studies IIIA	
NQF Credits: 18	**NQF Level: 7**

This course engages with drama as a learning medium within the context of young children and learning. To understand the significance of play, role, role play and improvisation as learning processes. Students learn contemporary drama teaching methods (Process Drama) and develop, and explore a developmental understanding of working with children and adolescents in the classroom environment.

Course Code: WDFL3001A	
Course Description: Applied Drama and Theatre Studies IIIB	
NQF Credits: 18	**NQF Level: 7**

This course explores the power of Theatre in Education (TIE), to educate and mediate change in understanding among high school students. It includes integrating TIE as process-orientated and experiential learning medium with other interactive theatre modes and related techniques. Understanding role of improvisation in the theatre making process, learning to facilitate, understand and analyse the role of the theatre facilitator (or actor-teacher in TIE) together with the dynamic role of the target audience, and exploring the use of story and metaphor in devising of a TIE piece for high school students are included.

Course Code: WSOA4030A	
Course Description: Video Art	
NQF Credits: 23	**NQF Level: 8**

This course introduces students to the field of video art and its history through a series of theoretical lectures. Contemporary video art is explored through a series of auteur studies, historical and contemporary as well as master classes and guest lectures by South African artists who use the medium of video as a tool in their works. The course has no technical skills components, but offers a weekly tutorial in audio-visual skills for those who need support in their operational skills.

Course Code: WTAP3043A	
Course Description: Musical Theatre IIIA	
NQF Credits: 18	**NQF Level: 7**

This course trains students in solo vocal performance in the musical theatre tradition; duet and ensemble performance and aural skills; and movement and choreography. Performance tuition includes technical and musical expertise; knowledge of the instrument or voice and its repertoire; technical exercises and works covering diverse style periods and genres. The course provides a foundation in musical and performance vocabulary, which enables students to discover range and scope of ability.

Course Code: WTAP3044A	
Course Description: Musical Theatre IIIB	
NQF Credits: 18	**NQF Level: 7**

This course trains students in solo vocal performance in the musical theatre tradition; duet and ensemble performance and aural skills; and movement and choreography. Performance tuition includes technical and musical expertise; knowledge of the instrument or voice and its repertoire; technical exercises and works covering diverse style periods and genres. The course provides a foundation in musical and performance vocabulary, which enables students to discover range and scope of ability.

Course Code: WTAP4127A	
Course Description: Musical Theatre IVA	
NQF Credits: 23	**NQF Level: 8**

This course comprises the following:

1) History of musical theatre, including dance, music, and theatre genres and techniques.
2) Introduction to Speech Level Singing, a revolutionary vocal technique designed for contemporary sound.
3) Introduction to theory and practice of musical theatre performance studies.

Course Code: WTAP4128A	
Course Description: Musical Theatre IVB	
NQF Credits: 23	**NQF Level: 8**

This course comprises the following:

1) Theory of contemporary musical theatre studies.
2) Advanced musical performance studies with examination of contemporary dance and vocal stylings, the 'business' of musical theatre including audition techniques.
3) Staging of a major musical production.

Course Code: WDFL4021A	
Course Description: Reflective Practice in Applied Drama and Theatre IVA	
NQF Credits: 18	**NQF Level: 8**

This course encourages growth of self reflective and critically rigorous Applied Drama and Theatre facilitators to critically engage with the notion of the drama facilitator and how this may differ from other ways and means of facilitating group processes. Finding credits of intersection between HIV and AIDS content and themes, human rights and applied drama and theatre practice, to empower individuals with the tools to transform the self for social transformation apply. Introducing students to mutiple HIV and AIDS models of treatment, intervention and care from varying disciplines through collaboration across the University is included.

Course Code: WDFL4022A	
Course Description: Reflective Practice in Applied Drama and Theatre IVA	
NQF Credits: 18	**NQF Level: 8**

This course encourages growth of self reflective rigorous Applied Drama and Theatre facilitators to critically engage with the notion of the Drama Facilitator and how this may differ from other ways and means of facilitating group processes. Finding credits of intersection between HIV and AIDS content and themes, human rights and applied drama and theatre practice, to empower individuals with the tools to transform the self for community or social transformation apply. Introducing students to mutiple HIV and AIDS models of treatment, intervention and care from varying disciplines through collaboration across the University is included.

Course Code: WDFL5004A	
Course Description: Introduction to Cultural Leadership in Applied Drama and Theatre	
NQF Credits: 15	**NQF Level:8**

This course continues the process-orientated reflective learning started in the first semester within the context of cultural leadership. The course encourages the growth of self-reflective Applied Drama and Theatre facilitators as project leaders. Students are expected to critically engage with the notion of the Cultural Leader and how this may differ from other ways and means of managing and facilitating group processes and projects. This introductory course finds points of intersection between development, cultural studies and practice. It explores cultural leadership in Applied Drama and Theatre practice as a means to empower individuals with the tools to transform the self for community and social transformation.

Course Code: WDFL5003A	
Course Description: Introduction to Reflective Practice in Applied Drama and Theatre	
NQF Credits: 15	**NQF Level: 8**

This course encourages the growth of self-reflective Applied Drama and Theatre facilitators. Students are expected to critically engage with the notion of the Drama Facilitator and how this may differ from other ways and means of facilitating group processes. This introductory course finds points of intersection between sexual health, education and cultural knowledge systems within human rights and social justice paradigm, exploring content and themes, and Applied Drama and Theatre practice as a means to empower individuals with the tools to transform the self for community and social transformation.

Course Code: WDFL5005A	
Course Description: Performance Project	
NQF Credits: 30	**NQF Level: 8**

This course serves as a rigorous introduction to performance studies theory. Students are introduced to performance laboratory as a research space, to concepts of physical intelligence, emotional intelligence and the 'body as archive'. Students are required to undertake social research, investigate a social change issue through PaR, and create a theatre for social change project through performance.

Course Code: WDFL4024A	
Course Description: Theatre-Making for Social Justice	
NQF Credits: 23	**NQF Level: 8**

This course explores the historical and theoretical foundations of Theatre for Social Change, including key movements, practitioners, and methodologies. It seeks to develop a critical understanding of the intersection between theatre and social issues, such as gender equality, racial justice, LGBTQ+ rights, environmental sustainability, and more. Students are required to cultivate practical skills in devising, scripting, directing, and performing socially relevant theatre pieces. This involves engaging in collaborative projects that encourage dialogue, empathy, and positive change within local communities. The course challenges students to reflect on the ethical responsibilities and potential challenges of using theatre for social transformation.

Course Code: WFTV4029A	
Course Description: The Business of Film	
NQF Credits: 23	**NQF Level: 8**

This course introduces students to local and global film & television value-chains, from ideation to distribution/delivery. The course explores the complexities of film financing, equity and chain of title when planning a production. The course also provides an opportunity for students to consolidate a producer's package for a new venture requiring equity investment.

Course Code: WDFL4028A	
Course Description: Dance Movement Therapy: Theory and Practice IVA	
NQF Credits: 23	**NQF Level: 8**

This course introduces the knowledge necessary to develop clinical and pscyho-social skills in the use of Dance Movement Therapy. It develops students' theoretical and practical understanding of body awareness, movement response and interaction as they inform a foundational understanding of Dance Movement Therapy practice. The course provides an introduction to the field of Dance Movement Therapy by studying the history and theory behind Dance Movement Therapy, pioneers in the field, and current goals and practices. Through experiential exercises, readings, and discussion, participants examine the interplay between creative expression, kinaesthetic awareness, movement response and interaction as it pertains to Dance Movement Therapy. The basic components of a Dance Movement Therapy session are identified and practiced along with methods and techniques applicable to various settings and directed towards meeting the needs of the culturally, physically, and mentally diverse human body.

Course Code: WDFL4029A

Course Description: Dance Movement Therapy: Theory and Practice IVB

NQF Credits: 23	**NQF Level: 8**

This course focusses on the elements of dance movement which are reviewed and interfaced with developmental theory, creativity theory, and the techniques of creative movement and Dance Movement Therapy to develop observation, assessment, and application skills for group and individual work. Students' progress to deepen trust in the creative and improvisational process as it pertains to their relationship to movement and body image. Work with diverse groups are considered and shared. Didactic and experiential approaches to learning the discipline of Dance Movement Therapy are used. Discussions integrate underlying theory with experiential class content and reading assignments.

Course Code: WDFL4025A

Course Description: Dance Movement Therapy Research Essay

NQF Credits: 30	**NQF Level: 8**

This course introduces students to key elements of academic research: statement of problem; research aim; rationale; research question(s); literature review; conceptual framework(s); research methods and analysis. The course covers both conventional and creative research methods for studying the theory and practice of Dance Movement therapy.

Course Code: WDFL4026A

Course Description: Dance Movement Therapy: Theory and Practice A

NQF Credits: 18	**NQF Level: 8**

This course introduces the knowledge necessary to develop clinical and pscyho-social skills in the use of Dance Movement Therapy. It develops students' theoretical and practical understanding of body awareness, movement response and interaction as they inform a foundational understanding of Dance Movement Therapy practice. The course introduces the field of Dance Movement Therapy by studying the history and theory behind Dance Movement Therapy, pioneers in the field, and current goals and practices. Through experiential exercises, readings, and discussion, participants examine the interplay between creative expression, kinaesthetic awareness, movement response and interaction as it pertains to Dance Movement Therapy. The basic components of a Dance Movement Therapy session are identified and practiced along with methods and techniques applicable to various settings and directed towards meeting the needs of the culturally, physically, and mentally diverse human body.

Course Code: WDFL4029A

Course Description: Dance Movement Therapy: Theory and Practice B

NQF Credits: 18	**NQF Level: 8**

This course focusses on the elements of dance movement which will be reviewed and interfaced with developmental theory, creativity theory, and the techniques of creative movement and Dance Movement Therapy to develop observation, assessment, and application skills for group and individual work. Students' progress to deepen trust in the creative and improvisational process as it pertains to their relationship to movement and body image. Work with diverse groups is considered and shared. Didactic and experiential approaches to learning the discipline of Dance Movement Therapy are used. Discussions integrate underlying theory with experiential class content and reading assignments.

Course Code: WDFL4030A	
Course Description: Dance Movement Therapy Research Essay	
NQF Credits: 30	**NQF Level: 8**

This course introduces students to key elements of academic research: statement of problem; research aim; rationale; research question(s); literature review; conceptual framework(s); research methods and analysis. The course covers both conventional and creative research methods.

Course Code: WFTV4030A	
Course Description: The Business of Film	
NQF Credits: 23	**NQF Level: 8**

This course introduces students to local and global film & television value-chains, from ideation to distribution/delivery. The course explores the complexities of film financing, equity and chain of title when planning a production. The course also provides an opportunity for students to consolidate a producer's package for a new venture requiring equity investment.

Course Code: WDFL4013A	
Course Description: Drama Therapy: Theory and Practice IVA	
NQF Credits: 23	**NQF Level: 8**

This course expands candidates understanding of the working methods of Drama Therapy. It explores the use of dramatic art forms to achieve the therapeutic goals of symptom relief, emotional, cognitive and physical integration, and personal growth through theoretical seminars and experiential classroom processes. Students are introduced to core Drama Therapy theory, case studies of Drama Therapy practice and Drama Therapy research.

Course Code: WDFL4014A	
Course Description: Drama Therapy: Theory and Practice IVB	
NQF Credits: 23	**NQF Level: 8**

This course expands candidates understanding of the working methods of Drama Therapy. This course continues to engage candidates in the exploration of the use of dramatic art forms to achieve the therapeutic goals of symptom relief, emotional, cognitive and physical integration, and personal growth through theoretical seminars and experiential classroom processes. Students will be introduced to core Drama Therapy theory, case studies of Drama Therapy practice and Drama Therapy research. Students are able to practice as Reflective Applied Drama and Theatre practitioners.

Course Code: CPVC4038A	
Course Description: Key Moments in twentieth Century Arts: Tradition and Innovation	
NQF Credits: 23	**NQF Level: 8**

This course focuses on "key moments" in the history of twentieth-century performing and visual arts which were marked by a shift towards new approaches and styles. These case studies are analysed in detail with reference to the dominant conventions of the time, the formal and thematic innovations represented by the work(s) in question, and the relationship of the event to developments in philosophy, politics and society more broadly. The course focuses on examples of collaboration across traditional boundaries.

Course Code: WDFL4018A	
Course Description: Applied Drama and Theatre Studies IVA	
NQF Credits: 23	**NQF Level: 8**

This course explores various applications of drama and theatre. The course focuses on the theoretical understanding and practical application of applied drama and theatre processes within educational, community and other site specific settings. Students explore dramas profound ability to facilitate learning, development (skills and personal), catharsis and social behaviour change. The course includes supervision of students who are learning to use rigorous applied drama and theatre interventions.

Course Code: WDFL4019A	
Course Description: Applied Drama and Theatre Studies IVB	
NQF Credits: 23	**NQF Level: 8**

This course examines examples of the way cultural and identity disjunctures play out in local and global communities while considering parallels in the work of theatre and performance. In extending understandings of rhythm, symbol, image, storytelling, improvisation, text work and the stages of devising theatre, candidates take part in structured explorations in the areas of ritual and performance, generating performance material, exploration in site, aesthetics and staging elements as well as personal and collective theatre-making.

Course Code: WSOA4077A	
Course Description: Introduction to Drama Therapy	
NQF Credits: 23	**NQF Level: 8**

This course explores use of dramatic art forms to achieve the therapeutic goals of symptom relief, emotional, cognitive and physical integration, and personal growth. This course cannot and does not aim or intend to train candidates as Drama therapists, practical explorations support theoretical investigations

Course Code: WCPM4010A	
Course Description: Arts, Marketing: Context, Strategies and Practices	
NQF Credits: 23	**NQF Level: 8**

This course explores effective marketing, income generation and audience development as critical components for success, growth and sustainability of any arts' enterprises. It consider linkages between key principles of marketing that determine the development of effective marketing and audience strategies - the seven 'P's of Marketing namely; Product, People, Price, Place, Promotion, Physical Evidence and Process.

Course Code: WCPM4004A	
Course Description: Directions in Cultural Leadership (Honours)	
NQF Credits: 23	**NQF Level: 8**

This course focuses on conscious leadership for the artist and arts communities. Candidates are prepared for leadership with in themselves, as well as in teams and organisations through self-awareness studies. Usage of leadership for personal growth and career preparation is encouraged. Skills for enhancing personal visions and effective performance, negotiating and decision making are also developed. This course promotes independent research as a key activity.

Course Code: WCPM4003A	
Course Description: Directions in Cultural Leadership (4th year)	
NQF Credits: 23	**NQF Level: 8**

This course offers candidates a primary and positive livelihood challenge, building their own specific career portfolio as part for the programme. Self-agency through understanding new economics and how the job market has changed, places arts students in a proactive stance to stay in their chosen career of making their own art and collaborating in arts making with others. Theory views debate around history of marketing in the arts and the concept of valued based marketing focus in the arts, and how one finds one's own identity in the multiple marketing chooses presented in the twenty first century are included in the course.

Course Code: IACS4014A / IACS4017A	
Course Description: Digital Humanities	
NQF Credits: 23	**NQF Level: 8**

This course explores the ethical political and material effects of digital techne within their situated networks. The course takes its impetus from intersectional queer and feminist perspectives within Digital Humanities and on how digital formations both constitute and/ or frustrate decolonising procedures reflects.

Course Code: IACS4020A	
Course Description: Selected Topic in Interdisciplinary Arts and Culture Studies	
NQF Credits: 23	**NQF Level: 8**

In the tradition of cultural studies, this course invites critical investigation into interdisciplinary arts and culture studies across a range of topics. It draws on interdisciplinary critical perspectives and explore research topics.

Course Code: IACS4012A / IACS4014A	
Course Description: Participatory Cultures (4th year and Honours)	
NQF Credits: 23	**NQF Level: 8**

This course invites critical investigation into the practices and performances that inform various kinds of participatory cultures. It focuses on how our location in Johannesburg, and more broadly South Africa and the Global South, influences and inflects participation in these cultures and sub-cultures.

Course Code: WCPM4010A	
Course Description: Arts Marketing: Context, Straties and Practices	
NQF Credits: 23	**NQF Level: 8**

This course explores effective marketing, income generation and audience development as critical components for success, growth and sustainability of any arts' enterprises. It consider linkages between key principles of marketing that determine the development of effective marketing and audience strategies - the seven 'P's of Marketing namely; Product, People, Price, Place, Promotion, Physical Evidence and Process.

Course Code: WTAP4130A	
Course Description: Musical Theatre IVA	
NQF Credits: 23	**NQF Level: 8**

This course covers a broad history of musical theatre, including dance, music, and theatre genres and techniques. It is framed by the concepts of modernity, modernism and postmodernism, and considers both canonical and alternative works as they have emerged in the west and in Africa. The course examines twentieth-century musical production by looking at libretto and the scores of music composed and performed during the period and debates the role of music as an articulator of the avant-garde. It also introduces Speech Level Singing, a revolutionary vocal technique designed for contemporary sound.

Course Code: WTAP4131A	
Course Description: Musical Theatre IVB	
NQF Credits: 23	**NQF Level: 8**

This course covers a broad history of musical theatre, including dance, music, and theatre genres and techniques. It is framed by the concepts of modernity, modernism and postmodernism, and considers both canonical and alternative works as they have emerged in the west and in Africa. The course examines twentieth-century musical production by looking at libretto and the scores of music composed and performed during the period and debates the role of music as an articulator of the avant-garde. It also introduces Speech Level Singing, a revolutionary vocal technique designed for contemporary sound..

Course Code: WCPM7010A	
Course Description: Arts Marketing and Creative Markets	
NQF Credits: 30	**NQF Level: 9**

The course focuses on marketing, fundraising and audience participation as management functions within an art organisations. The course explores traditional and social media marketing concepts as essential tools for communicating with audiences and funders in a changing arts and culture environment.

Course Code: WTAP7032A	
Course Description: Radical Theatre Research	
NQF Credits: 30	**NQF Level: 9**

This course provides candidates with the necessary tools to undertake rigorous research on their own performances, live performance, practice in the theatre laboratory, digital performance, scenography, body in or as performance, play texts as well as theatre historiography. This course encourages students to explore various types and modes of theatre research in radically new ways and to develop a plan of research toward a final project.

Course Code: IACS7006A	
Course Description: Digital Humanities	
NQF Credits: 30	**NQF Level: 9**

This course explores a range of body-technology intervolvements from a number of interdisciplinary critical perspectives. It enhances the cultural political and ethical dimensions of divergent technosomic practices. Topics include biomechatronics (e.g. prosthetics); biomedical technologies that reshape corporealities (e.g. transsexual and transplant surgeries of different kinds); technologies that confound distinctions between life and death states; drone technologies; biomedicine; artificial intelligences, and various cyber practices.

School of Accountancy

Course Code: ECON1016A/1017A	
Course Description: Economics Theory IA: Microeconomics for Economists	
NQF Credits: 18	**NQF Level: 5**

This course establishes the core microeconomic theory for students intending to major in economics. The course investigates the optimising behaviour of consumers and firms and the coordination of their decisions through markets. It takes a rigorously technical approach to exploring the theory while guest speakers from within the economics profession share their insights with students. The primary focus of the course is to critically engage with the technical and mathematical aspects, as well as the underlying logic, of the theory and models that form the core of the discipline.

Course Code: ECON1018A/1019A	
Course Description: Economics Theory IB: Macroeconomics IB for Economists	
NQF Credits: 18	**NQF Level: 5**

This course establishes the core macroeconomic theory for students intending to major in economics. The course investigates the phenomenon of economic growth and its fluctuation, and considers the roles of both fiscal and monetary policy in this process. It takes a technical approach to exploring this theory. The primary focus of the course is to critically engage with the technical and the underlying logic of the theory and models that form the core of the discipline. The topics covered include: measuring output, unemployment, and inflation; business cycle; aggregate expenditure & demand, aggregate supply, ISLM models; fiscal & monetary policies; interest rates determination; the BOPs; and economic growth analysis.

Course Code: ECON2000A	
Course Description: Economics IIA	
NQF Credits: 24	**NQF Level: 6**

This course comprises of two modules: Intermediate Microeconomics and Intermediate Macroeconomics. Microeconomics introduces students to the theory of consumer behaviour and its empirical applications. The module explores key concepts such as constrained and unconstrained preferences, demand, equilibrium, revealed preference and the Slutsky equation. Macroeconomics consists of an in-depth critical analysis of major conventional macroeconomic theories and their policy implications. Especially, as they relate to current economic conditions in South Africa and the rest of the world over the short- and medium-run.

Course Code: ECON2001A	
Course Description: Economics IIB	
NQF Credits: 24	**NQF Level: 6**

This course comprises of two modules: International Economics and Mathematics and Statistics for Economists. International Economics exposes students to a critical analysis of classical and neoclassical theories that determine observable trade patterns. The module also provides a background of the basic principles of international monetary economics. This lays the groundwork for understanding why individuals and institutions trade in financial assets and how international financial transactions affect and in turn are influenced by the real and financial sectors of an economy. For Mathematics and Statistics for Economists, it equips students with elementary mathematical and statistical tools to apply in real economic analysis.

Course Code: ECON3015A/ECON3032A (PT)	
Course Description: Microeconomics III	
NQF Credits: 12	**NQF Level: 7**

This course covers competing theories on how the economy functions at the microeconomic level. It reinforces the theoretical and quantitative tools acquired in second-year economics, with an emphasis on developing analytical skills to explain and predict economic and non-economic phenomena. Topics include revealed preference, consumers' surplus, different forms of imperfect competition, game theory, and general equilibrium.

Course Code: ECON3016A/ ECON3017A (PT)	
Course Description: Macroeconomics III	
NQF Credits: 12	**NQF Level: 7**

This course covers economic growth and the impact of saving, capital accumulation and output, technological progress, and growth. The course investigates technological progress and the roles of financial markets and expectations. The course also covers the influence of expectations, consumption, investment on economic growth, and the relationship between expectations, output, and policy. The course further investigates openness in goods, exchange rate regimes and financial markets as well as the placement of the goods market in an open economy. Lastly, the course covers the relationship between output, interest rate, and the exchange rate.

Course Code: ECON3018A/ ECON3033A (PT)	
Course Description: Econometrics III	
NQF Credits: 12	**NQF Level: 7**

The course covers the descriptive analysis of data, regression analysis, statistical inference, as well as evaluating the statistical properties of the estimates from regression models. It focuses on the difference between correlation and causation and includes an investigation of omitted variable bias. The course introduces randomised controlled trials, to address omitted variable bias when estimating the effects of interventions.

Course Code: ECON3019A/ ECON3020A (PT)	
Course Description: Mathematical Economics III	
NQF Credits: 12	**NQF Level: 7**

The course provides the tools to conduct equilibrium analysis in economics. These tools include linear models and matrix algebra, differential calculus, extreme value of multivariate function optimisation, constrained optimisation, and discrete time first order difference equations.

Course Code: ECON3021A/ ECON3022A (PT)	
Course Description: South African Development Issues III	
NQF Credits: 12	**NQF Level: 7**

This course covers a historical perspective on South African economic development and key debates in understanding its contemporary structure and problems. It traces the evolution of the South African political economy from the late 19th century to the present. This foundation is used to explain the structure of the South African economy and the reasons why it has given rise to the persistence of extreme inequality, poverty, and unemployment.

Course Code: ECON3023A/ ECON3024A (PT)	
Course Description: International Economics III	
NQF Credits: 12	**NQF Level: 7**

The course consists of international trade and international finance. The international trade component focuses on the factors that influence relative prices prior to international trade and provides a general background for understanding the issues associated with trade policies. The international finance component focuses on the basic principles of international monetary economics, the complexities of international financial flows, and the international monetary system. The course also provides a sampling of an array of new financial instruments and approaches to the determination of the balance of payments and exchange rates.

Course Code: ECON3025A	
Course Description: History of Economic Thought III	
NQF Credits: 12	**NQF Level: 7**

The course provides an analysis of the historical development of economics and the ongoing developments and discourses in the field. The course also covers continuing debates within economics and its dynamic potential for broadened perspectives of economics.

Course Code: ECON3026A	
Course Description: Public Economics III	
NQF Credits: 12	**NQF Level: 7**

The course covers the field of public economics. During the past forty years, the field of public economics has broadened beyond issues of taxation to include externalities, public goods, voting, interest groups, fiscal federalism, property rights and regulation, and more. This course also covers a recognition of not only the government's role in the economy but also how tools of economic theory can be used to analyse the public sector.

Course Code: ECON3034A	
Course Description: Labour Economics III	
NQF Credits: 12	**NQF Level: 7**

The course covers contemporary labour market challenges, labour market functions, and how institutions and other factors influence the performance of the labour market. It covers the standard theories and applications of labour market behaviour, and questions related to the assumptions of these theories for developing countries. It also discusses the South African labour market.

Course Code: ECON3027A	
Course Description: Health Economics III	
NQF Credits: 12	**NQF Level: 7**

The course covers an introduction to the concepts of health, health systems and public health. The second part of the course covers demand-side issues, including the demand for health, health care and health insurance, and supply-induced demand. The third part investigates supply-side issues such as healthcare labour markets. The fourth part investigates aspects of market failure relevant to the healthcare sector. The course also covers the economics of addiction, health economic evaluation, and health care financing systems.

Course Code: ECON3028A	
Course Description: Topics in Economic Policy III	
NQF Credits: 12	**NQF Level: 7**

The course covers the knowledge and skills needed to design and evaluate economic and social policies. The course also covers the skill sets needed to design and evaluate social policy interventions through welfare transfer programmes such as the child support grant, basic income grant, old age pension, etc. The topics include the theoretical tools needed to design economic policies and the empirical tools needed to evaluate them. These include randomised control trials and quasi-experimental techniques such as the difference-in-differences method. The course will also address the socioeconomic challenges in the country.

Course Code: ECON3029A	
Course Description: Topics in Macroeconomic Theory III	
NQF Credits: 12	**NQF Level: 7**

This course focuses on contemporary theoretical developments in macroeconomics and develops an understanding of theoretical advancements in the field of macroeconomics to identify and explain economic concepts and relationships. It covers the following topics, the determinants of short- and long-term growth, the determinants of the level of employment and the price level, the role of investment (private and public) and its determinants, and the links between public expenditure and macroeconomic dynamics. The course also covers the connections with the monetary and financial spheres by analysing the role of money, interest rates, savings, asset prices, exchange rates etc. This course presents different types of alternative modelling on each of these topics.

Course Code: ECON3030A	
Course Description: Topics in Contemporary Economics III	
NQF Credits: 12	**NQF Level: 7**

This course provides an exposition of contemporary economic issues. The course aims to develop a student's ability to critically engage with current economic issues, apply economic approaches/theories to real-world problems and contribute to policy debates on key economic issues.

Course Code: ECON3031A	
Course Description: Topics in Applied Economics III	
NQF Credits: 12	**NQF Level: 7**

This course covers the application of economic theory, methods, and data to real-world economic issues. Topics include poverty, inequality, labour markets, health, international trade, and environmental issues. The course also covers analytical and empirical skills within sound economic theory.

Economic Concepts

Course Code: ECON1002A/1005A	
Course Description: Economic Concepts IA	
NQF Credits: 18	**NQF Level: 5**

This course introduces economic concepts relevant to social science students. It explains core concepts that underpin most economic discourse. It introduces principles and methodological approaches to economics. The course has a strong South African focus and is empirically based. Necessary arithmetical knowledge is restricted to the calculation of percentages, percentage change and ratios.

Course Code: ECON1003A/1006A	
Course Description: Economic Concepts IB	
NQF Credits: 18	**NQF Level: 5**

This course develops and extends knowledge of concepts covered in Economic Concepts IA. The course covers macroeconomics topics. Course content includes the private and public sectors in South Africa, measuring domestic output and national income, basic macroeconomics relationships, the aggregate expenditure model, aggregate demand and aggregate supply, economic growth, unemployment, inflation, fiscal policy, money markets and monetary policy and macroeconomic debates.

SCHOOL OF LITERATURE, LANGUAGE AND MEDIA

Course Code: ENGL1001A/ENGL1007A(PT)	
Course Description: English Literatures in Context I	
NQF Credits: 18	**NQF Level: 5**

Students explore the breadth and diversity of literature in English, focusing on prose, plays and films from Southern Africa and the Renaissance. Work covered includes context of a work and the interpretation and understanding of the work, how authors interact with their historical and cultural settings are investigated.

Course Code: ENGL1009A/ENGL1008A(PT)	
Course Description: Global Literary Studies	
NQF Credits: 18	**NQF Level: 5**

This course engages both 'literary' and 'popular' texts drawn from world literatures in English: prose (novels, short stories and creative non-fiction) as well as poetry, drama and film.

Course Code: ENGL2008A/ENGL2009A(PT)	
Course Description: Literary Origins and Legacies IIA	
NQF Credits: 24	**NQF Level: 6**

This course introduces the contrapuntal curriculum that creates a dialogue between traditional historical periods associated with the study of English literature and more recent, contemporary and global texts and contexts. It explores the literatures of pre-modern and early modern periods, as well as individual works and broader artistic movements that respond to these literatures.

Course Code: ENGL2010A/ENGL2011A(PT)	
Course Description: Literary Origins and Legacies IIB	
NQF Credits: 24	**NQF Level: 6**

This course continues the contrapuntal curriculum that places major periods of (and movements within) English literary history alongside their subsequent regional and global counterparts. It expands on the material introduced during the first semester by exploring, for example, satire - from the 'Age of Satire' to twentieth century texts - the evolution of the novel, 'high Romanticism' and the manifestations of Romanticism in American and South African literatures.

Course Code: ENGL3013A/ENGL3012A(PT)	
Course Description: Literary Studies in English IIIA	
NQF Credits: 36	**NQF Level: 7**

This course explains, applies and critically interrogates the historical periods and movements traditionally associated with the study of English literature. It builds on the foundational first- and second-year courses on "Literary Origins and Legacies". Topics include: realism in nineteenth- and twentieth-century novels; the poetry and prose produced by modernist writers; more recent global developments in literary, visual and filmic cultures under the rubric of postmodernism (exploring the place of elements such as metafiction, history, fantasy and the technological imaginary); and major postcolonial writers and studies (modernity in colonial spaces, landscape and representation, race, immigration, exoticism, cultural transitions, language and identity).

E-Science (COMS AND SOSS)

Course Code: SOSS7098A	
Course Description: Statistical Computing and Inference for the Social Sciences and Humanities	
NQF Credits: 30	**NQF Level: 9**

This course introduces statistical social research, with applications in the social sciences and humanities. It emphasises the development of practical skills for conducting quantitative research using statistical software.

Course Code: SOSS7092A	
Course Description: Advanced Topics in Quantitative Social Research	
NQF Credits: 30	**NQF Level: 9**

This course intensively examines advanced topics in quantitative research, with applications to substantive themes in the social sciences and related fields. "Advanced" refers primarily to topics that go beyond ordinary-lesat-squares (OLS) multiple regressions.

Course Code: SOSS7099A	
Course Description: Statistical Modelling for the Social Sciences and Humanities	
NQF Credits: 15	**NQF Level: 9**

This course focuses on statistical modelling methods applied in the social sciences and humanities. These include multiple regression models, generalised linear models, multilevel models and structural equation models. It emphasises the identification of appropriate models based on the type of data and research objective, as well as the replication and critical analysis of applications in the students' substantive areas of expertise.

Course Code: SOSS7096A	
Course Description: Applied Data Science for the Social Sciences and Humanities	
NQF Credits: 15	**NQF Level: 9**

This course focuses on applying data science methods, including relevant programming skills, in the social sciences and humanities. It emphasises practical applications, such as compiling and analysing textual and georeferenced data sets.

Course Code: COMS7063A	
Course Description: Statistical Foundations of Data Science	
NQF Credits: 15	**NQF Level: 9**

This course covers an understanding of multivariate statistical methods such as hypothesis testing and confidence intervals, the ability to model data using well known statistical distributions as well as handle data that is both continuous and categorical, the ability to perform statistical modelling including multivariate regression and adjust for multiple hypotheses. Forecasting, extrapolation, prediction and modelling using statistical methods, Bayesian statistics and an understanding of bootstrapping and Monte Carlo simulation are included.

Course Code: COMS7055A	
Course Description: Data Privacy and Ethics	
NQF Credits: 15	**NQF Level: 9**

This course introduces candidates to the ethical and legal foundations of data science governance. The topics covered are technical processes of data collection, storage, exchange and access, ethical aspects of data management, legal and regulatory frameworks in South Africa and in relevant jurisdictions, data policy, data privacy, data ownership, legal liabilities of analytical decisions, and discrimination, algorithms and technical approaches to enhance data privacy, and relevant case studies.

Course Code: COMS7056A	
Course Description: Data Visualisation and Exploration	
NQF Credits: 15	**NQF Level: 9**

This course introduces the field of data visualisation that determines and presents underlying correlated structures and relationships in data sets from a wide variety of application areas. The prime objective of the presentation is to communicate the information in a dataset and enhance understanding. The course comprises the following subjects, data and image models, visualisation attributes (colour) and design (layout), exploratory data analysis, interactive data visualisation, multidimensional data, graphical perception, visualisation software (Python & R) and types of visualisation (animation, networks and text).

Course Code: COMS7057A	
Course Description: Large Scale Optimisation for Data Science	
NQF Credits: 15	**NQF Level: 9**

Advanced areas of data science require a deeper understanding of the large scale discrete optimisation methods pertaining to the field. In order to bridge this mathematical gap and provide a foundation for further learning this course places more emphasis on topics such as convex optimisation, subgradient methods, localization methods, decomposition and distributed optimisation, proximal and operator splitting methods, conjugate gradients, and nonconvex problems.

Course Code: COMS7058A	
Course Description: Mathematical Foundations of Data Science	
NQF Credits: 15	**NQF Level: 9**

Advanced areas of data science require a deeper understanding of the fundamental mathematics pertaining to the field. In order to bridge this mathematical gap and provide a foundation for further learning this course places more emphasis on topics such as high-dimensional space, best-fit subspaces and singular value decomposition, random walks and Markov chains, statistical machine learning, clustering, random graphs, topic models, non-negative matrix factorization, hidden Markov models, graphical models, wavelets, and sparse representations.

Course Code: COMS7059A	
Course Description: Large Scale Computing Systems and Scientific Programming	
NQF Credits: 15	**NQF Level: 9**

This course focuses on the software stack but addresses hardware issues as necessary. The course covers a selection of following topics:

1) Introduction to programming environments for scientific computing (e.g. Pandas, Numpy, matplotlib)
2) Principles of distributed systems, and overview of parallel architectures and environments (e.g, FPGA, GPU, multi-core, cluster, grid).
3) Large scale data transfer and storage.
4) Frameworks for large scale data analysis (relational databases, map-reduce, streaming).
5) Scientific workflow management: provenance and replication, introduction to cloud computing and virtualisation and Project (for example Programming large-data applications on open-source infrastructures for data processing and storage systems).

WITS SCHOOL OF ARTS

Course Code: WFTV1001A	
Course Description: Visual Storytelling IA	
NQF Credits: 18	**NQF Level: 5**

The course focuses on history and development of film genres and movements and their impact on television content. It also offers a general introduction to genre theory and theories of authorship.

Course Code: WFTV1002A	
Course Description: Visual Storytelling IB	
NQF Credits: 18	**NQF Level: 5**

The course focuses on scriptwriting, visual narrative and film form with a view to grounding students in the basic skills and techniques relevant to visual storytelling for the screen. Students learn general principles of narrative storytelling and film form, key dramatic principles pertaining to screenwriting, and in moving from script to screen, analysing, planning, and previsualising the scene.

Course Code: WFTV1003A	
Course Description: Image Creation IA	
NQF Credits: 18	**NQF Level: 5**

The course covers evolution of a visual language of film in the early years of cinema as it relates to techniques for photography. It uses the development of film technique from the rudimentary one-reelers of the Edison/ Méliès period to D.W. Griffith's highly crafted 'action continuity' and shot variation as a theoretical starting point for image creation. The course also introduces students to history of camera technology and basic image creation techniques through the use of DSLR cameras and image manipulation technology. This aspect of the course critically analyses components of image composition, exposure, lighting and mise-en-scene.

Course Code: WFTV1004A	
Course Description: Image Creation IB	
NQF Credits: 18	**NQF Level: 5**

The course covers film techniques of moving image medium and post production techniques of montage and editing through the processes of image sequencing. Students are exposed to the use of sound in still and moving images at an introductory level. Students apply theoretical concepts to the practice and craft of filmmaking through the making of projects that reflect their understanding of image composition, exposure, lighting and mise-en-scene.

Course Code: WFTV2003A	
Course Description: Visual Storytelling IIA	
NQF Credits: 24	**NQF Level: 6**

This course covers an introduction to conceptual, ethical and aesthetic concerns in relation to specific practices of filmmaking. The course offers students an introduction to the styling and staging of purely fictional visual images (both still and moving pictures) that are bound to narrative, mise-en-scene and/or portraiture. Aspects of design, use of space, colour, composition and perspectival construction of the image are the central concerns. The course further introduces students to the theory and practice of documenting 'visual events'. This section is divided into two components, one focusing on documentary filmmaking, the other on documentary photography.

Course Code: WFTV2004A	
Course Description: Visual Storytelling IIB	
NQF Credits: 24	**NQF Level: 6**

This course introduces basic elements of screenwriting on a theoretical level. It also focuses practically on conceptualising, researching and writing creatively for the screen. In exploring key principles and techniques for screenwriting, it covers both fictional (drama) and factual (documentary) forms. Students are also introduced to progressive stages of a script development process, as well as the professional world of screenwriting. Factual screenwriting such as how to develop a working hypothesis and proposal, conduct research, and write a narrative treatment for a documentary are also covered. The course also looks at documentary form and structure, identifying the relative strengths of various design principles and narrative strategies at work in classic and contemporary documentary practice.

Course Code: WFTV2001A	
Course Description: Image Creation IIA	
NQF Credits: 24	**NQF Level: 6**

This course is a foundational technical core course that introduces the moving image. It also offers a practical-focus in video production processes, operating video and sound equipment and deploying basic filmmaking techniques and conventions. The course augments theoretical and practical components offered in foundational courses in the main disciplines of film and video production.

Course Code: WFTV2002A	
Course Description: Image Creation IIB	
NQF Credits: 24	**NQF Level: 6**

This course builds on the technical core course and gives students skills and concepts for creating fiction films, exploring in more detail the principles and building blocks available to filmmakers in planning, previsualising, preproduction and production processes. The emphasis is on investigating how to utilise these components to exploit the emotive and expressive potential of visual storytelling in film fiction. Students continue to learn practically through a series of progressive interpretative exercises, each geared towards a deeper directorial understanding of fictional film genres (although these are also to some extent applicable to modes of documentary filmmaking).

Course Code: WFTV3001A	
Course Description: Directing Fiction III	
NQF Credits: 18	**NQF Level: 7**

The course focuses students on directing tools, techniques and understanding required for directing fiction films and drama for television. The course places equal emphasis on interpreting the script, directing the camera as well as working with actors to achieve engaging performances.

Course Code: WFTV3002A	
Course Description: Documentary Filmmaking III	
NQF Credits: 18	**NQF Level: 7**

The course focuses on conceptualising, research, directing, editing and other filmmaking processes employed in contemporary documentary filmmaking practice. The course places emphasis on documentary form(s), interpreting the subject matter from a consciously subjective point of view, choosing the appropriate documentary mode, as well as questions of representation and the filmmaker's ethical obligation to represent the documentary subject authentically.

Course Code: WFTV3003A	
Course Description: Principles of Sound Design III	
NQF Credits: 18	**NQF Level: 7**

This course introduces students to all aspects of sound for picture. It commences from a basic understanding of acoustics, the course and emphasizes the importance of both conceptual thinking and a strategic design approach. Students are taught the use of the practical tools and techniques of contemporary sound recording and designing of sound. Sound is explored as a physical material to be captured, sculpted and designed in a creative and playful but professional manner.

Course Code: WFTV3004A	
Course Description: Principles of Studio Production III	
NQF Credits: 18	**NQF Level: 7**

This course offers students an overall experience of the functions, possibilities and constraints of studio production. It examines the multiple uses and functions of recording video and sound within a studio: the use of sets and flats, green screen, lighting in the studio, special effects and multi-camera shooting, as well as the general workflow and protocols on set.

Course Code: WFTV3005A	
Course Description: Screenwriting IIIA	
NQF Credits: 18	**NQF Level: 7**

This course focuses on short film script, examining the appropriate scale and other factors and nuances required when writing for this format. Specifically, it offers students the opportunity to plan, develop and write a 24 - 26 minute screenplay.

Course Code: WFTV3006A	
Course Description: Screenwriting IIIB	
NQF Credits: 18	**NQF Level: 7**

The course focuses on development tools and screenwriting convention pertaining to television drama series. It offers students an opportunity to work with design aspects of a series, including story world, character development and story lining, including working at the level of the episode (with beat sheets, dialogue and other screenwriting elements).

Course Code: WFTV4018A	
Course Description: Screenwriting IVA	
NQF Credits: 23	**NQF Level: 8**

This course offers students an opportunity to focus on adaptation for film. It allows students to work through the possibilities and challenges of developing a short film script based on a previously published text ('text' being inclusive of images). The course also addresses how adaptations are informed by different contexts and markets.

Course Code: WFTV4019A

Course Description: Screenwriting IVB	
NQF Credits: 23	NQF Level: 8

This workshop-based course introduces students to basic processes required in the development of a feature film script within a specified genre, and is modelled on the processes, definitions and concepts established in the feature film industry. Students identify and shape an appropriate feature film idea, and further develop the film through stages of writing a synopsis, a treatment, a step outline, and then finally writing out of the first act of a feature film script.

Course Code: WFTV4020A	
Course Description: Fact and Fiction IV	
NQF Credits: 23	NQF Level: 8

The course explores the construction of the Self and positions research in the context of an imagined representation. The divide between documentary and fiction has been increasingly contested and fewer film festival programmers or commissioners seek to maintain this as a curatorial or programming distinction. While strategies for research and ethical considerations are still informed by historical and contemporary documentary debates, there is an increasing awareness of the space for subjectivity and interpretation in the presentation of "facts."

Course Code: WFTV4021A	
Course Description: Experimental Film IV	
NQF Credits: 23	NQF Level: 8

This course introduces history and development of experimental cinema, with a view to examining its contribution to contemporary cinematic and televisual practice. The course provides students with a theoretical framework around experimental cinema, encompassing traditions from the early avant-garde to contemporary practices incorporating new media technologies. The course also looks at how technological development has influenced experimental expression.

Course Code: WFTV4022A	
Course Description: Fundamentals of Cinematography IV	
NQF Credits: 23	NQF Level: 8

This course introduces cameras, equipment, cinematography operations and philosophies of filmmaking. The course demonstrates and exercises the various tools and some of the available techniques to students. In addition, the course familiarises students with the roles and responsibilities of the camera department, as well as onset protocol and communication, with emphasis on co-ordination and collaboration between the crew members on the film set to achieve a common goal.

Course Code: WFTV4023A	
Course Description: Fundamentals of Post-Production I	
NQF Credits: 23	NQF Level: 8

This course introduces post-production techniques and develops an understanding of post-production work-flows. It is designed using a series of small short exercises with a guided application process to monitor a student's ability to apply principles learnt in theory to the practice of editing and effects. Students also explore new techniques and developments in the field of digital image acquisition, including practices such as green screen compositing.

FINE ARTS (FINA)

Course Code: FINA1005A	
Course Description: Design and Contemporary Practice IA	
NQF Credits: 15	NQF Level: 5

An introduction to concepts of drawing including both analytical and interpretive approaches is covered in this course. The course provides students with both perceptual and conceptual skills to explore functions and expressive possibilities of a range of media.

Course Code: FINA1006A	
Course Description: Design and Contemporary Practice IB	
NQF Credits: 15	**NQF Level: 5**

Consolidation of analytical and interpretive approaches to drawing and the application of principles of design, the character and use of traditional and contemporary drawing media and techniques is covered in this course

Course Code: FINA1003A	
Course Description: Fine Arts IA	
NQF Credits: 15	**NQF Level: 5**

An introduction to conceptual and perceptual skills in visual production study and application of the principles of painting, sculpture, printmaking and photography is covered in this course.

Course Code: FINA1004A	
Course Description: Fine Arts IB	
NQF Credits: 15	**NQF Level: 5**

This course covers consolidation of conceptual and perceptual skills in visual production, including study and applications of the principles of painting, sculpture, printmaking and photography.

Course Code: FINA2007A/2008A	
Course Description: Design and Contemporary Practice IIA (24 credits) and Design and Contemporary Practice IIB	
NQF Credits: 20	**NQF Level: 6**

This course investigates advanced design and drawing, through theoretical case studies and related practical projects.

Course Code: FINA2003A	
Course Description: Fine Arts IIA	
NQF Credits: 20	**NQF Level: 6**

This course investigates advanced study in a range of fine arts media and genres in painting, sculpture, printmaking, photography and digital media.

Course Code: FINA2004A	
Course Description: Fine Arts IIB	
NQF Credits: 20	**NQF Level: 6**

This course investigates advanced study in a range of fine arts media and genres in painting, sculpture, printmaking, photography and digital media.

Course Code: FINA3011A/3012A	
Course Description: Design and Contemporary Practice IIIA (18 credits) and Design and Contemporary Practice IIIB	
NQF Credits: 15	**NQF Level: 7**

Advanced study in drawing and design with emphasis on an individual development of style, form and content are covered in this course.

Course Code: FINA3009A	
Course Description: Fine Arts IIIA	
NQF Credits: 15	**NQF Level: 7**

Students investigate contemporary techniques and media. Student works through an individually negotiated programme of study geared towards developing a professional level of practice. The student must show a high level of individual mastery of craft and a sense of engagement with the critical discourse of their chosen medium.

Course Code: FINA3010A	
Course Description: Fine Arts IIIB	
NQF Credits: 15	**NQF Level: 7**

Students produce a proposal that is strongly embedded in theory and practice. Student works through an individually negotiated programme of study geared towards developing a professional level of practice. The student must show a high level of individual mastery of craft and a sense of engagement with the critical discourse of their chosen medium.

Course Code: FINA4012A	
Course Description: Fine Arts IVA	
NQF Credits: 23	**NQF Level: 8**

Student work through an individually negotiated programme of study geared towards developing and achieving a professional level of practice, and produces a proposal that is strongly embedded in theory and practice. Student works through an individually negotiated programme of study geared towards developing a professional level of practice. The student must show a professional level of individual mastery of craft and a sense of engagement with the critical discourse of their chosen medium.

Course Code: FINA4013A	
Course Description: Fine Arts IVB	
NQF Credits: 23	**NQF Level: 8**

This course covers advanced professional level practice in fine art and investigates selected contemporary techniques and concepts. Students produce a proposal that is strongly embedded in theory and practice. Student works through an individually negotiated programme of study geared towards developing a professional level of practice. The student must show a professional level of individual mastery of craft and a sense of engagement with the critical discourse of their chosen medium.

Course Code: FINA4017A	
Course Description: Critical Theories and Visual Cultures	
NQF Credits: 23	**NQF Level: 8**

This course develops an idea of critical theory in its relation to critique, understanding as a conceptual, theoretically driven engagement with social, cultural and political questions across of an expanded field of cultural production. This understanding of critique enables students to see and develop their own artistic practice as a form of and/or in relation to ideas of critical thinking.

0DIGITAL ART

Course Code: DIGA1002A	
Course Description: Game Design IA	
NQF Credits: 18	**NQF Level: 5**

This course introduces the theory and practice of game and interactive system design. All theory is underscored with practical assignments that require the analysis and production of analogue games.

Course Code: DIGA1003A	
Course Description: Game Design IB	
NQF Credits: 18	**NQF Level: 5**

This course develops the theory and practice of game and interactive system design. All theory is underscored with practical assignments that require the analysis and production of analogue games.

Course Code: DIGA1000A	
Course Description: Digital Arts Practice IA	
NQF Credits: 18	**NQF Level: 5**

This course provides students with a solid foundation in the narrative design and production skills relevant to an analogue gaming environment. In this course students are introduced to the skills necessary in producing the art assets and written components for an analogue board game.

Course Code: DIGA1001A	
Course Description: Digital Arts Practice IB	
NQF Credits: 18	**NQF Level: 5**

This course provides students with a solid foundation in the visual narrative design, production and skills relevant to an analogue gaming environment. In this course students are introduced to the skills necessary to produce the visual narrative components required for an analogue card game.

Course Code: DIGA2001A	
Course Description: Digital Art Design Project	
NQF Credits: 24	**NQF Level: 6**

This course focuses on applied game design. The fundamental focus of the design project is proper procedure in practice research and development; documentation of the project and writing up of the project results.

Course Code: DIGA2003A	
Course Description: Game Design IIA	
NQF Credits: 24	**NQF Level: 6**

This course introduces software development skills through the creation of small scale digital games.

Course Code: DIGA2004A	
Course Description: Game Design IIB	
NQF Credits: 24	**NQF Level: 6**

This course development skills through creating digital games and apply different game development techniques.

Course Code: DIGA2005A	
Course Description: Digital Art Theory II	
NQF Credits: 24	**NQF Level: 6**

This course addresses the growing field of technology arts. The course introduces students to key concepts and vocabularies in Digital Arts. Students are introduced to the history of Digital Art and the theoretical frameworks that influence the field, these include the development of computer assisted art creation, interactive art, networked art, and game studies.

Course Code: DIGA3008A

Course Description: Interactive Media IIIA

NQF Credits: 18 **NQF Level: 7**

This course explores creative and technical exploration of the capabilities of the internet as a tool to communicate artistic and political ideas to a global viewership. It introduces students to the main currents of contemporary Net. Art with an understanding of web functionality as a communicative system. At a practice level students receive an introduction to basic web coding techniques and creative projects.

Course Code: DIGA3009A

Course Description: Interactive Media IIIB

NQF Credits: 18 **NQF Level: 7**

This course expands on the development cycles, software and theories of Interactive Media. Through the creation of a range of data driven practices, the students receive practical experience in data visualisation. The course encompasses a range of essential skills and techniques in software development, and structural elements of subject matter and narrative. The course also covers theories of interactivity and data narration and critically analyses historic work in the field.

Course Code: DIGA3006A

Course Description: Animation IIIA

NQF Credits: 18 **NQF Level: 7**

This course provides a working knowledge of practical and technical possibilities of animation. The course encompasses a range of essential skills and techniques in animation, and structural elements such as subject matter and narrative. Through the creation of short-animated films, the students receive practical experience in animation and story-telling. The Students also engage with theories of animation by critically analysing the works of key figures in the development of animation as an art form.

Course Code: DIGA3007A

Course Description: Animation IIIB

NQF Credits: 18 **NQF Level: 7**

This course further develops the students skills and theoretical knowledge of animation. The course builds on the range of skills and techniques learnt in Animation IIIA in order to develop longer and more sophisticated works. Through the creation of short-animated films, the students receive practical experience in animation and story-telling. The students also engage with theories of animation and critically analyse, through screenings and readings, the work of key figures in the development of animation as an art form.

Course Code: CPVC3009A

Course Description: Theories of Art

NQF Credits: 18 **NQF Level: 7**

This course offers a systematic overview of twentieth century theories of art and aesthetics against an historical background. Students are introduced to the three great historical phases in approaches to art: Mimesis from Plato to Aristotle until the end of the nineteenth century, the rise of Romanticism (art as expression of the individual), and twentieth century semiotic and constructionist approaches. The course further focuses on the most prominent movements in art-theoretical approaches during the twentieth century including semiotics and constructionism, formalism and structuralism, and postsructuralism and postcolonialism. Students read key texts and are guided towards an understanding of the origin and context of each approach, as well as towards an accurate use of relevant concepts.-

Course Code: DIGA3010A

Course Description: Writing and Interactivity IIIA

NQF Credits: 18 **NQF Level: 7**

This course investigates the theory and practice of interactive literature, storytelling and writing. Students are introduced to selected tools for interactive writing, as well as the conceptual and creative framework of the field.

Course Code: DIGA3011A	
Course Description: Writing and Interactivity IIIB	
NQF Credits: 18	**NQF Level: 7**

This course further develops investigates the theory and practice of interactive literature, storytelling and writing. Students extend their knowledge of selected tools for interactive writing, as well as the conceptual and creative framework of the field.

Course Code: WSOA3002A	
Course Description: Sound Design	
NQF Credits: 18	**NQF Level: 7**

This course entails a technical and theoretical technological stream and addresses the history, theories, processes and methods pertaining to sound design in the respective fields, as well as guiding students through the activities of small discipline-specific projects.

Course Code: DIGA3001A	
Course Description: Game Design IIIA	
NQF Credits: 18	**NQF Level: 7**

This course expands and builds a clear knowledge of the core elements of game design as well as the academic debates surrounding these. The course includes sections covering technical and artistic use of game mechanics, game world, system, level and interface design, content and narrative development as well as creative writing and image use.

Course Code: DIGA3002A	
Course Description: Game Design IIIB	
NQF Credits: 18	**NQF Level: 7**

This course expands and builds a clear knowledge of the core elements of game design as well as the academic debates surrounding these. The course includes sections dealing with the technical and artistic use of game mechanics, game world, system, level and interface design, content and narrative development as well as creative writing and image use.

Course Code: WSOA3005A	
Course Description: Online Worlds and Networked Games	
NQF Credits: 18	**NQF Level: 7**

This course introduces key theories and debates surrounding the cultures, politics and environments of online communities. Students engage critically with areas ranging from social interaction in game-play to the use of online societies in artworks. The course introduces students to well known theorists and artists and explores trends in the development of online communities themselves.

Course Code: DIGA4013A	
Course Description: Interactive Media: Advanced	
NQF Credits: 23	**NQF Level: 8**

This course examines the creation of experimental interactive art works. It provides both technical and analytical skills that focus on the successful production of interactive media. In the course, students develop their knowledge in order to create challenging works of art that explore unique forms of interaction and reception.

Course Code: WSOA4055A	
Course Description: Game Design Project	
NQF Credits: 23	**NQF Level: 8**

The course is an intensive practical course where students design and produce a digital game using the theoretical and practical experience they have gained over the previous four years of study.

Course Code: DIGA4008A	
Course Description: Game Design: Advanced	
NQF Credits: 23	**NQF Level: 8**

This course is an intensive theoretical and practical course in which students engage critically with different and advanced game development methodologies, technologies and theories

Course Code: DIGA4007A	
Course Description: Animation IV	
NQF Credits: 23	**NQF Level: 8**

The course explores techniques of motion graphics, animation, compositing and visual effects. Students are exposed to the concepts and techniques of non-linear editing, special effects, camera movements in space, cinematic points of view, and experimental design and animation. It provides an analysis of existing experimental artists to demonstrate many techniques in a number of examples and reference materials

Course Code: DIGA4011A	
Course Description: Animation: Advanced (4th year and Honours)	
NQF Credits: 23	**NQF Level: 8**

The course explores techniques of motion graphics, animation, compositing and visual effects. Students are exposed to the concepts and techniques of non-linear editing, special effects, camera movements in space, cinematic points of view, and experimental design and animation. It also provides an analysis of existing experimental artists to demonstrate many techniques in a number of examples and reference materials.

Course Code: DIGA4015A	
Course Description: Interactive Media IV	
NQF Credits: 23	**NQF Level: 8**

This course examines the creation of experimental interactive art works. It provides both technical and analytical skills that focus on the successful production of interactive media. In the course, students develop their knowledge in order to create challenging works of art that explore unique forms of interaction and reception.

Course Code: DIGA4003A	
Course Description: Writing and Interactivity IV	
NQF Credits: 23	**NQF Level: 8**

This course investigates theory and practice of interactive literature, storytelling and writing for an interactive environment. The course is theoretically grounded with the selected case studies, but focuses on the practical production on interactive writing.

Course Code: DIGA4010A	
Course Description: Game Design IV	
NQF Credits: 23	**NQF Level: 8**

This course is an intensive theoretical and practical course in which students engage critically with advanced game development methodologies, technologies and theories.

Course Code: DIGA4016A	
Course Description: Writing and Interactivity: Advanced	
NQF Credits: 23	NQF Level: 8

This course investigates the theory and practice of interactive literature, storytelling and writing. The course covers selected case studies and focuses on the practical production of interactive writing.

Course Code: DIGA4014A	
Course Description: Interactive Media: Introduction	
NQF Credits: 23	NQF Level: 8

This course explores interactive development and the theory of web and networked based media as a creative medium. It criticaly examines networked media and its use internationally, regionally and locally. The course expands on technical skills in design and networked media. It development cycles, software and theories of Interactive Media. Through the creation of a range of data driven practices, the students receive practical experience in data visualisation. The course encompasses a range of essential skills and techniques in software development, and structural elements such as subject matter and narrative. The students also engage with theories of interactivity and data narration and critically analyse and assess historic work in the field.

Course Code: DIGA4006A	
Course Description: Animation Introduction (Hons)	
NQF Credits: 23	NQF Level: 8

This course introduces students to the skills and theories of animation. Through the creation of short-animated films, the students receive practical experience in animation and story-telling. The course covers a range of skills and techniques to produce increasingly sophisticated works. The students also engage with theories of animation and critically analyse, through screenings and readings, the work of key figures in the development of animation as an art form.

Course Code: DIGA4009A	
Course Description: Game Design: Introduction (Hons)	
NQF Credits: 23	NQF Level: 8

This course builds a clear knowledge of the core elements of game design and the academic debates surrounding it. The course includes sections dealing with the technical and artistic use of game mechanics, game world, system, level and interface design, content and narrative development as well as creative writing and image use. The focus of this course is on theory and close case studies of selected games, as well as on applying these in practical game design.

Course Code: DIGA4014A	
Course Description: Writing and Interactivity: Introduction	
NQF Credits: 23	NQF Level: 8

This course investigates the theory and practice of interactive literature, storytelling and writing for an interactive environment. Students are introduced to selected tools for interactive writing, as well as the conceptual and creative framework of the field.

GEOGRAPHY (GEOG)

Course Code: GEOG1000A	
Course Description: Geography I	
NQF Credits: 36	NQF Level: 5

This course offers new perspectives on the importance and role of geography to a wide range of contemporary issues. The fields of study covered relate to aspects of both physical and human geography and a strong emphasis is placed on the development of geographical skills and the application of geographical ideas to the real world.

The course consists of four topics:

1) Landscapes of southern Africa;
2) Environmental Change;
3) Space and Society; and
4) Atmospheric Science.

Course Code: GEOG2010A	
Course Description: Earth and Atmospheric Processes II	
NQF Credits: 12	**NQF Level: 6**

This course is based on three interlinked components of global climate dynamics, geomorphological processes and landforms, and the biosphere. The course first examines atmospheric circulation patterns and climate dynamics with particular reference to southern Africa. The role of climate as a control to both geomorphic and ecosystem processes is then explored. Climate as an environmental factor driving various geomorphic processes is critically assessed, including the development of landforms and landscapes, which influence the distribution of biomes, habitats and species. In turn, the biosphere influences global climate. These topics are explored using case studies from around the world and from local to global scales.

Course Code: GEOG2011A	
Course Description: An Introduction to Climate Change and Society II	
NQF Credits: 12	**NQF Level: 6**

This course examines the relationships between climate changes that take place within the Earth system, and impacts of these changes on different aspects of the human world and societies. The course considers climate dynamics on a global scale and the impacts of climate on geomorphology and ecosystems. The course then considers how climate can impact on the human world and society, including cultural constructions of climate, vulnerability and resilience, climate politics and the IPCC, climate ethics and social justice, climate hazards and risk, and climate science communication.

Course Code: GEOG2012A	
Course Description: Environmental Governance: From Local to Global II	
NQF Credits: 12	**NQF Level: 6**

This course considers the relationships between unequal access to resources (including natural resources, knowledge, decision making processes, the law, etc), and unsustainable environmental outcomes.

This course consists of:

1) Environmental problems and protests in developing world cities;
2) Global environmental governance and how inequalities at the global level result in the disproportionate ability of nation states to address global environmental issues; and
3) Changing patterns in governance away from the nation state and towards a stronger role for sub-national (local) governments and non-state actors.

Course Code: GEOG2013A	
Course Description: Geographic Information Systems, Science and Mapping II	
NQF Credits: 12	**NQF Level: 6**

This course introduces student to key epistemological and ontological issues that relate spatial thinking and GIS, and tracks how changes in technology have led to Geographic Information Systems as we use them today. The course also examines how improvements in the availability and quality of data have led to the increased use and abuse of GIS, and how GIS can be used as both a source of information and propaganda. Further, the course examines how differential access to digital resources influences participation and capacity in decision making processes.

Course Code: GEOG2015A	
Course Description: Thinking Geographically: Concepts and Practices in Human Geography	
NQF Credits: 12	**NQF Level: 6**

This course introduces student to key theoretical perspectives and methodological approaches within the discipline of human geography. The course teaches students to understand and apply theoretical perspectives in analysing contemporary issues in the disciplines of human and environmental geography, through a mixture of class-room based lectures, laboratory tutorials and off-campus field research.

Course Code: GEOG3017A	
Course Description: Geographic Information Systems and Remote Sensing III	
NQF Credits: 18	**NQF Level: 7**

This course introduces students to the operations of Geographical Information Systems (GIS) and Remote Sensing. Lectures introduce and describe operations of specific software packages.

Three different types of software operations will be introduced to investigate their applicability in different disciplines such as environmental change detection and hydrology:

1) The raster based software IDRISI Kilimanjaro, with integrated modules for image processing operations, to develop basic practical skills in GIS and remote sensing that can provide the basis for more advanced study and work;

2) The vector based software ArcGIS for handling vector based operation including specific modules for spatial analysis; and

3) Open-source software (GRASS), including the programming components for personal customisation of all software. Useful and popular add-ons to the software packages will be introduced and discussed. The idea is to broaden the knowledge base of GIS and remote sensing software within the discipline.

Course Code: GEOG3019A	
Course Description: Economic Geography III	
NQF Credits: 18	**NQF Level: 7**

This course focuses on selected issues in the field of economic geography. Issues of concern include theoretical and policy debates around spatial inequality and regional development, the informal economy, and small business development. Contemporary debates in economic geography in South Africa are further discussed in this course.

Course Code: GEOG3020A	
Course Description: Climate and Environmental Change III	
NQF Credits: 18	**NQF Level: 7**

This course examines patterns of climate change through the Quaternary, and in particular during historical and recent times. Causes of climate change (such as Milankovitch, volcanic forcing etc) are addressed. The use of various proxies in climate reconstructions, such as pollen, dendrochronology, varves, geomorphology and historical documentary sources are highlighted. Consideration is given to the impact that climate change has on the environment and human livelihoods. Particular reference is made to the southern African region throughout the course.

Course Code: GEOG3021A

Course Description: Advanced Atmospheric Science III

NQF Credits: 18 **NQF Level: 7**

This course discusses atmospheric processes and the interactions of the atmosphere with other earth systems. The course deals with heat and energy exchange in the atmosphere, physical oceanography, ocean-atmosphere interactions, and mesoscale atmospheric processes like thunderstorms and air pollution.

Course Code: GEOG3022A

Course Description: City Cultures III

NQF Credits: 18 **NQF Level: 7**

This course explores the concept of culture as a feature of urban life, from Lefebvre's discussion of the citadin to de Certeau's influential work on the politics of everyday life. The course then considers identity and the politics of inclusion and exclusion, and critically analyses different theoretical approaches to urban citizenship. These tools enable students to develop an appreciation of the poetic complexity of urban life.

Course Code: GEOG3023A

Course Description: Theory and Practice in Sustainability Science and Sustainable Development

NQF Credits: 18 **NQF Level: 7**

This course considers the theoretical background and practical skills in issues of Sustainability Science and Sustainable Development. The course integrates theoretical knowledge and application of real world sustainability issues through a mix of lectures, seminars and field excursions. The course covers a range of contemporary society and industry-relevant ecological and environmental issues associated with sustainable development, such as the workings and dynamics of biogeochemical (or the natural environment) systems and the role of human activities as a land surface agent. The course includes considerations and applications of key elements and aspects such as environmental impact assessments, environmental monitoring and management tools, technology and the environment, habitat conservation and protected area design, community participation and engagement, as well as knowledge development and transfer within and across communities. These elements are explored and discussed within the broader 'weak' and 'strong' sustainability frameworks.

Course Code: GEOG3025A

Course Description: Urban Futures: The Political-Economy of Population and Scarcity III

NQF Credits: 18 **NQF Level: 7**

This course offers an historical and theoretical account of contemporary challenges in the governance of cities, as well as a set of intellectual tools for understanding and critically engaging with these challenges. The course develops skills in explaining, interpreting and developing innovative responses to social, political and economic issues related to the governance of large and complex cities. These skills are developed through seminar discussions, group-work and student-led course content.

Course Code: GEOG3024A

Course Description: Environmental Monitoring and Modelling III

NQF Credits: 18 **NQF Level: 7**

This course provides a broad introduction into the theory and methods of environmental data collection and the practice of environmental monitoring. Examples and case studies are drawn from a wide range of environmental fields including meteorological and hydrological monitoring, air and water pollution monitoring and other aspects of environmental change science. The course covers a range of environmental data collection approaches from citizen science to professional environmental monitoring using specialist equipment, with an exploration of the role and limitations of each. The course includes a mixture of lectures, seminars, practical exercises in data analysis and practical experience of varied monitoring and environmental data collection methods in the field.

Course Code: GEOG3026A	
Course Description: Food: Security, Politics and Culture III	
NQF Credits: 18	**NQF Level: 7**

This course focuses on the socio-political, economic and cultural aspects of food production, acquisition, utilisation and consumption. Eating is a basic drive, and food acquisition and the safety of food are core aspects of our everyday life, and are discussed in this course.

Course Code: GEOG4015A	
Course Description: Geographical Information Systems	
NQF Credits: 24	**NQF Level: 8**

This course provides candidates with an advanced and practical understanding of GIS. The course aims to develop skills in pre-processing, analysing and critically assessing a variety of datasets and applying the findings to a range of topics addressed by GIS professionals. In this course, in-depth knowledge of the sourcing of primary quantitative and qualitative data and their processing to create fundamental datasets for spatial analysis and problem solving is presented. Candidates will learn to analyse surface terrain characteristics and derived properties (i.e. slope, hydrology, curvature), to create continuous surfaces from a set of points, analyse spatial patterns using geostatistical methods, and integrate GIS with remote sensing.

Course Code: GEOG4033A	
Course Description: Advanced GIS and Remote Sensing	
NQF Credits: 20	**NQF Level: 8**

This course provides candidates with an advanced understanding of the theory and practice of remote sensing. The course aims to develop skills in the pre-processing, analysis and critical assessment of a variety of remotely sensed data in different subject fields across the physical and social sciences, such as monitoring vegetation health and productivity, mining, surface water, change detection and the mapping of contamination from sources such as acid mine drainage.

Course Code: GEOG4034A	
Course Description: Environmental Management: Water Challenges in Southern Africa	
NQF Credits: 20	**NQF Level: 8**

This course provides a broad introduction to the fields of water resource management and conservation, with a focus on the challenges associated with economic development, population growth, improved access to resources, and global environmental change in a water scarce region. This course discusses concepts and debates in environmentalism, environmental issues around water management, pollution, aquatic ecology, political ecology, and sustainable livelihoods related to water resource use and management.

Course Code: GEOG4035A	
Course Description: Environmental Geomorphology and Geohazards	
NQF Credits: 20	**NQF Level: 8**

This course discusses the most common groups of geohazards affecting environments worldwide, including earthquakes, volcanoes, tsunamis, storm surges, mountain and hydrological hazards. It focuses on their forcing mechanisms, physical properties, impacts and implications with respect to the physical and human environments. Throughout, there is emphasis on predictability, risk and mitigation of hazard impacts, including their implications for modelling, management and policy.

Course Code: GEOG4037A	
Course Description: Environmental Policy and Practice	
NQF Credits: 20	**NQF Level: 8**

This course explores the different ways in which environmental issues are managed and integrated into planning and development policy. It discusses the different methods, practices and roles of government and other interested stakeholders in formulating and implementing environmental policies, the various forms of policy mechanism and tools that are employed in environmental management, and the constraints upon their effective implementation. Discussed in this course is how environmental strategies such as Environmental Impact Assessments, Strategic Environmental Assessments, Environmental Management Frameworks, Environmental Risk Assessments and Environmental Management Systems are formulated and implemented both as environmental management tools and as operational and analytical frameworks.

Course Code: GEOG4039A	
Course Description: Local and Regional Economic Development	
NQF Credits: 20	**NQF Level: 8**

This course provides a critical geographical and historical introduction to 'development', both economic and more broadly. It draws on ideas in economic geography, development geography and critical development studies to consider a range of theoretical approaches that geographers use to theorise development. Also discussed in this course are current debates around the definition, measurement and spatialities of development, as well as its agents, subjects and instruments. The course emphasises the complex, powerful and uneven nature of development, but also the contextual and contested dimensions in theory, policy and practice.

Course Code: GEOG4040A	
Course Description: Chemistry of the Global Atmosphere	
NQF Credits: 20	**NQF Level: 8**

This course considers an interpretation of past climates from different records, the causes of climate change, climate modelling, and climate change impacts.

Course Code: GEOG4041A	
Course Description: Understanding Cities in Africa	
NQF Credits: 20	**NQF Level: 8**

This course focuses on development geography and institutional approaches to cities in Africa, urbanisation, poverty, urban agriculture, management and growth in rapidly growing cities, infrastructure delivery, informal economy, development and urban environmental issues.

Course Code: GEOG4042A	
Course Description: Air Pollution Meteorology	
NQF Credits: 20	**NQF Level: 8**

This course allows candidates to gain a balanced understanding of energy transfer mechanisms, global winds and regional pressure belts, atmospheric circulation and weather affecting southern Africa, pollutant transport under different circulation patterns, and the lifecycle of air pollutants. In this course, candidates will be able to understand atmospheric and climatological processes in an applied context.

Course Code: GEOG4043A	
Course Description: Integrated Environmental Management	
NQF Credits: 20	**NQF Level: 8**

This course draws on debates in political ecology and political economy to critically interrogate the concept of 'environmental management'. Topics covered include: the social production of nature and the environment; the relationship between economic processes and environmental problems; and the economic and political underpinnings and effects of different approaches to 'managing' environmental issues. Key outcomes include: being able to critically analyse different ways of framing and resolving environmental problems; and being able to identify the political, theoretical, and practical implications of adopting different approaches to environmental management.

Course Code: GEOG4044A	
Course Description: Global Atmosphereric Change IV	
NQF Credits: 20	NQF Level: 8

This course explores Global Atmospheric Change through geologic time periods, from the Great Oxidation event, to the formation of the ozone layer and glacial-to interglacial cycles of carbon storage. Contemporary atmospheric change is then explored, first in the context of increasing concentrations of greenhouse gases, greenhouse gas sequestration, and projections for climate change under an altered atmospheric composition. Isotopic changes in Oxygen, Carbon and Nitrogen are explored as indicators of the changing contemporary atmosphere. This course engages with the contemporary debates regarding the Anthropocene: the timing of commencement, the impact of human activity on the atmosphere, and the absence of prior analogues of contemporary atmospheric and environmental conditions.

ENVIRONMENTAL STUDIES

Course Code: GAES2001A	
Course Description: Nature, Climate and Society II	
NQF Credits: 24	NQF Level: 6

This course considers how people make use of environametal resources, the values attributed by society to the physical environment and its varied recources in different contexts, environmental management and environmental governanace properties and societal responces to climate change, using contemporary examples with a focus on South Africs.

Course Code: GAES2000A
Course Description: People and the Environment in Africa
NQF Credits: 24

This course covers the deep time history of people in Africa and their interactions with, usesof and impact on their environment, drawing from interdisciplinary ideas in Archeology, Geography, Anthropology, History, Cultural Studies and Politics. It specifically explores social and cultural responses to climate change and resource availability encouraging sensativity to and understanding of the long-term context of environmental change. Topic include human evolution\, exploration, colonisation and settleement history in Africa, up to the present

Course Code: GAES3001A	
Course Description: Political Ecology and Environmental Justice	
NQF Credits: 18	NQF Level: 7

This course introduces students to current debates in the fields of political ecology and environmental justice. The course begins with an exploration of the differences between political and apolitical ecology and how these relate to questions of environmental justice. The course then considers how different approaches within political ecology and environmental justice critically investigate environmental issues. This is accomplished by developing a multi-faceted analysis of one or more case studies, with each week focusing on how a different key issue shaped the specific, geographically situated environmental problem and how 'solutions' are framed. These issues include: colonialism and apartheid; the economy; gender, race, class and intersectionality; how evidence is generated and validated; social mobilisation; and unequal power relations between different parties affected by and seeking to address the environmental problem. Case studies will focus on South Africa as well as other countries. The course will develop skills to conduct holistic critical analysis of the social, political and economic aspects of environmental issues and to develop proposals to address these environmental issues that advance environmental justice and are appropriate for the South African context.

Course Code: GAES3004A	
Course Description: Heritage Resources Management III	
NQF Credits: 18	NQF Level: 7

This course introduces students to contemporary issues in heritage resources management, drawing on the interconnections of natural and cultural heritage management and conservation issues and set in a southern African context. The course considers the history and practice of heritage resources management and conservation in South Africa; an overview and critique of natural and cultural heritage management legislative frameworks; the principles of identifying and evaluating cultural and natural heritage resources and their varied uses; case studies of the processes and practices of heritage resource management; and consideration of the intellectual and practical challenges in achieving sustainable heritage management. This course draws from interdisciplinary ideas in Archaeology, Geography, Development Studies, Cultural and Natural Heritage Studies.

Course Code: GAES3003A	
Course Description: Human Biometeorology	
NQF Credits: 18	NQF Level: 7

This course introduces students to the discipline of Human Biometeorology, exploring the role of climate in human communities. The course begins with a brief overview of the scientific discipline of Biometeorology and specifically Human Biometeorology, its development and separation from field of Applied Climatology, and its key subdisciplines. The course will thereafter consider the subdisciplines of Human Biometeorology in detail, including thermal comfort and stress in the contemporary and as evidenced from the archaeological record, tourism climatology and the role of tourism in driving global change, and climate epidemiology, the study of the spread of climate- sensitive disease. The course will consider key ideas in the related fields of aerobiology, climate- sensitive design, and microclimate assessments. Students will actively engage in critical assessments of quantitative methodologies in Biometeorology, including basic statistics and indices developed for each thematic application, and with an active and rigorous engagement with the literature.

Course Code: GAES3002A	
Course Description: Communicating Environmental Issues III	
NQF Credits: 18	NQF Level: 7

This course introduces students to environmental communication issues. History of science communication globally and in South Africa, and the changing socio-political imperative for shaping the public's attitude towards environmental issues, is today framed in an effort to change public and political behaviour to mitigate climate and environmental change. Using discourse and framing theory, the course unpacks the ways in which communication of issues in the natural and social sciences have been used to direct public and political behaviour, to perpetuate social discrimination and dissent, and in some cases create a mistrust of science and scientists. The course will critically examine how the public encounter environmental issues through different media forms (newspapers, art, film, radio, social media) in formal, informal and lived spaces and contexts. This course will develop social awareness and skills to foster effective communication of contemporary environmental issues.

SCHOOL OF SOCIAL SCIENCE

Course Code: HIST1011A	
Course Description: Global Encounters and Contemporary Realities IA	
NQF Credits: 18	NQF Level: 5

This introductory course leads to a set of topics that address key issues relevant to the contemporary world: the massive economic and political influence of the United States, the contemporary environmental crisis, the gap between rich and poor regions of the world, the emergence of syncretic cultural forms, the rise of China and radical Islam. The course focuses on broader historical transnational flows and networks and offers a more detailed case study on the rise of the United States during the twentieth century. Students are able to choose between two different case-study based courses both linked coherently to the introductory course.

Course Code: HIST1012A	
Course Description: Global Encounters and Contemporary Realities IB	
NQF Credits: 18	**NQF Level: 7**

This course offers more detailed case studies on the history of China and the Middle East. It begins by comparing China, Europe and other regions of the world in the 1300s and 1400s and establish why it did not become a great imperial power, turning in on itself rather than expanding outwards.

The course deals with dramatic events of the twentieth century: the great civil war between the nationalists and communists; the communist revolution ; the 'Cultural Revolution'; the pragmatic rapprochement with the United States and the 'liberalisation' of the 1980s, culminating in the particular brand of market communism which characterises China today.
The course further discusses some of the salient historical processes that have shaped the Middle East and its multiple connections to other parts of the world. It probes the historic role of imperialism, the centrality of oil and the role of ruling elites in the shaping of contemporary Middle East. The historic spread of Islam are considered by discussing how it has shaped the political landscape of the Middle East, as well as large parts of Africa and the Far East, and how, in turn, this religion has been shaped by the local social and cultural contexts where it took root.

Course Code: HIST1013A	
Course Description: Global Encounters and Contemporary Realities IC	
NQF Credits: 18	**NQF Level: 7**

Following the introductory course (HIST1011A Global Encounters A) this course includes case studies of Africa and Latin America. African diaspora in the Americas, both anonymous Africans and iconic figures, retained some elements of their cultures, adapting them to the new contexts in which they had to make sense of their lives. Through a variety of case-studies, this section will then analyse how imported items and cultural forms (music styles, clothes, movies) were received, debated and 'localised' in different African regions during the colonial and postcolonial periods. The course also focuses on the space now known as Latin America and concentrates on issues of ecology and disease.

Course Code: HIST1015A	
Course Description: Global Encounters and Contemporary Realities 1D	
NQF Credits: 18	**NQF Level: 5**

This course offers a choice of two case studies out of four currently on offer in Global Encounters B and C. The first case study covers the political and economic progress of China from 1400 until the late 20th century and focuses on China under Communist Party rule. The second case study examines the historical processes that shaped the Middle East and its multiple connections to other parts of the world, especially imperialism, the centrality of oil, the role of ruling elites and the spread of Islam. The third case study examines Latin America and explores issues of ecology, disease, the Columbian Exchange, the wars of independence and the Cold war period. The fourth case study examines Africa's historical encounters with the rest of the world focusing particularly on cultural exchange, hybridisation, and the diaspora.

Course Code: HIST2003A	
Course Description: History of Sub-Saharan Africa II	
NQF Credits: 24	**NQF Level: 6**

This course focuses on many essential topics in the history of Sub-Saharan Africa. The course explores the impact of cross-cultural exchange on the formation and re-formation of African political and economic institutions through examining the trans-Saharan trade, Africa's role in the transatlantic slave trade, and East Africa in the Indian Ocean World. The course also explores Africa on the eve of colonial occupation, patterns of colonisation (especially British & French), colonial initiatives and African responses, such as resistance and collaboration, forced labour, settler colonialism, the construction of ethnicity, the impact of Christian education, the formation of African elites, the involvement of African townswomen in the anti-colonial struggles, liberation movements and the struggle for independence in Southern Africa and multiparty democracy in Southern Africa.

Course Code: HIST2004A	
Course Description: History of the United States II	
NQF Credits: 24	**NQF Level: 6**

This course is a survey of American history from the Revolution to the civil rights movement of the 1960s. Particular attention is given to the evolution of the American political system, the sectional conflict over slavery, the growth of capitalist production and the rise of big business, labour unions and a powerful federal government, immigration, urbanisation and suburbanisation, the civil rights struggles of blacks and women and the emergence of the United States as a world power.

Course Code: HIST2007A	
Course Description: Race, Class and Nation in Modern South Africa II	
NQF Credits: 24	**NQF Level: 6**

This course investigates how the history of modern South Africa has been constructed and represented and explores the origins of apartheid, and the processes of urbanisation, political resistance and the formation of race, class and national and ethnic identity.

Course Code: HIST2008A	
Course Description: History of Sex	
NQF Credits: 24	**NQF Level: 6**

This course introduces students to a history of sex, sexuality and gender from the distant past to the present. This course is designed to present students with a broad survey that examines the shifts, changes and continuities and/or ruptures of social, political, cultural, medical and religious constructions of sex, sexuality and gender particularly over the last century.

Course Code: HIST2009A	
Course Description: Southern Africa from the Deep Past to the Mid-Nineteenth Century	
NQF Credits: 24	**NQF Level: 6**

This course covers South African history from the deep past up to the eve of the mineral revolution of the 1870s. It starts with the origins of Southern African populations (San, Khoi, early and late Iron Age societies), the beginning of European settlement, the introduction of slaves, and the creation of a racially exclusive political order in the colonial Cape. It further considers the rise of larger African States beyond the borders of the Cape, war in the interior, the "Great Trek" of the 1830s, the intense cultural struggle triggered by heightened mission activity, and introduces students to the emerging mineral revolution of the late 1860s and 1870s and the processes of transformation that it set in motion.

Course Code: HIST3003A	
Course Description: History of the African City III	
NQF Credits: 18	**NQF Level: 7**

This course surveys the key features of urban centres in precolonial ancient Africa. The course also focuses on Eastern Africa and its colonial policies versus African urban realities: specifically, it examines British views of Africans as essentially 'rural' and colonial initiatives targeting the unemployed and underemployed urban poor, it considers the key continuities in the postcolonial period, it contrasts these approaches and policies with the actual African urban cultures emerging in major cities and minor towns between the early 1900s and the post-World War II period. The course further focuses on the salient challenges facing African cities in a globalised world and people's responses thereto. The course also engages with the history and politics of South African cities, particularly on the Witwatersrand.

Course Code: HIST3008A

Course Description: The Making of Modern South Africa IIIA

NQF Credits: 18	**NQF Level: 7**

This course examines the crucial economic, demographic and political forces that have shaped modern South Africa since the mining revolution of the late nineteenth century. Particular attention is given to the history of ordinary people: their way of life, their cultural and material adaptations in the face of a rapidly changing society; and their forms of resistance. The course also involves an exploration of key patterns of identity, association and consciousness such as class, race, ethnicity, nationalism, gender and generation.

Course Code: HIST3009A

Course Description: The Making of Modern South Africa IIIB

NQF Credits: 18	**NQF Level: 7**

This course continues the exploration of key themes in modern South African history from the 1940s onwards. The course examines the policy of segregation and the making of apartheid, urbanisation and the creation of urban culture, political resistance, including rural uprisings, trade unions and formal parties, high apartheid, the 1976 uprising and the crisis of apartheid. This course further examines the diverse ways in which that history has been constructed and represented.

Course Code: HIST3010A

Course Description: Theory and Practice III

NQF Credits: 18	**NQF Level: 7**

This course considers the nature of history as an academic discipline with the exploration of an area of special interest. Students cover a range of topics on the theory and practice of history. These perspectives also inform an individually supervised research project on a topic in South African, African, European, British or American history that each student undertakes as part of the course.

Course Code: HIST3011A

Course Description: Topics in Sub-Saharan Africa III

NQF Credits: 18	**NQF Level: 7**

This course examines the partition of Africa and African resistance and accommodation to conquest, it looks at the years of hope of the colonial rulers (the 1920s) and the years of disenchantment of their subjects (the 1930s), it assesses the impact of colonial rule and the transformations that resulted and investigates the growth of mass nationalism, decolonisation and aspects of postcolonial states.

Course Code: HIST3016A

Course Description: Southern/Eastern Africa and the Indian Ocean World

NQF Credits: 18	**NQF Level: 7**

Using a combination of thematic and chronological approaches, this course focuses on the key networks of interaction and circulation of people, goods and ideas across the western Indian Ocean (in the Arabian or "Afrasian" Sea) before and after the steam age (early nineteenth century). The course presents a survey of the historiography of the Indian Ocean.

Course Code: HIST3017A	
Course Description: Latin America and the Caribbean: From Conquest to Independence and Beyond	
NQF Credits: 18	**NQF Level: 7**

This course surveys the colonial, nationalist and post-colonial history of Latin America and the Caribbean from 1492 to the present. It focuses on the colonial foundations of Latin America and explores the impact of colonial domination on indigenous populations in Spanish America and Hispaniola (Haiti and the Dominican Republic as well as Portuguese America (Brazil). The course traces the origins of Latin American wars of independence in the early nineteenth century and the meaning of independence to Latin American societies. The course further examines the evolution of military dictatorships in most of Latin America in the twentieth century and their consequences and a return to electoral multiparty democracies. The course also focuses on US-Latin America relations in the nineteenth and twentieth centuries and how Latin American countries have responded to the US's pursuit of geo-political and regional dominance. Students discuss the significance of Latin America in the era of South-South cooperation as a counter point to Western hegemony.

Course Code: HIST4001A	
Course Description: Rural Transformation: Town & Countryside in Transition	
NQF Credits: 23	**NQF Level: 8**

This course explores profound transformations in the fabric of South African society brought about by the interplay of rural and urban society in the nineteenth and twentieth centuries. The themes include the causes and consequences of migrant labour, changing dynamics of generation and gender, the politics and practice of resistance, evolving forms of sexuality, issues of racial and ethnic identity, the contestation of chieftainship and the intersection of malevolence, misfortune and witchcraft.

Course Code: HIST4014A	
Course Description: Themes in African-American History in the United States	
NQF Credits: 23	**NQF Level: 8**

The course offers an intensive examination of pivotal historical scholarship on African-American history. It focuses on recent analyses of several major themes and processes in the history of African-Americans, notably the African slave experiences in the Middle Passage, the economics of slavery in the American South, slave culture, Civil War and Reconstruction, the Great Migration, the Harlem Renaissance and the Civil Rights movement.

Course Code: HIST4018A	
Course Description: Oral & Documentary History: Theory and Practice	
NQF Credits: 23	**NQF Level: 8**

This course looks at contemporary trends in the theory and practice of history. The course deals with the possibility of objective truth, the boundaries between fiction and historical writing, social history, gender theory, and the implications of post-colonial and post-modern theories for historical research and writing. The course also concentrates on the theoretical debates and practical skills of oral history.

Course Code: HIST7007A	
Course Description: Rural Transformation: Town & Countryside in Transition	
NQF Credits: 30	**NQF Level: 9**

This course explores profound transformations in the fabric of South African society brought about by the interplay of rural and urban society in the nineteenth and twentieth centuries. The themes include the causes and consequences of migrant labour, changing dynamics of generation and gender, the politics and practice of resistance, evolving forms of sexuality, issues of racial and ethnic identity, the contestation of chieftainship and the intersection of malevolence, misfortune and witchcraft.

Course Code: HIST7026A

Course Description: Themes in African-American History in the United States

NQF Credits: 30	NQF Level: 9

The course offers an intensive examination of pivotal historical scholarship on African-American history. It focuses on recent analyses of several major themes and processes in the history of African-Americans, notably the African slave experiences in the Middle Passage, the economics of slavery in the American South, slave culture, Civil War and Reconstruction, the Great Migration, the Harlem Renaissance and the Civil Rights movement.

Course Code: HIST7030A

Course Description: Oral & Documentary History: Theory and Practice

NQF Credits: 30	NQF Level: 9

This course looks at contemporary trends in the theory and practice of history. The course deals with the possibility of objective truth, the boundaries between fiction and historical writing, social history, gender theory, and the implications of post-colonial and post-modern theories for historical research and writing. The course also concentrates on the theoretical debates and practical skills of oral history.

Course Code: HIST4020A

Course Description: The Environmental History of Africa

NQF Credits: 23	NQF Level: 8

This course examines the history and origin of ideas, assumptions, as well as prescriptions about what historical African cultures and colonial and post-colonial governments in Africa thought about land and how it should be used and envisaged. The course addresses the following themes in the environmental history of Africa: pre-colonial environmental history, the impact of European colonialism and its penetration into African environments and resource use, game hunting and wildlife conservation, nature reserves and national parks, forests and forestry, degradation narratives, drought and desertification, the politics of water, environmental sustainability and climate change in historical perspective.

Course Code: HIST4013A

Course Description: The Making of Urban South Africa

NQF Credits: 23	NQF Level: 8

he course explores the social, political and economic history of urbanisation in South Africa from the late nineteenth to the late twentieth centuries. Its central focus is the Witwatersrand, but it also examines parallel and especially divergent processes in Cape Town, Durban, East London, Bloemfontein, Port Elizabeth and Pretoria. A central spine to the course is provided by a set of related questions about what impelled people to the towns and how they became fully urban. It examines the new cultures and identities, communities and political organisations which emerged in the multi-racial and multi-ethnic urban melting pot. It explores the idea of 'ungovernability' between the 1940s and 1980s and the new laws and policies formulated (segregation, apartheid and post apartheid reform) to regulate and repress these processes and forces. It asks how central the cities were to understanding the more general processes of historical change in South Africa and the sub-continent.

Course Code: HIST7039A

Course Description: The Environmental History of Africa

NQF Credits: 30	NQF Level: 9

This course examines the history and origin of ideas, assumptions, as well as prescriptions about what historical African cultures and colonial and post-colonial governments in Africa thought about land and how it should be used and envisaged. The course addresses the following themes in the environmental history of Africa: pre-colonial environmental history, the impact of European colonialism and its penetration into African environments and resource use, game hunting and wildlife conservation, nature reserves and national parks, forests and forestry, degradation narratives, drought and desertification, the politics of water, environmental sustainability and climate change in historical perspective.

Course Code: HIST7025A

Course Description: The Making of Urban South Africa

NQF Credits: 30	**NQF Level: 9**

This course offers more detailed case studies on the history of China and the Middle East. It begins by comparing China, Europe and other regions of the world in the 1300s and 1400s and establish why it did not become a great imperial power, turning in on itself rather than expanding outwards. The course explores the social, political and economic history of urbanisation in South Africa from the late nineteenth to the late twentieth centuries. Its central focus is the Witwatersrand, but it also examines parallel and especially divergent processes in Cape Town, Durban, East London, Bloemfontein, Port Elizabeth and Pretoria.

A central spine to the course is provided by a set of related questions about what impelled people to the towns and how they became fully urban. It examines the new cultures and identities, communities and political organisations which emerged in the multi-racial and multi-ethnic urban melting pot. It explores the idea of 'ungovernability' between the 1940s and 1980s and the new laws and policies formulated (segregation, apartheid and post apartheid reform) to regulate and repress these processes and forces. It asks how central the cities were to understanding the more general processes of historical change in South Africa and the sub-continent.

Course Code: HIST4022A

Course Description: Histories of the Global South: The Indian Ocean since 1750

NQF Credits: 23	**NQF Level: 8**

This seminar-based course explores the connected histories of Africa and Asia - through their shared migrations of labour, capital, religion, and the circulation of ideas - in the making of modernity. Typical themes that the course addresses in the first half include slavery and indenture, commercial networks created by indigenous merchant houses, and manifestations of race and racism in the Indian Ocean World. In the second half the course examines transnational religious and creole identities, the creation of textual networks and Indian Ocean public spheres, and the emergence of later 20th century ideas such as the "Third World","the Global South" and "Afro-Asian Unity." Throughout, students are introduced to a wide range of texts by scholars of African and Asia in the emergent fields of transnational/global history.

Course Code: HIST7033A

Course Description: Selected Topics/Histories of the Global South

NQF Credits: 30	**NQF Level: 9**

This course charts a new post-colonial history by working against 'nation-centred' conceptions of historical processes. The course explores the linked histories of Africa and Asia through the connections that the two regions have shared in religion, commerce, the movements of labour and capital and not least the circulation of ideas, from about 1800 to 2000. The course questions inherited periodisations of the past that sharply divide the precolonial, colonial and post-colonial, and critique colonial and nationalist maps that have paid little attention to alternative geographies created by the movement of people. Themes that emerge through seminars and readings include: colonial governmentality, resistant indigenous political and social philosophies, currents of capital and labour, religious networks, the conception of an Indian ocean public sphere, movements for political freedom, development and modernity in the post colony, and various cosmopolitanisms that are rooted in the movement of people and ideas rather than the prison house of colony and nation.

Course Code: HIST4021A	
Course Description: Historical Research: Methods, Sources and Approaches	
NQF Credits: 23	NQF Level: 8

This course prepares candidates for independent research. Candidates are expected to produce a polished, professional and focused research proposal that involves a detailed engagement with secondary sources and an informed discussion about the available primary sources.

WITS SCHOOL OF ARTS

Course Code: IACS1000A	
Course Description: Film, Visual and Performing Arts IA	
NQF Credits: 18	NQF Level: 5

The course covers a variety of arts including Film, Drama, Music, Digital and Visual Arts, drawn from historical and contemporary cultures across a variety of locations, including cyberspace. Through a series of specific case studies, we engage the issue of representation in our cultural context.

Students discuss how cultural productions engage with subjectivity, narrative, expression and meaning, relating these to students' own experiences of various forms of arts practice. Students gain a grounding in theoretical issues fundamental to the practice and appreciation of different art forms, and gain skills in the reading and critical analysis of different genres.

Course Code: IACS1001A	
Course Description: Film, Visual and Performing Arts IB	
NQF Credits: 18	NQF Level: 5

This course covers key theories and methodologies in the areas of Film, Drama, Music, Digital and Visual Arts, and a range of case studies from these different disciplines. The course is arranged according to two overarching and connected themes, namely Stereotypes and Power and The Body, Sex and Race. Students gain a broad understanding of theories and practices in the field of film, visual and performing arts, a sphere which extends beyond the narrow confines of specialist studies, into our everyday lives, and our understanding of the world. Increasingly in the arts, discipline boundaries are being challenged and re-drawn. This course provides a basis on which to assess such developments.

Course Code: CPVC2003A	
Course Description: History of Art IIA	
NQF Credits: 24	NQF Level: 6

This course examines the relationship of art production and reception to social structures, political power and religious formations in selected societies from these different geographical regions including pagan and christian Europe, African indigenous religions, African Islam, Hindu India and possibly buddhism. The course explores relationships between the construction of art (knowledge) and the exercise of power in the discussion of selected examples.

Course Code: CPVC2004A	
Course Description: History of Art IIB	
NQF Credits: 24	NQF Level: 6

This course examines the emergence of modernism in Europe, the development of modernist theory and practice in Europe and America and its reinterpretations in Africa, India and the Middle East in the period between 1860 and 1970. Students are introduced to the ways in which art history has constructed particular artists and "movements" within the early and high modern periods as canonical, students are given tools with which to challenge this construction.

Course Code: CPVC3005A	
Course Description: History of Art IIIA	
NQF Credits: 18	**NQF Level: 7**

This course examines the ways in which Renaissance art in Italy between 1300 and 1550 and art in the Netherlands during the 15th and early 16th centuries has been studied and written about and constructed as a category of History and of Art. The course introduces the ways in which the Renaissance, as an area of study, has been framed. Students are required to present seminar papers on specific topics that have been researched independently of the lectures.

Course Code: CPVC3006A	
Course Description: History of Art IIIB	
NQF Credits: 18	**NQF Level: 7**

This course examines the contexts of production and display (exhibition) of works of art in selected periods and social frameworks. It includes art such as architecture and design, arts made for specific sites, critical issues in museums and exhibition strategies. Examples are drawn from historical and contemporary production in Europe, the Americas (including the African Diaspora), Africa, Asia and the Middle East.

Course Code: CPVC3007A	
Course Description: History of Art IIIC	
NQF Credits: 18	**NQF Level: 7**

This course covers a critical study of the ways in which African art has been researched and presented in art-historical literature. The course engages historical art forms from Nigeria and Southern Africa as well as twentieth century 'traditions' from Southern Africa. Readings in critical theory are used throughout the course and are examined in relation to specific examples.

Course Code: CPVC3008A	
Course Description: History of Art IIID	
NQF Credits: 18	**NQF Level: 7**

This course examines art produced in the late modernist and post modernist period; it includes an examination of post-modern and postcolonial theory. Examples of contemporary art production and theory are drawn from Europe, the Americas (including the African Diaspora), Africa, Asia and the Middle East.

Course Code: CPVC4038A	
Course Description: Archive Theory and Practice	
NQF Credits: 23	**NQF Level: 8**

This course introduces archival theory and practice from the perspective of art history and heritage. The course is not a comprehensive overview, but covers the ways in which archival theory contributes to understandings of knowledge and power, and how these theories are the basis for many overlapping fields in the humanities.

SCHOOL OF ECONOMIC AND BUSINESS SCIENCES

Course Code: BUSE2003A	
Course Description: Human Resources IIA	
NQF Credits: 24	**NQF Level: 6**

This course introduces students to the theories underscoring the study and practise of Human Resource Management. It exposes students to the practical challenges faced by managers today. Topics covered in this course include: introduction to human resource management, human resource management and the business environment; organisational structure, culture, knowledge management, resourcing, recruitment, selection and diversity management.

Course Code: BUSE2013A	
Course Description: Principles of Management IIA	
NQF Credits: 24	**NQF Level: 6**

This course explores an overview of the four major functions of management. The course emphasises on planning; organising; controlling and leading. The course also provides perspectives on alternative theories of management; the role of the manager; the labour process' comparative and management of change. This course also explores management from an African point of view.

Course Code: BUSE2021A	
Course Description: Human Resources IIB – Labour Relations	
NQF Credits: 24	**NQF Level: 6**

This course introduces students to the theoretical and legal framework of labour relations practice in South Africa. The course consists of a primary in-depth analysis of the protocols and complexities that exist within the tripartite relationship (the state, employers and employers organisations and labour and trade unions) and a secondary analysis of the current labour market and contemporary labour relations issues in the workplace. It also equips students with comprehending the involvement of the state in the employment relationship as an arbitrator between employees/labour unions and employers/associations and further explores the legislative framework that regulates the employer-employee relationship both in the collective bargaining arena and generally in the conduct of work.

Course Code: BUSE2023A	
Course Description: Principles of Management IIB - Entrepreneurship	
NQF Credits: 24	**NQF Level: 6**

This course introduces students to the key concepts, practises of entrepreneurship and new venture creation while at the same time exposing students to the practicalities of setting up and running their own business. This course consists of entrepreneurship theory and practice components. Entrepreneurship theory involves an analysis of entrepreneurial process; entrepreneurial capital; legal framework and types of entrepreneurship. The course also explores an understanding of the South African environment for the entrepreneur.

Course Code: BUSE2028A	
Course Description: Consumer Behaviour	
NQF Credits: 24	**NQF Level: 6**

This course introduces the theory of consumer behaviour and relates it to the practice of marketing. It presents relevant material drawn from psychology, anthropology, social and behavioural sciences within the framework of the consumer decision process and its main influencing factors. This course assists students in applying the fundamental principles of consumer behaviour in marketing practice while considering an array of different sectors.

Course Code: BUSE2029A	
Course Description: Principles of Marketing	
NQF Credits: 24	**NQF Level: 6**

This course covers the core principles, practical relevance and importance of the role that marketing plays in business practices. It provides an overview of marketing concepts such as environmental analyses, segmentation and positioning, the implementation of marketing strategies, and highlights specialised marketing areas, such as sports marketing, e-marketing, green marketing and social marketing. This course provides students with the necessary foundation of marketing practice.

Course Code: BUSE2030A	
Course Description: Retail Management	
NQF Credits: 24	**NQF Level: 6**

This course covers core principles and practical relevance of retail management in a contemporary market place. Students are exposed to well-established retail strategic frameworks and relevant research encompassing various areas of retailing. Retailers today must make complex decisions about selecting the appropriate target market and locations, determining what merchandise and service to offer, training and motivating retail employees, and deciding how to price products and present merchandise.

Course Code: BUSE2031A	
Course Description: Integrated Marketing Communications	
NQF Credits: 24	**NQF Level: 6**

This course covers the core principles and practical relevance of Integrated Marketing Communication (IMC) in a contemporary market place. The course focuses on integrated marketing communications to create cohesive and rich marketing messages; and comprehensive communication strategy to reach the right consumers. The course also focuses on the process of integration of advertising, promotion, sponsorship, marketing-oriented public relations, personal selling, internet advertisements and other marketing activities in a firm's quest to enhance brand equity and achieve financial goals.

Course Code: BUSE3011A	
Course Description: Management III	
NQF Credits: 72	**NQF Level: 7**

This course intensifies students' understanding of management theory through an accelerated analysis of different focal areas of the organisation, namely:

1) operations management;
2) project management;
3) strategic management;
4) innovation management and entrepreneurship.

Course Code: BUSE3017A	
Course Description: Compensation and Benefits	
NQF Credits: 18	**NQF Level: 7**

This course examines the full range of compensation topics with emphasis on how compensation systems impact on productivity, equity, and the firm's ability to recruit and keep highly skilled and motivated employees. This course provides theoretical and practical understanding in the development and administration of compensation systems. It examines the concepts and processes of rewarding employees, and focuses on major aspects of the compensation program, such as job evaluation, compensation surveys, benefits, work Incentives, and performance appraisals.

Course Code: BUSE3019A	
Course Description: Human Resources and Individual Performance	
NQF Credits: 18	**NQF Level: 7**

This course is concerned with the management of performance. It introduces students to performance management as a system consisting of interlocking elements deliberately designed to achieve a purpose, that of achieving high performance. Within that system performance management is carried out through the processes of planning, goal setting, and monitoring, providing feedback, analysing and assessing performance, reviewing, dealing with under-performers and coaching. This course offers students theory and practice that relates to how HRM contributes to organisational performance, with a special focus on the individual level.

Course Code: BUSE3021A	
Course Description: Human Resources and Organisational Performance	
NQF Credits: 18	**NQF Level: 7**

This course offers students a grounding in theory and practice that relates to how HRM can contribute to organisational performance, with a special focus on the aggregated, or group level of analysis. The course is designed to introduce student to the body of theory associated with human resources management, and particularly the relationship between human resources management and organisational performance. It offers a sound understanding of theory and practice of HRM and its relationship with performance management.

Building upon second year studies in human resources management, this course is aimed at (i) providing students with a sound foundation in HRM and the management of performance, which is also expected to offer a strong basis for further study at postgraduate level, and (ii) providing students with a degree of confidence in the workplace as an HRM practitioner or organisation manager.

Course Code: BUSE3023A	
Course Description: Organisational Theory	
NQF Credits: 18	**NQF Level: 7**

This course provides students with an in depth understanding of theories underscoring the study and practise of Human Resource Management while at the same time providing perspectives on the practical challenges faced by managers in contemporary organisations. Topics covered in this course include: History of Organisational Theory, Organisations and the Environment, Organisations and Culture, Social and Physical Structures of Organisations and Technology in Organisations. The course is focused at the development of HR practitioners who are well grounded in theories that underpins organisational practices

Course Code: BUSE3026A	
Course Description: Marketing IIIA	
NQF Credits: 18	**NQF Level: 7**

This course comprises of two modules, namely marketing research and services marketing. It is of imperative importance for marketing practitioners to understand the importance and value of conducting marketing research. Students will gain insight into the research process, be able to utilize such data to compile effective marketing strategies for both product and service-based industries. By completing this course, students will also gain valuable insight into the steps involved for conducting a marketing research; become equipped with the adequate knowledge for successfully thriving in the services industry.

Course Code: BUSE3027A	
Course Description: Marketing IIIB	
NQF Credits: 18	**NQF Level: 7**

This course comprises of two modules: marketing strategy and digital marketing. It provides students with the knowledge and skills to successfully create marketing strategies. The strategic management module covers identification and targeting and targeting of attractive market segments, strategies over the life cycle, and branding and positioning strategies. Digital marketing consists of the design, implementation and maintenance of a digital marketing campaign, and students will have the ability to propose the most suitable digital channels for targeting selected market segments.

SCHOOL OF LITERATURE, LANGUAGE AND MEDIA

Course Code: LINK7004A	
Course Description: Global Trends in ICT Policy, Law, Market Structures and Regulatory Reform	
NQF Credits: 30	**NQF Level: 9**

The course provides the contextual background to the environment within which policy formulation for, and regulation of, the electronic communications and ICT sectors takes place. The course offers an overview of globalisation in the twenty first century and the consequent rise of the information society and the digital economy. The trends and drivers of growth and the market structure of the telecommunications, Internet, broadcasting, and digital media markets are reviewed. Global trends in electronic communications and ICT, including deregulation, liberalisation, privatisation and convergence, are examined. The scope, principles, roles and functions of policy and regulation in this sector are discussed, and the institutional environment governing the sector at various levels is reviewed.

Course Code: LINK7005A	
Course Description: ICT Infrastructure, Technologies, Resources, Applications and Innovation	
NQF Credits: 30	**NQF Level: 9**

The course covers a range of topics under two broad themes (i) the infrastructure perspective and (ii) the technologies and innovation perspective. Under theme (i), it examines the principles of and approaches to allocation and control of ICT resources, noting that building a broadband ecosystem requires attention to the economic regulation of each element in the infrastructure value chain, many of which were or have been treated as scarce resources. Under theme (ii), the module presents an overview of mobile, broadband and broadcast technologies; ICT applications; cloud computing technology and law; and perspectives on technological innovation and the related socio-economic effects.

Course Code: LINK7006A	
Course Description: Research Design and Methodology for ICT Policy and Regulation	
NQF Credits: 30	**NQF Level: 9**

This course introduces students to the research process and guides students in understanding what outputs are required, firstly for proposal purposes, and secondly for completing the 50% research report. The course provides an overview of how to embark on research, highlights differences between quantitative and qualitative research, and discusses ethical clearance requirements and qualitative methods for research in the field of policy and regulation, pertaining to data collection, analysis and writing up the research.

Course Code: JOMS7032A	
Course Description: South African Journalism History	
NQF Credits: 30	**NQF Level: 9**

This course provides a critical interrogation of the history of news media and journalism in South Africa in a global and continental context. The course focuses on the development of South African media and journalism practices and cultures by examining the various roles played by media and journalists under colonialism, apartheid and democracy. The course highlights the independent black press and alternative media and critically surveys the role played by journalists under apartheid. It explores the media's role in a democratic society as well as the impact of technology on the practice of journalism.

SCHOOL OF SOCIAL SCIENCE

Course Code: INTR1010A/1011A	
Course Description: The International Relations of South Africa and Africa	
NQF Credits: 18	**NQF Level: 5**

This course builds on the knowledge established in the introductory course especially that pertaining to foreign policy decision-making and theory. This also serves to reinforce the content learnt in the introductory course and apply the theory to practice.

Course Code: INTR1012A/1013A	
Course Description: International Relations: An Introduction to the Discipline	
NQF Credits: 18	**NQF Level: 5**

This course gives students a basic understanding of the functioning of the international system. It introduces key components of the international system namely the state, international organizations and non-state actors. Students are introduced to the concept of foreign policy as well as different theories and analytical methods related to this area of study. Furthermore it provides a basic introduction to positivist International Relations theory. It also introduces some of the methods used to analyse international relations as a whole.

Course Code: INTR2006A	
Course Description: State Sovereignty and the International Human Rights Regime	
NQF Credits: 24	**NQF Level: 6**

This course examines the following:

1) Rationales for state sovereignty.
2) State sovereignty and its impact the evolution of international law.
3) The major pieces of international human rights legislation.
4) Salience of state sovereignty not stemmed the tide of such legislation.
5) The limits of sovereignty and forms of intervention.
6) Managing states (or groups within states) that violate international human rights law by the UN or other states.

Course Code: INTR2007A/INTR2009A(PT)	
Course Description: International Political Economy (IPE)	
NQF Credits: 24	**NQF Level: 6**

This course provides students with a comprehensive overview of the field of the international political economy. Theories explaining IPE are studied and critically analysed. The various economic concepts relating to this field are defined and applied in problem based scenarios. Students also learn to analyse economic data.

Course Code: INTR2008A/INTR2010A(PT)	
Course Description: International Law and Security	
NQF Credits: 24	**NQF Level: 6**

Students study the various causes of conflict in the international system as well as how conflict is perceived and explained by various International Relations theories. Although strategic studies draws on historical case studies for its analyses, this course also identifies, analyses and evaluates current threats to international stability and security. Measures preventing and ending conflicts are also covered. Students proceed to an introduction of the area of International Law and are further introduced to the mechanisms that have been created for the purpose of bringing a degree of structure and order to the international system as well as evaluating its effectiveness in achieving this objective.

Course Code: INTR3006A	
Course Description: International Relations of Latin America III	
NQF Credits: 18	**NQF Level: 7**

This course provides an overview of the history of Latin America and its political dynamics, particularly in relation to the United States. It also concentrates on recent trends towards democratisation and regional security, and considers the prospects for greater cooperation with South Africa.

Course Code: INTR3008A	
Course Description: Regional Studies: East Asia III	
NQF Credits: 18	**NQF Level: 7**

This course focuses on the study of economic and political interaction in East Asia as well as the international relations of Asian nations with non-regional states. It focuses on a variety of themes, including: the international political economy and security of East Asia, and the rise of China and Japan's relations with East Asia.

Course Code: INTR3009A	
Course Description: Regional Studies: Europe III	
NQF Credits: 18	**NQF Level: 7**

This course focuses on the practice rather than the theory of communism and post communism. The term "Eastern Europe" denotes all former communist countries in Europe including the former USSR. East-West political and economic relations are included in this course. The economic reforms in Eastern Europe are also examined as well as the current state of integration within the European Union.

Course Code: INTR3010A	
Course Description: Regional Studies: The Middle East III	
NQF Credits: 18	**NQF Level: 7**

This course provides an understanding of the dynamics of domestic, regional and international politics in the Middle East and to place the Middle Eastern system of states in the world system. The course inter alia examines the Arab-Israeli conflict, prospects for peace, the impact of political Islam and the foreign policy of selected Arab states.

Course Code: INTR3012A/ INTR3026A(PT)	
Course Description: Transnational Issues in International Politics III	
NQF Credits: 18	**NQF Level: 7**

This course analyses the nature of new or newly recognised transnational concerns to the international community. It examines the history and contribution to the international system. The course concentrates on the following issues in particular: international drug trafficking, the international media, land mines proliferation and international organisations.

Course Code: INTR3013A	
Course Description: US Foreign Policy III	
NQF Credits: 18	**NQF Level: 7**

This course considers the issues and concerns which influence the foreign relations of the strongest state in the international system. The goals and priorities of America's global role are analysed with special emphasis on United States-Africa policies during the post-Cold War era. The domestic roots of foreign policy are also considered, including their impact on America's treatment of the United Nations and other multilateral organisations, intervention in regional conflicts, and international trade and investments.

Course Code: INTR3021A/ INTR3027A(PT)	
Course Description: Regional Studies – Africa	
NQF Credits: 18	**NQF Level: 7**

This course focuses exclusively on the International Relations of Africa. It expands on issues such as the impact of colonialism as well as the roles played by Africa states in regional organizations, the African Union and in international fora. The International Political Economy of Africa is examined critically and theories are analysed to ascertain their relevance in explaining Africa's economic situation. The roles of sub state actors in shaping African states International Relations are also discussed.

Course Code: INTR3022A/ INTR3028A(PT)	
Course Description: Intermediate International Political Economy	
NQF Credits: 18	**NQF Level: 7**

This course introduces more complex economic subject material as well as explanations with regard to actors' behaviours in this area. Student's use of quantitative research skill to analyse economic data is expanded. Students are required to critically evaluate existing policies of IPE actors and then synthesise alternative ones.

Course Code: INTR3023A	
Course Description: Foreign Policy Analysis	
NQF Credits: 18	**NQF Level: 7**

This course analyses advanced theoretical explanations and methodological approaches to the study of foreign policy. Variables that determine the construction and execution of foreign policy are examined through the use of case studies. By adopting a critical theorist and constructivist approach to the field, more subjective independent variables such as history, culture and personality are introduced and the explanatory value is evaluated.

Course Code: INTR3024A	
Course Description: South African Foreign Policy	
NQF Credits: 18	**NQF Level: 7**

This course defines and analyses the goals and objectives of the South Africa's foreign policy agenda. Specific attention is paid to South Africa's foreign policy aspirations both in Africa and globally. Domestic influences shaping South Africa's foreign policy such as the need for economic development is studied.

Course Code: INTR3025A/ INTR3029A(PT)	
Course Description: International Relations Theory and Research Methods	
NQF Credits: 18	**NQF Level: 7**

The course introduces students to the various sub schools and expands the positivist based theories. It introduces students to critical theory and constructivism which form part of the post-positivist school of International Relations. Student also study and learn to apply various quantitative and qualitative research methods used by International Relations specialists.

Course Code: INTR4005A	
Course Description: African Human Security in an International Context	
NQF Credits: 23	**NQF Level: 8**

This course probes the evolution of the concept of human security in international relations, its core components, and relevance to myriad challenges facing Africa and the rest of the world in the twenty first century. The course introduces students to the debates about the concept and its relevance in the contemporary era. It combines political, military, legal and economic approaches to human security implementation. The course also covers topics including: intellectual foundations and debates over the concept of human security, new and old wars, persistent conflict, just war thinking and whether it can be applied to human security, international humanitarian law and human rights law, humanitarian intervention and the responsibility to protect; international capabilities for human security, counterinsurgency, stabilization, and state building; transitional justice. The course also examines the ongoing shifts in international practices and norms toward protecting vulnerable and marginalized communities

Course Code: INTR4054A	
Course Description: International Politics of Elections in Sub-Saharan Africa	
NQF Credits: 23	**NQF Level: 8**

This course explores the regional and international dimensions of elections in Sub-Saharan Africa (SSA). The course is exposes students to major issues, concepts, debates, themes, and actors in the analysis of elections in Africa. The course makes considerable reference to continental, regional and international legal and normative frameworks that guide the holding of elections in SSA Africa.

Course Code: INTR7071A	
Course Description: International Politics of Elections in Sub-Saharan Africa	
NQF Credits: 30	**NQF Level: 9**

This course explores the regional and international dimensions of elections in Sub-Saharan Africa (SSA). The course exposes students to major issues, concepts, debates, themes, and actors in the analysis of elections in Africa. The course makes considerable reference to continental, regional and international legal and normative frameworks that guide the holding of elections in SSA Africa.

Course Code: INTR7076A	
Course Description: The Role of the Media in International Relations	
NQF Credits: 30	**NQF Level: 9**

The aim of the course is to assess the role of the media in influencing international relations, which is a contested subject within the field of International Relations. The subject is extremely relevant given the enormous growth in the range of media and its availability to people globally. The media has the ability both to expound and contest the powers as well as interests wielded by different international relations actors. Media is both used to stabilize and destabilize international Relations. It is important both in terms of the development as scholars as well as citizens that this influence is comprehensively understood.

SCHOOL OF LITERATURE, LANGUAGE AND MEDIA

Course Code: JOMS4006A	
Course Description: Journalism Practice A (Part-time)	
NQF Credits: 23	**NQF Level: 8**

This course introduces students to the skills of professional journalism, and aims at students pursuing their studies on a part-time basis.

Course Code: JOMS4020A	
Course Description: Journalism Practice B (Feature-Writing)	
NQF Credits: 23	**NQF Level: 8**

This course builds on Journalism Practice A (Part-time) and introduces students to more advanced journalistic skills, focusing particularly on feature writing. The particular formats covered include news features, profiles, science/health, film reviews and narrative pieces.

Course Code: MDST4009A	
Course Description: Editing Media Texts	
NQF Credits: 23	**NQF Level: 8**

This course covers the theory and practice of sub-editing for print or online media.

Course Code: JOMS4019A	
Course Description: Communicating for Social Change	
NQF Credits: 23	**NQF Level: 8**

This course examines the paradigmatic shifts within international development cooperation, from the top down modernisation strategies of the 50s and 60s to today's processes oriented models that emphasise participation and dialogue. As a result of globalisation, development communication has entered a dynamic phase of reappraisal regarding the role of the media in social change.

Course Code: JOMS4001A	
Course Description: Investigative Journalism A	
NQF Credits: 23	**NQF Level: 8**

This course involves reading and discussion on the role of investigative reporting and its history and ethics, as well as contemporary investigative skills using data bases and making freedom of information requests. Candidates undertake a short investigation under mentorship as part of their portfolio.

Course Code: MDST4012A	
Course Description: Reporting on Children	
NQF Credits: 23	**NQF Level: 8**

This course challenges the common representation of children and their issues in and by the media, as well as open up new possibilities for alternative representations. It allows candidates to develop practical strategies in the development of human rights centred approach to reporting on children and allows candidates to integrate the learnings and experience of other journalists and experts into the way in which they report children's stories.

Course Code: JOMS4022A	
Course Description: South African Narrative Non-fiction	
NQF Credits: 23	**NQF Level: 8**

This course covers compelling story-telling, both from oral traditions and written texts. Authors include Kabbo [from the Bleek-Lloyd archive), Jan van Riebeeck, William Burchell, Louis Trichardt, David Livingstone, Olive Schreiner, Sol Plaatjie, Nat Nakasa, Noni Jabavu and Henry Nxumalo.

Course Code: JOMS4003A	
Course Description: Photojournalism	
NQF Credits: 30	**NQF Level: 9**

This course focuses on the technique and language of news photography and combines hands-on workshops, reading and discussions. Alongside practical work, students learn how to engage in the issue of representation and its significance in photojournalism. Students also learn to take newsworthy pictures and view them critically.

Course Code: MDST4009A	
Course Description: Editing Media Texts	
NQF Credits: 30	**NQF Level: 9**

This course covers the theory and practice of sub-editing for print or online media.

Course Code: JOMS4019A	
Course Description: Communicating for Social Change	
NQF Credits: 30	**NQF Level: 9**

This course examines the paradigmatic shifts within international development cooperation, from the top down modernisation strategies of the 50s and 60s to today's processes oriented models that emphasise participation and dialogue. This specialisation examines potential and techniques for utilising mainstream, community and social media to involve stakeholders in development initiatives.

Course Code: MDST4012A	
Course Description: Reporting on Children	
NQF Credits: 30	NQF Level: 9

This course challenges the common representation of children and their issues in and by the media, as well as open up new possibilities for alternative representations. It allows candidates to develop practical strategies in the development of human rights centred approach to reporting on children and allows participants to integrate the learnings and experience of other journalists and experts into the way in which they report children's stories.

Course Code: JOMS4022A	
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SCHOOL OF LAW

Course Code: LAWS1010A	
Course Description: Commercial Law (part-time WitsPlus)	
NQF Credits: 18	NQF Level: 5

This course provides an introduction to the study of law, being an elementary study of the basic legal concepts, the principles of criminal and delictual liability in broad outline, basic procedural law, the South African legal system (including a reference to the structure of the courts, sources of law and officers of the courts), a description of the main divisions of the law and contractual capacity. It also examines general principles of the law of contract and the features of some specific contracts, including sale, lease and agency.

Course Code: LAWS1011A/LAWS1016A(PT)	
Course Description: Introduction to Law	
NQF Credits: 36	NQF Level: 5

This course explores law in general, the purpose and function of law, the intersection between law, morality , religion and justice, the subject matter of law, the main divisions of the law, the role of the Constitution in the South African legal system, the South African state and its principal components, and the administration of justice. This course introduces students to the skill of identifying, interpreting and using the sources of law. The course equips students with an introduction to legal reasoning, in particular the doctrine of precedent and the interpretation of statutes. The course also explores South African legal history, giving an overview of the Roman-Dutch law and of customary law and their relevance in modern South African law and introduces students to certain key rules of Roman law.

Course Code: LAWS1012A/LAWS1017A(PT)	
Course Description: Law of Persons	
NQF Credits: 18	NQF Level: 5

This course comprises the concepts of legal personality, legal capacity and legal status, the commencement and termination of legal personality, factors affecting status, constitutional and international protection of children's rights, the status, capacity, rights and duties of minors, the parental duty of support, parental duties of residence and contact, extra marital birth, and mental disability.

Course Code: LAWS1013A/LAWS1015A(PT)	
Course Description: Family Law	
NQF Credits: 36	**NQF Level: 5**

This course introduces students to the legal concepts regulating different family forms in South Africa. The course covers married and unmarried families, same-sex families, customary families and Islamic families. Students consider what constitutes a family, both socially and in law, and to know and apply the rules relating to the acquisition and exercise of parental rights and responsibilities, marriage divorce, division of assets and post-divorce spousal and child maintenance. The course also teaches basic legal research and writing skills and basic legal problem solving, embedded within the context of family law. Students are further introduced to essential legal research and writing techniques, including how to identify and find legal resources, how to read and analyse cases and how to write a basic legal research essay.

Course Code: LAWS2013A/LAWS2019A(PT)	
Course Description: Constitutional Law	
NQF Credits: 18	**NQF Level: 6**

This course covers the history of the formation of the Union and the Republic and the transition to the Interim Constitution, basic principles of federalism and separation of powers, the Constitution of the Republic of South Africa, 1996 and in particular basic features of the legislative process as well as of the executive and judicial branches in all spheres of government. It also covers customary law and the constitutionally mandated structures of traditional authority in South Africa and cooperative government.

Course Code: LAWS2022A	
Course Description: Constitutional Law: Bill of Rights	
NQF Credits: 18	**NQF Level: 6**

This course introduces the Bill of Rights in the 1996 Constitution and to the adjudication of Bill of Rights claims. The course consists of a primary in-depth analysis of the basic features of the Bill of Rights, such as the application of rights, the limitation of rights and constitutional remedies. The course also elaborates on the content and enforcement of specific, selected rights in the South African Bill of rights, notably selected civil liberties, the right to equality and socio-economic rights.

Course Code: LAWS3040A	
Course Description: Criminal Law	
NQF Credits: 27	**NQF Level: 7**

This course comprises the study of legality, theories of punishment, elements of criminal liability, actus reus, conduct, voluntariness, causation, mens rea, versari in re illicita, intention, negligence, mistake of fact, liability under s332 of the criminal procedure act amongst others.

Course Code: LAWS3042A	
Course Description: Jurisprudence	
NQF Credits: 18	**NQF Level: 7**

This course comprises the theories of law, including natural law, positvistism, realism, the historical sociological and materialist approaches; theories of justice and contemporary though. It includes critical approaches to law andfocuses on legal essay writing skills.

Course Code: LAWS3041A	
Course Description: Delict	
NQF Credits: 27	**NQF Level: 7**

The course examines critical the nature and basis of delictual liability. Students are exposed to key concepts such as pure economic loss, unlawful competition and liability for nervous shock.

Course Code: LING1001A/LING1004A(PT)	
Course Description: Introduction to the Structure of Language I	
NQF Credits: 18	**NQF Level: 5**

This course provides a survey of language structure based on data from many different languages. Students are introduced to the fundamental levels of linguistic structure such as sounds, words, phrases and meaning, and simple modelling of each of these levels. Special attention is paid to data from the languages of South Africa, both Indo-European and African.

Course Code: LING1003A/LING1005A(PT)	
Course Description: Language, Mind and Society	
NQF Credits: 18	**NQF Level: 5**

This course examines a variety of language-related issues to do with human behaviour both from a psychological and social perspective. The course focuses on language and cognition, specifically on issues such as the evolution of the brain to become uniquely adapted to language. The course also investigates topics such as language acquisition, bilingualism, and developmental and acquired language problems. This course considers how language varies depending on a series of social factors such as geographical locale, social class, ethnicity, gender and so forth.

Course Code: LING2006A/LING2008A(PT)	
Course Description: Linguistics Structures	
NQF Credits: 24	**NQF Level: 6**

This course outlines the structures of South African languages, such as IsiZulu and . It looks at the phonetics, phonology, morphology, syntax and semantics of these languages. It also contains a general overview of articulatory phonetics.

Course Code: LING2007A/LING2009A(PT)	
Course Description: Applied Linguistics	
NQF Credits: 24	**NQF Level: 6**

This course develops student's engagement with the applied aspect of linguistic scholarship and entails a two-pronged approach that focuses both on psycholinguistics and sociolinguistics. The course covers a variety of topics including:

1) A psycholinguistic perspective, second-language acquisition, gesture acquisition, theory of mind and brain and multilingualism.

2) A sociolinguistic perspective, societal multilingualism, issues of bilingual and multilingual education, as well as techniques for the critical analysis of text.

Course Code: LING3003A/LING3011A(PT)	
Course Description: Morphology and Syntax III	
NQF Credits: 18	**NQF Level: 7**

This course focuses on two closely linked Linguistics subfields:

1) Syntax (the study of structural constituency), this section looks at the rules and principles that determine the architecture of phrases and sentences in human language and discuss contemporary analyses of a variety of phenomena.

2) Morphology (the study of word formation). This section addresses the major topics, such as derivation, inflection, compounding, and the interaction between syntax and word formation.

Course Code: LING3005A/LING3010A(PT)	
Course Description: Phonology III	
NQF Credits: 18	**NQF Level: 7**

This course covers core research topics from theoretical phonology. It investigates in detail sound patterns, both segmental and supra-segmental and from different theoretical paradigms, including generative and declarative models. The course also pursues the description and modelling of universal and language-particular local and non-local phonological patterns, focusing on the parameters of what constitutes a possible human phonology.

Course Code: LING3006A/LING3013(PT)	
Course Description: Semantics III	
NQF Credits: 18	**NQF Level: 7**

The course deals with a variety of topics that have arisen in the study of natural language semantics: meaning and reference, truth and truth conditions, semantic relations such as entailment, presupposition, ambiguity, synonymy, compositionality and the productivity of linguistic meaning. It examines these topics from the perspective of a formal semantic theory, and considers the interaction of semantics with related modules of language.

Course Code: LING3008A	
Course Description: Selected Topic III	
NQF Credits: 18	**NQF Level: 7**

This course allows a range of topics and interests in linguistics, it includes topics such as language and gender, computational linguistics, close study of a linguistic theory, word grammar or category combinatory grammar, advanced study of a topic in psycholinguistics (speech pathologies), discourse linguistics, text linguistics, or any other topic that it may occasionally be possible to offer.

Course Code: LING3009A/LING3012A(PT)	
Course Description: Sociolinguistics III	
NQF Credits: 18	**NQF Level: 7**

This course provides students with an introduction to sociolinguistics, a field of inquiry that studies the complex relationships between language, society and culture. In the first part of the course, it begins by considering how language varies in relation to certain social categories (e.g. age, ethnicity, gender, race, etc.). The course then investigates how language not only reflects pre-existing social categories, but is also a crucial mean through which the social world is constituted. It also focuses in particular on the central symbolic role that language plays in identity processes. The course also investigates how language is used and implicated in power relationships. The course draws upon students' own experiences of the cultural and social importance of language use in (South) Africa and other contexts.

Course Code: LING4013A/LING7001A	
Course Description: Psycholinguistics/Advanced Psycholinguistics	
NQF Credits: 23/30	**NQF Level: 8/9**

This course examines the notion of a cognitive approach to language processes that underlie the relationships between language, memory and cognition. The course looks at the various methodologies for data collection and analysis used to investigate the psychological aspects of language. This course covers a number of topics including language acquisition, language comprehension, language production, non-verbal communication and how we use language in conversation. The course further examines how humans perceive sounds, how children acquire language, how people learn foreign languages later in life, how is language stored in our minds as well as what happens to language when specific areas in the brain are damaged.

Course Code: LING4024A/LING7007A	
Course Description: Sociolinguistics/Advanced Sociolinguistics	
NQF Credits: 23/30	**NQF Level: 8/9**

This course introduces students to Critical Sociolinguistics, a strand of research which focuses on unveiling the ways in which power and ideology operate in society through language. The course examines different theoretical and methodological tools through which to analyse a broad range of texts. The course draws upon students' own experiences of the cultural and social importance of language use in South Africa and other contexts

Course Code: LING4025A/LING7008A	
Course Description: Syntax	
NQF Credits: 23/30	**NQF Level:8/9**

The course concentrates on the Chomskyan Principles and Parameters and Minimalist Program (MP) approach to syntax. Students are introduced to basic concepts, namely generativism, constituency, c-command, binding, phrase-structure theory, thematic roles, movement and control. The MP approach is contrasted with other approaches such as Lexical Functional Grammar and Construction Grammar.

Course Code: LING4012A/LING7005A	
Course Description: Phonology/Advanced Phonology	
NQF Credits: 23/30	**NQF Level: 8/9**

This courses provides students with advanced knowledge of Optimality Theory; the dominant analytical framework in the field of phonology today. The course exposes students to a wide range of theoretical, empirical and methodological issues in current phonological research within the Optimality Theory framework. The empirical coverage of this course includes African (Bantu and non-Bantu) languages from southern Africa and beyond.

Course Code: LING7025A	
Course Description: Research Methods in Linguistics	
NQF Credits: 30	**NQF Level: 9**

This course assists the student to timeously produce their research proposal for their own study while gaining invaluable knowledge and skills of research which can be applicable to both the academic and the workplace. The Linguistics field's heterogeneity is complex, split not just by theoretical, descriptive, and applied approaches, but also by divergent research interests related to form, meaning, and context. This course seeks to equip students with an understanding and application of tools by sharing best practices relevant across linguistic disciplines.

Course Code: LING7025A	
Course Description: Research Methods in Linguistics	
NQF Credits: 30	**NQF Level: 9**

This course aids the student to timeously produce their research proposal for their own study while gaining invaluable knowledge and skills of research which can be applicable to both the academic and the workplace. This course equips students with an understanding and application of tools by sharing best practices relevant across linguistic disciplines.

School of Mathematics

Course Code: MATH1010A	
Course Description: Ancillary Mathematics and Statistics I	
NQF Credits: 36	**NQF Level: 5**

This course comprises the following:

1) Ancillary Mathematics:

Functions and graphs, limits, differentiation and applications (curve sketching, optimisation, approximations), exponential and logarithmic functions. Integration techniques and applications, functions of two variables, partial differentiation, differential equations (separable and exact), infinite series, Taylor approximations, trigonometric functions and applications.

2) Ancillary Statistics:

i) Part I: An elementary coverage of common statistical methods used in the applied sciences. These include descriptive statistics (graphical as well as numerical summaries); simple random sampling; basic probability, the Binomial; Geometric; Poisson and Normal distributions; hypothesis testing and confidence intervals; non-parametric tests; chi-squared tests; correlation; regression and an introduction to ANOVA.

ii) Part II: Two-way ANOVA, more advanced graphical techniques, more advanced distributions; sampling finite populations.

Course Code: MATH1008A	
Course Description: Ancillary Mathematics I	
NQF Credits: 18	**NQF Level: 5**

This course covers functions and graphs, limits, differentiation and applications (curve sketching, optimisation, and approximations), exponential and logarithmic functions.

Integration techniques and applications, functions of two variables, partial differentiation, differential equations (separable and exact), infinite series, Taylor approximations, trigonometric functions and applications are also examined.

Course Code: MATH1034A	
Course Description: Algebra I	
NQF Credits: 21	**NQF Level: 5**

This course focuses on developing the deductive and logical skills of students. The courses consists of real numbers, proof by mathematical induction, inverse trigonometric functions, polar coordinates and polar graphs, the binomial theorem, conics, vectors in 2 and 3 dimensions including equations of lines and planes, linear equations and Gaussian elimination, matrix algebra and determinants, complex numbers. Together MATH1034A (Algebra 1) and MATH1036A (Calculus 1) make up the full 36 credits needed to pass first year mathematics major.

Course Code: MATH1035A	
Course Description: Algebra IB	
NQF Credits: 18	**NQF Level: 5**

This course focuses on developing the deductive and logical skills of students. Material includes: the real numbers, proof by mathematical induction, inverse trigonometric functions, polar coordinates and polar graphs, the binomial theorem, conics, vectors in 2 and 3 dimensions including equations of lines and planes, linear equations and Gaussian elimination, matrix algebra and determinants, complex numbers.

Course Code: MATH1036A	
Course Description: Calculus I	
NQF Credits: 15	**NQF Level: 5**

This course focuses on developing the analytical skills of students with regard to introductory undergraduate calculus. The course consists of the following topics: functions; limits; continuity; differentiability; integration; differentiation techniques; applications of differentiation; hyperbolic functions; integration theory and applications; advanced integration techniques; improper integrals; infinite sequences and series and convergence; and first order differential equations. These topics include an introduction to the students of key concepts in: trigonometric, logarithmic and exponential functions; partial differentiation; implicit differentiation; rates of change; maxima and minima; applications to curve sketching; antiderivatives; the indefinite and definite integral; Riemann sums; and Taylor and Maclaurin series.

Course Code: MATH1037A	
Course Description: Calculus IB	
NQF Credits: 18	**NQF Level: 5**

This course focuses on developing the analytical skills of students. Material includes: functions, limits, continuity and differentiability, l'Hopital's rule, rules for differentiation, applications to curve sketching, maxima and minima, and rates of change. Antiderivatives, techniques of integration Riemann sums, the definite integral, applications to areas and volumes, the logarithmic and exponential functions. Further techniques of integration, improper integrals, sequences and series, Taylor and Maclaurin series, partial differentiation, ordinary first order differential equations are also covered.

Course Code: MATH1041A	
Course Description: Auxillary Mathematics I	
NQF Credits: 36	**NQF Level: 5**

The course comprises the following:

1) Calculus: This course focuses on developing the analytical skill of students. Material includes aspects of the following:

Points and vectors in the plane, rules for differentiation (product rule, quotient rule, chain rule) and maxima and minima and physical interpretation of derivatives, applications of differentiation including curve sketching, techniques of integration (direct and indirect substitution, integration by parts), areas, volume, parametric equations, arc length and curved surface area, partial differentiation, chain rule and first approximation and irst order differential equations (linear, separable, homogeneous and exact) are also included.

2) Algebra: This course focuses on developing the deductive and logical skill of students. Material includes aspects of the following: Radian measure and trigonometric functions. Proof by mathematical induction, series and polynomials (Binomial, Taylor, and Maclaurin). Matrices: Algebra of matrices, inverses, laws of determinants, system of linear equations, Cramer's rule. Quadratic forms and change of axes. Three dimensional vectors and geometry, equations of lines and planes, distances between points, lines and planes, complex number arithmetic.

Course Code: MATH2001A	
Course Description: Basic Analysis II	
NQF Credits: 8	**NQF Level: 6**

This course introduces students to areas of mathematics and develops the student's ability to reason logically and to express this reasoning clearly in the form of mathematical proof. The course covers modules such as: denseness of Q and R; completeness of R; sup and inf; convergence and divergence of sequences; rules for limits of sequences; various tests for convergence of series; limits of functions; continuity; property of functions continuous on a closed bounded interval.

Course Code: MATH2003A	
Course Description: Differential Equations II	
NQF Credits: 8	**NQF Level: 6**

This course comprises the following:

Solution of 7th order constant co-efficient linear differential equations, Laplace transforms, Fourier series, solution of boundary value and initial value problems for constant coefficient partial differential equations.

Course Code: MATH2006A	
Course Description: Algebra Techniques II	
NQF Credits: 8	**NQF Level: 6**

This course provides algebraic results of practical value. It includes: Linear spaces; subspaces; linear dependence; bases and dimensions; rank and nullity of matrices; eigenvalues and eigenvectors; change of basis; diagonalisation, Jordan canonical form, inner products and orthogonality.

Course Code: MATH2007A	
Course Description: Multivariable Calculus II	
NQF Credits: 8	**NQF Level: 6**

This course provides applicable results in calculus of several variables. Materials covered include: differentiation of maps from Rn to Rm; differentials, divergence, gradient and curl; path integrals; integrals over regions in R2; change of variables in IR2; Jacobians; extrema; Green's theorem is proved.

Course Code: MATH2015A	
Course Description: Abstract Mathematics	
NQF Credits: 8	**NQF Level: 6**

This course concentrates on discrete and algebraic aspects of mathematics. The material covered includes: finite, countable and uncountable sets; equivalence relations and classes; mappings and their inverses; binary operations; Well-ordering axioms; the division algorithm; modulo arithmetic; groups and rigid motions.

Course Code: MATH2016A	
Course Description: Advanced Mathematics	
NQF Credits: 8	**NQF Level: 6**

This course is a continuation of Basic Analysis and Multivariable Calculus. Material covered includes: integrals over parametric surfaces, Stokes' and Gauss' theorems, conservative vector fields, integrals over regions in R^3, subsequences, Cauchy sequences and the Cauchy convergence criterion, continuity and properties of continuous functions on closed bounded intervals, differentiation, the chain rule, Rolle's theorem and the 1st mean value theorem.

Course Code: MATH2021A	
Course Description: Multivariable Calculus II	
NQF Credits: 12	**NQF Level: 6**

This course provides the student with applicable results in calculus of several variables. The courses consists of differentiation of several variable vector valued maps; the several variable chain rule; differentials; gradient, divergence, curl; path integrals; integrals over regions; change of variables for several variable integrals; extrema; Green's theorem; 2-dimensional surfaces in 3-dimensional spaces, surface integrals, Stokes' theorem; conservative and gradient vector fields, potential functions; triple integrals and Gauss' theorem.

Course Code: MATH2022A	
Course Description: Introductory Analysis II	
NQF Credits: 12	**NQF Level: 6**

This course focuses on developing the basic analytical skills of students: understanding axioms and definitions and proving all statement using axioms, definitions and already proven results. Material includes: axiomatic definition of the real numbers, limits of sequences and series; completeness of R, supremum and infimum of sets of real numbers, Cauchy sequences; limits of functions and proofs of their rules; continuity and the properties of continuous functions on closed bounded intervals; differentiation, Rolle's theorem and the first mean value theorem; construction of the Riemann integral, Riemann integrability of continuous functions; metric spaces, open and closed sets; fixed point theorems; existence and uniqueness of solutions to ordinary differential equations.

Course Code: MATH3001A	
Course Description: Number Theory III	
NQF Credits: 12	**NQF Level: 7**

This course provides the student with an introduction to number theory. Topics covered include a selection of the following: Exact and asymptotic enumeration of sums; prime numbers and factoring; basic techniques of enumeration, inclusion-exclusion, identities; enumeration under symmetries; continued fractions, arithmetical functions, sums of squares; partitions of integers, q-series.

Course Code: MATH3002A	
Course Description: Applied Metric Spaces III	
NQF Credits: 12	**NQF Level: 7**

This course comprises of the following:

Open and closed sets, convergence and uniform convergence, sequential compactness, continuity and uniform continuity.

Course Code: MATH3003A	
Course Description: Coding and Cryptography III	
NQF Credits: 12	**NQF Level: 7**

This course focuses on the basic mathematics of coding and cryptography. The topics covered include classical cryptosystems; Ceasar and affine ciphers; block and stream ciphers; one-time pads; public key cryptosystems; the RSA cryptosystem; digital signatures; discrete logs and the ElGamal cryptosystem; primality testing and factoring; pseudorandom numbers; error detecting codes.

Course Code: MATH3004A	
Course Description: Complex Analysis III	
NQF Credits: 12	**NQF Level: 7**

This is an introductory course in complex analysis which explores properties of analytic functions of one complex variable. The topics covered include complex differentiability, the Cauchy-Riemann equations and analytic functions; functions defined by power series; path integrals in the complex domain; the index of a closed curve; Cauchy's Integral Theorem, Cauchy's Integral Formula and Taylor Series; singularities and Laurent Series; the Residue Theorem and Rouch'e's Theorem; evaluation of integrals of real valued functions via complex methods; Open Mapping Theorem, Maximum Modulus Theorem, Schwarz's Lemma.

Course Code: MATH3006A	
Course Description: Group Theory III	
NQF Credits: 12	**NQF Level: 7**

This course focuses on elementary group theory and provides the students with insight into the structure of an algebraic system. The course will introduce many diverse groups through which the properties of groups may be viewed. This course consists of the theory of groups, subgroups, cyclic groups, normal subgroups, quotient groups and direct product groups, homomorphisms and isomorphism theorems, group action on sets, orbits stabilisers and conjugacy, Lagrange and Cauchy theorems, simplicity and A_n and the Sylow theorems.

Course Code: MATH3009A	
Course Description: Rings and Fields III	
NQF Credits: 12	**NQF Level: 7**

This course focuses on elementary ring and field theory and builds on the theory of groups providing the students with another example of the structure of an algebraic system. The course will introduce many diverse rings and fields through which the properties of rings and fields may be viewed. This course consists of the theory of rings, subrings, ideals, factor rings, homomorphisms; integral domains, Euclidean domains, principal ideal domains, unique factorisation domains, Eisenstein's criterion, Gauss' lemma and field extensions.

Course Code: MATH3010A	
Course Description: Topology III	
NQF Credits: 12	**NQF Level: 7**

This course provides an introduction to the theory of topological spaces. Contents covered include basic definitions (topological spaces, subspaces, closed sets); bases for topologies; closure, limit points and convergence; continuous maps and homeomorphisms; the Hausdorff condition and other separation axioms; connectedness and path connectedness; compactness.

Course Code: MATH3028A	
Course Description: Elementary Algebraic Geometry III	
NQF Credits: 12	**NQF Level: 7**

This course will include the study of solutions of polynomial equations as geometric objects (varieties) and the corresponding algebraic objects (ideals). The relationship between the ideals and varieties will be explored to reveal the links between algebra and geometry. The course will cover topics such as Nullstellensatz, Hilbert's Basis Theorem, invariant theory, dimension theory and projective geometry.

Course Code: MATH3031A	
Course Description: Differential Geometry III	
NQF Credits: 12	**NQF Level: 7**

This course provides students with an introduction to the theory of differentiable manifolds and calculus on them. Contents include differential forms; oriented manifolds; vector fields and differential forms on manifolds; integration of differential forms over oriented manifolds; and the generalised Stoke's Theorem.

Course Code: MATH3032A	
Course Description: Real Analysis III	
NQF Credits: 12	**NQF Level: 7**

This course is a continuation of the MATH II course Introductory Analysis II, further developing students' understanding of analytical properties of real functions and analysis of metric spaces. Contents include lim sup and lim inf (revision - self-study); applications to convergence of series (revision - self-study); improper integrals (revision - self-study); the notion of a metric space; analysis in metric spaces; differentiability of functions of several variables; the Implicit and Inverse Function Theorems; completeness and compactness in metric spaces; uniform convergence in metric spaces; Fourier Series and the Weierstrass Approximation Theorem; introduction to Lebesgue integration (time permitting).

Course Code: MATH3034A	
Course Description: Leontief Systems III	
NQF Credits: 12	**NQF Level: 7**

This course introduces students to mathematical economics. Topics covered include equilibrium in linear economic models; Hawkings-Simon condition; outputs and prices, profit rate; matrices and linear mappings, irreducible matrices; product planning, activity analysis; Koopman's postulates, production possibility set.

Course Code: MDST1000A/MDST1002A(PT)	
Course Description: Media and Society 1A	
NQF Credits: 18	**NQF Level: 5**

This course introduces students to critical analytical media studies in its historical and contemporary contexts through an exploration of key concepts and theoretical traditions. The course also focuses on the nature of mediated communication, the functions and roles of media and institutions that help to define media's place in society.

Course Code: MDST1001A/MDST1003A(PT)	
Course Description: Reading Media Forms 1B	
NQF Credits: 18	**NQF Level: 5**

This course introduces students to methods of critically analysing different media forms (print, radio, television and new media) and genres using key concepts and theories in Media Studies. The course focuses on individual media forms of print and visual cultures, broadcast and new media and their various genres.

Course Code: MDST2000A/MDST2002A(PT)	
Course Description: Media Studies IIA	
NQF Credits: 24	**NQF Level: 6**

This course covers theories and debates about media texts, processes of reception and text and audience relations. Central to the course is how different theories conceptualise media texts and construct audiences, and the processes of reception of media texts.

Course Code: MDST2005A/MDST2004A(PT)	
Course Description: Sociology of Media Production	
NQF Credits: 24	**NQF Level: 6**

This course will cover approaches to media as social constructions of reality. It focuses on the internal processes in media production. It also explores the external influences and forces that shape media creation in a converged industry production. The course will also focus on how structures within and outside media organisations can be viewed as constraints. We will also think about how media workers and outside groups negotiate these constraints in processes of doing their work production. The role of the public in the creation of media in today's world will also be assessed.

Course Code: MDST3000A	
Course Description: Issues in Alternative Media in South Africa III	
NQF Credits: 18	**NQF Level: 7**

This course introduces students to the various approaches to the study of alternative media. Through an exploration of the theoretical perspectives, in combination with the content, practices and politics of alternative media and cultural forms, the course offers both empirical and theoretical approaches to the study of alternative media forms. The lecture series begins with the introduction of key theoretical debates, after which the course is organized to address alternative media from specific thematic perspectives. Themes include Activism, Culture, News and Community.

Course Code: MDST3001A	
Course Description: Issues in South African News Media III	
NQF Credits: 18	NQF Level: 7

This course introduces theories of democracy using case studies in SA media and journalism. With regards to print media, it considers the state of the newsroom, media freedom, state and corporate/commercial impediments on the news media and how this impacts on journalists' ability to do their jobs. The course questions how the media is a subject of the state and how it resists state subjectivisation. It discusses independence of the media vis-a-vis broadcasting: what, for instance, is the public broadcaster's mandate and how politics (for example factional politics in the ANC) impacts on this fulfilment. The final part of the course deals with online and cyber bullying and trolling as a major issue of subjection that journalists experience.

Course Code: MDST3002A	
Course Description: Media and Global Culture III	
NQF Credits: 18	NQF Level: 7

This course introduces students to debates and issues from a theoretical standpoint, and enables students to engage and participate in debates critically and analytically. Media globalisation and cultural imperialism are enduring debates that concern media scholars, researchers, policy makers, the media sector and the general public.

Course Code: MDST3004A	
Course Description: Media, Democracy and Development in Southern Africa III	
NQF Credits: 18	NQF Level: 7

This course introduces students to debates and enables them to critically analyse the role of the media in Southern Africa from a theoretical standpoint. The question of the role of the media in politics and socio-economic development is a topical and an enduring debate that concerns media scholars, researchers, policy makers, the media sector and the general public.

Course Code: MDST3003A	
Course Description: Media Policy and Regulation in South Africa III	
NQF Credits: 18	NQF Level: 7

The course examines public policy and regulation of media as political, cultural and economic institutions. It covers debates on ownership regulation, promotion of pluralism and diversity, independent broadcasting regulation, broadcast licensing, local content regulations, issues of convergence and new technologies as well as satellite broadcasting.

Course Code: SLLS3033A	
Course Description: Digital Media and Society	
NQF Credits: 18	

This course provides students with a working knowledge of key theories of new digital media and society and gives them experience of applying these to a set of global and contemporary case studies. Using ideas from broad theoretical frameworks within Media Studies and other social science and humanities fields, students discuss some of the important ways in which new digital media influence, reflect and react to significant and pervasive social trends. Scholarly literature and non-traditional media forms are combined to offer a dynamic and immersive perspective on the important position of new digital media trends, technologies, communities and narratives in shaping contemporary society.

Course Code: SLLS3003A	
Course Description: Interactive Media III	
NQF Credits: 18	NQF Level: 7

The course introduces students to debates and emergent theoretical perspectives and enables students to critically analyse the extent to which digital or new media are interactive or enable 'dialogue' communication in the sense that they enable audiences to receive and send, manipulate and produce information and have meaningful interaction with the media and other audiences.

Course Code: MDST3017	
Course Description: South African Media History III	
NQF Credits: 18	**NQF Level: 7**

This course discusses the history of various media forms within South Africa, from the early twentieth century to the present. The role of the media in specific contexts, especially during periods of historical, political and social change or transitions to change, is an enduring interest among researchers and a broad range of social commentators and scholars. Historical studies can also be used as a background to studies of contemporary societies. The course enables students to gain critical and analytical insights into the origins of the media in South Africa and extent to which contemporary society has been influenced by the media as an institution.

Course Code: MDST3016A	
Course Description: Political Economy of the Media in Southern Africa III	
NQF Credits: 18	**NQF Level: 7**

This course discusses media systems and structures, how to analyse them and relate them to the broader macro-societal context and the institutional role of the media. The course enables students to gain critical insights into the interplay between political and economic power and how they influence and are influenced by media systems and structures. It also enables them to use political economy as an approach in understanding African media systems.

Course Code: MDST3006A	
Course Description: Research Methods	
NQF Credits: 18	**NQF Level: 7**

This course provides a broad grounding in research methodologies in media and cultural studies and in so doing offers third year students a toolbox of theoretical perspectives on and practical training in research methods. The course equips students with the ability to design a research project, identify the appropriate methodologies to employ in the course of that project, and develop a convincing and solid research design. The course examines quantitative and qualitative methodologies in researching media texts, audiences and institutions, and covers the precise aspects of key research methods in use in the field: textual analysis, interviewing, ethnography and survey.

Course Code: MDST3007A	
Course Description: Consumer Culture and the Media	
NQF Credits: 18	**NQF Level: 7**

This course explores from both empirical and conceptual perspectives key questions about the relationship between consumer culture and the media in South Africa, the Global South and beyond. It brings together a variety of theoretical and research perspectives ranging from histories of consumption, the links between consumption and race, class, and gender, as well as the mediated aspects of various forms of consumption, from shopping to tourism and so-called green consumption.

Course Code: MDST3008A	
Course Description: Postcolonial Media in the Global South	
NQF Credits: 18	**NQF Level: 7**

This course critically engages with media forms and cultural systems from the Global South within a demanding twenty first century. It moves away from theorisations of media as produced in and steered by the Global North. The course takes a distinctly decolonial reading of cultural productions and takes seriously media forms and systems produced in the Global South.

Course Code: MDST4001A	
Course Description: Critical Media Analysis	
NQF Credits: 23	**NQF Level: 8**

This course deepens students' critical and analytical abilities in media and cultural studies. It offers students a more thorough understanding of crucial theoretical concepts that they have encountered in their undergraduate degrees as well as introducing them to new ideas from across a multi-disciplinary spectrum within the humanities and social sciences. In investigating these theoretical notions and forms, students are given the opportunity to explore advanced conceptual material and consider how they would like to frame their research. The course is delivered by Media Studies staff and by a diverse array of exciting and expert guest lecturers.

Course Code: MDST4000A	
Course Description: African Media Systems	
NQF Credits: 23	**NQF Level: 8**

This course offers a critical understanding of the roles of the media in African contexts. The topics include, among others, institutional roles of the media in relation to democratisation and development, issues of media freedom, historical development of the media, media structures, media content and audiences as well as policy and regulatory environments.

Course Code: MDST4004A	
Course Description: Media Economics	
NQF Credits: 23	**NQF Level: 8**

This course introduces students to the economic structures of commercial media, cultural and creative industries. The course explores questions to do with ownership, profit structures, marketing and corporate communications, labour and social responsibility from both Marxist and managerialist angles, thereby equipping students to both understand how media industries function and to think critically about the role of media economics in culture and society.

Course Code: JOMS4017A	
Course Description: Global Cinema and Society	
NQF Credits: 23	**NQF Level: 8**

This course explores the concept of globalisation. The course consists of both a theoretical component which unpacks key notions of globalisation and film form, as well as a selection of films from around the world which expose students to different modes of filmmaking. The course also explores how cinema overlaps with gender, by tracing how different movie genres aimed at men and women change as they move from country to country.

Course Code: MDST4003A	
Course Description: Media and Politics	
NQF Credits: 23	**NQF Level: 8**

This course investigates ideas of radical democracy, particularly Chantal Mouffe's on the Political, applying them to case studies in the South African context. Within this theoretical framework journalists are viewed as 'legitimate adversaries' or agonists in a democracy and not enemies. But is there enough diversity and pluralism and voices from the margins in the South African media? The key concepts and case study areas in this course are: freedom and responsibility; media and democracy; freedom of expression; access to information; censorship; and fake news. The Course questions why media freedom is relevant in South Africa today and investigates the connection between the public's right to know and the media's duties and responsibilities. The course is highly topical and packed with current political affairs.

Course Code: MDST4006A	
Course Description: Media and Gender	
NQF Credits: 23	**NQF Level: 8**

This course introduces candidates to a variety of theories and concepts around gender and the media. The course consists of extensive analyses of advertising texts, newspapers, television, new media and documentary and/or narrative film for discussions of how gendered structures of meaning are set up. Adopting critical lenses to power in the analysis of the media, discussions in the course also examine those media sites, moments and events that offer departures from hegemonic gender representations towards more nuanced and dynamic presences. It includes debates on representations of masculinities and femininities as well as varied media idioms around subaltern sexualities (lesbian, gay, bisexual, transgender, intersex) informed by developments within interdisciplinary Queer, Feminist/womanist and Postcolonial Studies.

MIGRATION AND DISPLACEMENT (SOSS)

Course Code: SOSS4055A	
Course Description: Introduction to Migration and Displacement	
NQF Credits: 23	**NQF Level: 8**

This course reviews the dynamics of international migration, forced and formal and informal responses to it. Human migration and displacement affect societies around the world. Movements of people in Africa due to war, political persecution, and deprivation have long shaped the continent's political, economic and social configurations are covered.

Course Code: SOSS4057A	
Course Description: Migration, Mobility and Health in South Africa	
NQF Credits: 23	**NQF Level: 8**

This course provides a critical introduction to the health and psychosocial consequences of migration. The course examines the intersections of humanitarianism, vulnerability and displacement from a health perspective.

Course Code: SOSS4059A	
Course Description: The Logistics and Methods of Inquiry for Migration Research	
NQF Credits: 23	**NQF Level: 8**

This course strengthens an understanding of, and capacity to conduct, social research on issues related to migration. The focus develops an understanding of what social research is, the various methods employed and their logics and the challenges and questions different kinds of social research present. Candidates also develop the skills of evaluating the merits of published material, analysing data and developing strategies for conducting methodologically sound and theoretically relevant research in the contexts in which migrants are typically found.

Course Code: SOSS4058A	
Course Description: Critical Perspectives on Labour Migration and Livelihoods	
NQF Credits: 23	**NQF Level: 8**

This course helps candidates understand the origins, scope and current dynamics associated with labour migration globally and with more specific empirical material in the Southern African region.

Course Code: SOSS4056A	
Course Description: Selected Topic: Migration and Displacement	
NQF Credits: 23	**NQF Level: 8**

This course is a detailed study of an advanced thematic or historical topic (or set of topics) in Migration and Displacement which compliments the contents of other Migration and Displacement courses offered during the same academic year.

Course Code: SOSS7088A	
Course Description: Migration, Mobility and Health in South Africa	
NQF Credits: 30	**NQF Level: 9**

This course provides a critical introduction to the health and psychosocial consequences of migration. The course also examines the intersections of humanitarianism, vulnerability and displacement from a health perspective.

Course Code: MDLL1003A	
Course Description: Basic French Language and Culture I	
NQF Credits: 18	**NQF Level: 5**

The course familiarises students with basic concepts of French grammar as well as relevant vocabulary. The emphasis is on communicative skills. Oral communication is encouraged from the start and extensive use is made of audio-visual aids, including the computer laboratory.

Course Code: MDLL1009A	
Course Description: Intermediate French Language and Culture I	
NQF Credits: 18	**NQF Level: 5**

This course is a continuation of French language and culture at an intermediate level and follows the same format except that lectures in English are allocated to the study of prescribed French literary texts.

Course Code: MDLL2001A	
Course Description: French Language and Text Production IIA	
NQF Credits: 24	**NQF Level: 6**

This course offers a revision of French grammar and familiarises the student with advanced structural and grammatical problems and tests this knowledge through practical exercises and translation. In addition the course offers an overview of the literature of the twentieth century with literary analysis of selected texts.

Course Code: MDLL2002A	
Course Description: French Language and Text Production IIB	
NQF Credits: 24	**NQF Level: 6**

This course reinforces advanced oral and written language skills through practical exercises and translation. In addition the course reinforces an overview of the literature of the seventeenth to twentieth centuries begun in MDLL2001A French Language and Text Production IIA and offers more advanced analysis of selected texts.

Course Code: MDLL3001A	
Course Description: Advanced French Composition and Stylistics III	
NQF Credits: 18	**NQF Level: 7**

This course refines writing and reading skills and enables students to interpret a wide range of texts representing all aspects of contemporary French usage. The course also includes composition, stylistic analysis and translation.

Course Code: MDLL3005A	
Course Description: French Literature III	
NQF Credits: 18	**NQF Level: 7**

This course continues the specialised study of topics offered in French literature and emphasis is placed on the works of major authors and independent research on the period chosen is an integral component of the course.

Course Code: MDLL3008A	
Course Description: Negotiating Language: French III	
NQF Credits: 18	**NQF Level: 7**

This course refines writing, reading and interpretative skills to enable students to engage a wide range of texts (literary criticism, journalism, political jargon, advertising language) as well as free composition and/or creative writing on related subjects.

Course Code: MDLL3011A	
Course Description: Selected Topic in French III	
NQF Credits: 18	**NQF Level: 7**

The course comprises a detailed study of an advanced thematic or historical topic (or set of topics) in French which complements the other third year level courses offered in French during the same academic year.

Course Code: MDLL4080A	
Course Description: Critical Writing in French	
NQF Credits: 23	**NQF Level: 8**

This course strengthens reading and writing skills in French. It is based on students' methodological approaches to critically engage with narrative thinking.

Course Code: MDLL7058A	
Course Description: Critical Writing in French	
NQF Credits: 30	**NQF Level: 9**

This course strengthens reading and written skills in French. It is based on students' methodological approaches to critically engage with narrative thinking.

Course Code: MDLL1004A	
Course Description: Basic German Language and Culture I	
NQF Credits: 18	**NQF Level: 5**

This course concentrates on basic language acquisition. Students are introduced to the basic structures of the German language both in a classroom situation and in the computer laboratory. While learning to understand, speak and write German, the students are also introduced to culture of the German speaking world.

Course Code: MDLL1010A	
Course Description: Intermediate German Language and Culture I	
NQF Credits: 18	**NQF Level: 5**

This course continues with language acquisition on an intermediate level. In addition to the study of German culture, students are introduced to selected modern prose, poetry and drama texts and literary analysis.

Course Code: MDLL2003A	
Course Description: German Language and Text Production IIA	
NQF Credits: 24	**NQF Level: 6**

The emphasis of this course is on the reinforcement of language skills both in lectures and in sessions in the Computer Laboratory. In addition, selected texts from eighteenth to twenty first century are studied. Students also study History of Literature and methods of Literary Analysis.

Course Code: MDLL2004A	
Course Description: German Language and Text Production IIB	
NQF Credits: 24	**NQF Level: 6**

This course concentrates mainly on the reinforcement of language skills. Selected texts from twenty first century literature will be studied in conjunction with History of Literature and methods of Literary Analysis.

Course Code: MDLL3002A	
Course Description: Advanced German Composition and Stylistics III	
NQF Credits: 18	**NQF Level: 7**

This course is devoted to the study of the German Language on an advanced level and stylistics.

Course Code: MDLL3006A	
Course Description: German Classicism and Romanticism III	
NQF Credits: 18	**NQF Level: 7**

The notions of 'Klassik' and 'Romantik' are explored through the study of canonical texts from the eighteenth and nineteenth centuries and their influence on subsequent literary epochs. Lectures are in German.

Course Code: MDLL3009A	
Course Description: Negotiating Language: German III	
NQF Credits: 18	**NQF Level: 7**

Detailed study of an advanced language study topic (or set of topics) in German which complements the contents of the other 300 level German courses offered during the same academic year. The emphasis of the course is on refining writing, reading and interpretative skills to enable the student to engage with a wide range of texts (literary criticism, journalism, political jargon, advertising language etc) as well as free composition and/or creative writing on related subjects.

Course Code: MDLL3012A	
Course Description: Selected Topic in German III	
NQF Credits: 18	**NQF Level: 7**

The course comprises a detailed study of an advanced thematic or historical topic (or set of topics) in German which complements the contents of the other 300 level courses offered in German during the same academic year.

Course Code: MDLL4046A/MDLL7023A	
Course Description: Literature and Society	
NQF Credits: 23/30	**NQF Level: 8/9**

This course will focus on strong women characters in German literature: ´Penthesilea´ by the eighteenth century dramatist Heinrich von Kleist, and the novel ´Kassandra´ by Christa Wolf in the former GDR in the early 1980´s. Gender relations will play a central part in this course and how the individual comes into conflict with the social, political and cultural pressures of her society.

Course Code: MDLL4009A/MDLL7009A	
Course Description: Contemporary German Literature	
NQF Credits: 23/30	**NQF Level: 8/9**

´Der Zauberberg´ is one of the most celebrated novels by Thomas Mann, especially in view of the centenary of the first world-war. It shows the intellectual background of this traumatic event in the twentieth century. In the second quarter the humorous novel of the con-artist ´Felix Krull´ will be discussed, paying special attention to Thomas Mann´s versions of the picaro novel which goes back to the origins of the novel as a genre, as in Cervantes´ ´Don Quixote´.

Course Code: MDLL4008A/MDLL7008A	
Course Description: The Enlightenment and Storm and Stress	
NQF Credits: 23/30	**NQF Level: 8/9**

The legacy of the Enlightenment continues to this day. Enlightenment thinking will be explored in the drama ´Nathan, der Weise´ by Lessing, culminating in a tolerance of the three monotheistic religions. Attention will then shift to the ´Sturm und Drang´ with discussion of the epistolary novel ´Die Leiden des jungen Werthers´. The reason for the overwhelming success of this sentimental novel will be examined.

Italian (MDLL)

Course Code: MDLL1005A	
Course Description: Basic Italian Language and Culture I	
NQF Credits: 18	**NQF Level: 5**

This course places emphasis on the acquisition of basic comprehension, reading and speaking skills, based on essential credits of grammar and fundamental vocabulary, and introduces students to Italian civilisation and contemporary culture both in lectures and the computer laboratory.

Course Code: MDLL1011A	
Course Description: Intermediate Italian Language and Culture I	
NQF Credits: 18	**NQF Level: 5**

This course provides a review of fundamentals of Italian grammar and introduces some of the more complex structures and develops understanding, oral proficiency and the ability to compose simple communicative texts. It includes a brief history of the development of Italian language and literature (thirteenth to nineteenth century) and the reading of graded novella and racconti or one act plays.

Course Code: MDLL1017A	
Course Description: Basic Italian Language and Culture ALT	
NQF Credits: 18	**NQF Level: 5**

This course focuses on the acquisition of basic Italian comprehension, reading and speaking skills based on essential points of grammar and a fundamental vocabulary. It introduces students to Italian contemporary culture. The course adopts a blended learning approach.

Course Code: MDLL1018A	
Course Description: Intermediate Italian Language and Culture ALT	
NQF Credits: 18	**NQF Level: 5**

This course introduces students to more complex structures of Italian grammar and develops understanding, oral proficiency and the ability to compose simple communicative texts. Students are given a recent image of Italy, its people and its history. A variety of media is used to aid both language acquisition and the understanding of Italian culture in the different regions of Italy using a blended learning approach.

Course Code: MDLL2005A	
Course Description: Italian Language and Text Production IIA	
NQF Credits: 24	**NQF Level: 6**

This course completes and consolidates the study of Italian grammar. It provides an overview of the more advanced aspects of syntax and morphology, stylistics and comparative linguistics. Readings are taken from different language registers and from a selection of contemporary texts and films that depict contrasting as well as diverse aspects of Italian culture. In addition the courses trace and analyse the development of the short story as a genre.

Course Code: MDLL2006A	
Course Description: Italian Language and Text Production IIB	
NQF Credits: 24	**NQF Level: 6**

This course strengthens students' cultural and linguistic base, increases the range of vocabulary, refines discursive skills and enhances aural comprehension and note-taking skills as well as written expression. A selection of modern popular texts is used as a basis for linguistic analysis and for interactive original expression in the target language.

Course Code: MDLL3003A	
Course Description: Advanced Italian Composition and Stylistics III	
NQF Credits: 18	**NQF Level: 7**

This course presents a review of linguistic and cultural patterns, and offers an introduction to the fundamentals of sociolinguistics. It introduces techniques of translation, explores problems of translation into and from the target language, and provides practical experience in translating literary prose as well as authentic material drawn from a variety of fields, including business Italian.

Course Code: MDLL3010A	
Course Description: Negotiating Language: Italian III	
NQF Credits: 18	**NQF Level: 7**

This course refines writing, reading and interpretative skills and enables students to engage with a wide range of texts (literary criticism, journalism, political jargon, advertising language) as well as free composition and/or creative writing on related subjects.

Course Code: MDLL3013A	
Course Description: Selected Topic in Italian III	
NQF Credits: 18	**NQF Level: 7**

The course comprises a detailed study of an advanced thematic or historical topic (or set of topics) in Italian which complements the contents of the third year level courses offered in Italian during the same academic year.

Course Code: MDLL3033A	
Course Description: From Colonialism to Postcolonialism and Beyond	
NQF Credits: 18	**NQF Level: 7**

This course deals with the relationship between Italy and Africa with a postcolonial approach. It has both a literary and a cinema component and starts with the representation of Africa during the colonial era at the end of the XIX Century and ends with the texts produced by migrant writers during the more recent years.

Course Code: MDLL4005A / MDLL 7004A	
Course Description: Applied Italian Language	
NQF Credits: 23/30	**NQF Level: 8/9**

This course focuses on an interdisciplinary area of study for those with a special interest in second (or foreign) language learning and teaching, journalism or translation studies. It is especially appropriate for students considering careers in teaching, translation & interpreting, business or the media. It trains students to develop communication strategies and to implement these strategies. It relies on insights from communication science, discourse analysis, and intercultural communication and provides more specialized training in writing and speaking skills. It incorporates some theoretical grounding in translation studies and in-depth practice in translation work out of Italian and into the target language, using advanced technological support.

Course Code: MDLL4010A / MDLL7010A	
Course Description: Dante and the Middle Ages	
NQF Credits: 23/30	**NQF Level:8/9**

The course gives an overview of Dante's times and writings. It provides an introduction to the Divina Commedia and a close reading of selected canti from the three cantiche: Inferno, Purgatorio and Paradiso. In the course the philological, philosophical, moral, socio-political and historical contexts of Dante's major works are examined. The emphasis is on textual analysis and an appreciation of the Commedia as a universal poetic text that influenced European literature through the centuries and is still relevant in the twenty first. The course also discusses examples of other types of epic poetry that flourished in Italy during the Renaissance period.

Course Code: MDLL4048A / MDLL7025A	
Course Description: Modern Italian Narrative (nineteenth and early twentieth C)	
NQF Credits: 23/30	**NQF Level: 8/9**

This course focuses nineteenth Century which was characterised by numerous social, political and economic changes that marked a dramatic shift in Western thinking. The module thus presents a critical study of seminal texts by major canonical authors such as Manzoni, Verga, Pirandello, Svevo etc. and/or one or two minor ones who characterize these shifts and present contrasting literary trends. Attention is given to the diverse textual strategies and narrative techniques employed by the writers and to the political, social and ideological differences that exemplify the Romantic, Post-romantic, Realist and Decadent movements of Italian Literature. Each of the authors brings a modern sensibility to their narratives, and explores the quest for the self and the role of the individual in society.

Course Code: MDLL4058A / MDLL7042A	
Course Description: Selected Topic in Italian Literature	
NQF Credits: 23/30	**NQF Level: 8/9**

This course explores the relationship between Italy and Africa with a postcolonial approach. It has both a literary and a cinema component. It starts with the representation of Africa during the colonial era at the end of the XIX Century and ends with the texts produced by migrant writers during the more recent years.

Course Code: MDLL4043A/ MDLL7020A	
Course Description: Italian Post-modern & Experimental Literature	
NQF Credits: 23/30	**NQF Level: 8/9**

This course is an analytical study of a number of post Second World War and contemporary Italian writers. Their work is more experimental, innovative and self-conscious such as Eco, Calvino, Sciascia, Gadda, Tabucchi and others. It engages with self, history, the rewriting of myths and the relation between the personal and the political. It examines feminist texts that explore the tension between female self-assertion and the constrictions of prescribed female roles. The course addresses the issue of what is meant by the term 'post-modern' when applied to Italian literature. Thus it conducts a theoretical discourse on the ways in which the studied texts challenge, subvert or alter orthodox literary canons as well as social norms. It raises critical questions regarding the role of the reader in the text and how meaning is constructed. Various genres or of sub-genres such as feminist or protest theatre or detective fiction in its post-modern guise may be included.

Portuguese (MDLL)

Course Code: MDLL1006A

Course Description: Basic Portuguese Language and Culture IA

NQF Credits: 18	**NQF Level: 5**

The course equips students to acquire oral and written skills through the study of vocabulary, grammar and syntax functions and structures. The course consists of two components, language and culture. In the language component, students develop the ability to express themselves in Portuguese and to understand simple Portuguese expressions in a range of everyday situations. The course uses interactive multimedia to help the process of language acquisition. In the culture component, students are introduced to the cultural and social dimensions of the Portuguese-speaking world.

Course Code: MDLL1012A

Course Description: Intermediate Portuguese Language and Culture IB

NQF Credits: 18	**NQF Level: 5**

This course focuses on the acquisition of oral and written skills through the study of syntax functions and structures. The course equips students with linguistic and cultural knowledge. In the language component, students develop strong communication skills through audio, oral, reading, writing, discussion and presentation activities. Students are expected to be able to write short and coherent texts related to their immediate context. In the culture component, students are introduced to some of the most important cultural and social dimensions of the Portuguese-speaking world.

Course Code: MDLL2013A

Course Description: Portuguese Language and Text Production IIA

NQF Credits: 24	**NQF Level: 6**

This course develops the students' competence in Portuguese so that they are able to communicate, orally and in writing, on general matters in different contexts. The course is divided in two components. The first component is focused on ensuring students are able to engage with others in personal situations, describe experiences, events, dreams, hopes and ambitions and to expand on their opinions and future plans.

The second component of this course focuses on simple contemporary literary texts from Portuguese-speaking countries by authors such as Agostinho Neto (Angola), Monteiro Lobato and Vinicius de Moraes (Brazil), Jorge Barbosa (Cape Verde), Mia Couto and José Craveirinha (Mozambique) and Sophia de Mello Breyner Andresen (Portugal).

Course Code: MDLL2014A

Course Description: Portuguese Language and Text Production IIB

NQF Credits: 24	**NQF Level: 6**

This course focuses on strengthening students' language and literary critical skills. In the language component, students are required to produce more complex texts on general topics or on ones of personal interest to them and to present (orally and in writing) coherent arguments and opinions. In the literary component, the course introduces students to the study of contemporary Portuguese literary texts such as those written by Manuel Rui (Angola), Luís Bernardo Honwana (Mozambique), Cecília Meireles and Carlos Drummond de Andrade (Brazil) and Fernando Pessoa (Portugal).

Course Code: MDLL3024A

Course Description: Advanced Portuguese Composition and Stylistics III

NQF Credits: 18	**NQF Level: 7**

This course is an advanced language course which focuses on the ability to analyse the main ideas of complex texts on both practical and abstract topics. The course focuses on refining students' proficiency and fluency in Portuguese to enable spontaneous and fluent interaction with native speakers. By the end of the course students are expected to produce clear, detailed texts on a wide range of subjects and to argue a particular viewpoint on a topic, presenting both the advantages and disadvantages of a particular position.

Course Code: MDLL3022A

Course Description: Modern and Contemporary Lusophone Literature III

NQF Credits: 18	**NQF Level: 7**

This course familiarises students with African and Brazilian Portuguese literary texts written by a selection of representative contemporary writers such as José Eduardo Agualusa (Angola), Ariano Suassuna (Brazil) and Mia Couto (Mozambique).

Course Code: MDLL3023A

Course Description: Negotiating Language: Portuguese III

NQF Credits: 18	**NQF Level: 7**

This course emphasises on refining writing, reading, speaking and interpretative skills to enable students to engage with a wide range of texts and linguistic situations, including technical discussions in a range of specialised fields. The course emphasises fluent communication. By the end of the course, students are required to produce complex, clear and detailed texts.

Course Code: MDLL3025A

Course Description: Selected Topic in Portuguese Studies III

NQF Credits: 18	**NQF Level: 7**

The content of the course varies from year to year. It may be offered by visiting scholars and focus on their areas of speciality or provide an opportunity to teach new and research-led topics.

Course Code: MDLL4086A

Course Description: Introduction to Teaching Foreign Languages: Methodology and Practice

NQF Credits: 23	**NQF Level: 8**

This course introduces foreign teaching methodology and practice. It develops knowledge and skills and adjusts attitudes and values towards a reflective and research pedagogical practice.

Course Code: MDLL4085A

Course Description: Research Methods

NQF Credits: 23	**NQF Level: 8**

This course equips candidates with an in-depth understanding of research theories and methodologies to acquire all the steps and approaches of postgraduate research. The emphasis is on the practical components of critical research methods, analytical tools and techniques of data collection. This provides students with the knowledge and skills required to produce a research essay plan.

Course Code: MDLL4084A	
Course Description: Selected Topic in Portuguese Language and Literature	
NQF Credits: 23	**NQF Level: 8**

This course allows a range of topics in Portuguese language and literature. The content varies annually and has both literary and advanced language components. It is offered by visiting academics and focuses on their areas of speciality to provide an opportunity to teach new and research-led topics.

Course Code: MDLL4082A	
Course Description: African Lusophone Literature	
NQF Credits: 23	**NQF Level: 8**

This course studies different literary texts and emphasises a critical colonial and post-colonial approach; and its historical, political and social contexts. It course focuses on the contemporary post-colonialist literary texts of the African independent society, represented by the writers such as Mia Couto (Mozambique), José Eduardo Agualusa (Angola) and Germano Almeida (Cape Verde).

Course Code: MDLL4081A	
Course Description: Applied Portuguese Language	
NQF Credits: 23	**NQF Level: 8**

This course is an interdisciplinary area of study for students interested in foreign languages learning, teaching and translation studies. It relies on insights from discourse analysis, intercultural communication and science communication and provides more specialised training in writing and speaking skills.

Course Code: MDLL1007A	
Course Description: Basic Spanish Language and Culture IA	
NQF Credits: 18	**NQF Level: 5**

This course concentrates on basic language acquisition and introduces students to the basic structures of the Spanish language both in lectures and in the computer laboratory. While learning to understand, speak and write Spanish, the contemporary culture of the Spanish speaking peoples is also introduced.

Course Code: MDLL1014A	
Course Description: Intermediate Spanish Language and Culture IB	
NQF Credits: 18	**NQF Level: 5**

This course continues with language acquisition on an intermediate level. In addition to the study of contemporary Spanish culture, students are introduced to selected modern prose, poetry and drama texts and literary analysis.

Course Code: MDLL2015A	
Course Description: Spanish Language and Text IIA	
NQF Credits: 24	**NQF Level: 6**

Grammatical structures at beginner and intermediate levels are reviewed and consolidated. The course increases students' vocabulary, accuracy and understanding of Spanish. Readings are taken from different language registers through the media of the Internet, live radio broadcasts, videos and other multimedia materials. In addition, students are introduced to simple contemporary prose texts and their literary analysis. The medium of instruction is Spanish.

Course Code: MDLL2016A	
Course Description: Spanish Language and Text IIB	
NQF Credits: 24	**NQF Level: 6**

This course extends students' cultural and linguistic skills in Spanish at an intermediate level; the course introduces students to more extensive vocabulary and refines their Spanish speaking and writing skills using Spanish as the medium of instruction. The course also introduces students to the early history and development of Spanish literature. A variety of prose and poetry texts is used as a basis for literary analysis.

Course Code: MDLL3032A	
Course Description: Spanish Stylistics and Composition	
NQF Credits: 18	**NQF Level: 7**

This course presents a review of linguistic patterns, complex syntax and morphology, and introduces elements of sociolinguistics and stylistics, both active and passive vocabulary is expanded.

Course Code: MDLL3029A	
Course Description: Modern and Contemporary Hispanic Literature	
NQF Credits: 18	**NQF Level: 7**

This course covers a range of texts drawn from different literary periods and Spanish-speaking countries in South and Central America, the Caribbean and Equatorial Guinea. The texts vary from year to year and are studied within the context of their socio-political and literary backgrounds. The course critically assesses texts from post-colonial and other perspectives.

Course Code: MDLL3030A	
Course Description: Negotiating Language: Spanish	
NQF Credits: 18	**NQF Level: 7**

This course emphasises writing and reading skills and enables students to handle a wide range of texts. Students are exposed to the culture of the work environment in Hispanic contexts and are expected to develop the necessary skills to translate texts in different registers and relating to specific sectors (such as business, tourism and journalism). Through the identification of translation problems students are made aware of intercultural differences.

Course Code: MDLL3031A	
Course Description: Selected Topic in Spanish Studies	
NQF Credits: 18	**NQF Level: 7**

This course allows students the opportunity to learn new and current research-led topics annually.

Course Code: MDLL4089A	
Course Description: Selected Topic in Spanish and Latin American Studies	
NQF Credits: 23	**NQF Level: 8**

This course allows a range of topics in Spanish Language and Spanish and Latin American Literature. The content of the course varies annually and has both literary and advanced language components

Course Code: MDLL4088A	
Course Description: Spanish and Latin American Literature	
NQF Credits: 23	**NQF Level: 8**

This course explores major literary genres and representative authors of canonical and mainstream Spanish and Latin American literature. It involves an overview of the history and development of Spanish literature and the detailed study of a small selection of significant literary texts which may include novels, short stories, lyric and/or epic poetry and plays. It stresses the critical analysis of texts from various thematic perspectives. The course also develops close reading and interpretative skills, applied to texts from different socio-historic and socio-political contexts.

Course Code: SASL1000A	
Course Description: South African Sign Language: Basic IA	
NQF Credits: 18	NQF Level: 5

This course introduces the student to basic receptive and expressive skills, based on essential credits of grammatical structure and fundamental vocabulary. The format is primarily dialogues and question/answer routines. Language acquisition is complemented throughout with information about the history and culture of the South African Deaf community.

Course Code: SASL1001A	
Course Description: South African Sign Language: Basic IB	
NQF Credits: 18	NQF Level: 5

This course refines and reinforces skills acquired in the first term, and introduces additional vocabulary as well as more complex grammatical structures. Students will develop the ability to compose and understand simple texts. Language acquisition is complemented with discussion of current issues and trends in the South African Deaf community.

Course Code: SASL2000A	
Course Description: South African Sign Language: Intermediate IIA	
NQF Credits: 24	NQF Level: 6

This course covers aspects of the phonology, morphology and syntax of South Africa Sign Language, while strengthening students receptive and expressive skills in terms of both grammatical structures and range of vocabulary. Longer(video-recorded) texts will challenge students receptive skills, expand students' knowledge of Deaf culture, and provide material for analysis. Policies and legislation impacting on members of the South African Deaf community, including Deaf learners, are investigated in relation to empowerment, social justice and equality.

Course Code: SASL2001A	
Course Description: South African Sign Language: Intermediate IIB	
NQF Credits: 24	NQF Level: 6

This course covers more advanced aspects of the phonology, morphology and syntax of South African Sign Language and continues to strengthen students' receptive and expressive skills. The complex issues underlying the concept of a deaf community are investigated in the South African context.

Course Code: SASL3001A	
Course Description: South African Sign Language Introductory Linguistics	
NQF Credits: 18	NQF Level: 7

This course explains the basic concepts of South African Sign Language linguistics by introducing the fundamental areas of linguistic inquiry – phonology, morphology, syntax, semantics, and the use of language. It enables students who already are fluent in SASL to analyse and think critically about the structure of SASL. Students are exposed to visual texts illustrating these concepts and to a range of readings confirming research results.

Course Code: SASL3000A	
Course Description: South African Sign Language: Advanced III	
NQF Credits: 18	NQF Level: 7

This course extends the investigation of the structure of South African Sign Language (SASL) to the level of discourse and pragmatics. The expectations for comprehension and production of SASL are commensurate with advanced level of study. Students will be expected to cope with SASL linguistic and sociolinguistic variation, including regional and social register. They will be expected to create and analyse SASL visual texts.

Course Code: SASL3002A	
Course Description: South African Sign Language Poetry and Storytelling	
NQF Credits: 18	**NQF Level: 7**

This course complements the study of the language of the Deaf community by exploring its literature. Students will study and analyse creative and artistic sign language as seen in storytelling and poetry in many different sign languages. Analyses include both thematic and linguistic elements (repetition, handshape, and symmetry, use of space, neologism and ambiguity). Students also have the opportunity to create their own poems in SASL using what they have learnt in the class.

Course Code: SASL3003A	
Course Description: South African Sign Language Sociolinguistics	
NQF Credits: 18	**NQF Level: 7**

This course explores the relationship between language, people and society in general, and locates SASL in its social context. It will focus on the ways in which language varies according to the identities of signers, situations, and other factors. It will explore synchronic regional, social, and situational variation, as well as diachronic variation within SASL and other signed/spoken languages. The complex language profile of Deaf people will also be explored.

WITS SCHOOL OF ARTS

Course Code: MUSC1024A	
Course Description: Foundation in Music Performance Studies	
NQF Credits: 48	**NQF Level: 5**

This course focuses on developing, initially, basic skills in music performance proficiency and works towards progressively more advanced skills by the end of the year-long course. The course prepares students in attaining a level of performance equivalent to the external examinations of Unisa/ABRSM "practical" grade six, in preparation for the Music Performance Studies courses. Students focus on a primary instrument or voice of study, in classical, jazz, or musical theatre traditions, and cover technical and repertoire work.

Course Code: MUSC1025A	
Course Description: Foundation in General Musicianship	
NQF Credits: 48	**NQF Level: 5**

This course focuses on developing foundational skills in several inter-related areas of music studies that are crucial to the practice of music. These include aural, listening and sight-reading skills, a basic orientation of the keyboard, and an introduction to music ensemble performance through choral and marimba practices.

Course Code: MUSC1026A	
Course Description: Foundation in Music Literacies A	
NQF Credits: 24	**NQF Level: 5**

The course covers fundamental music theory materials in their symbols, correlating concepts, and sounds. Students are introduced to tonic sol-fa and staff notation; all intervals; major, minor, diminished and augmented triads; all major and harmonic minor scales as well as to their relationships within the cycle of fifths; note values and time signatures and the distinction between simple and compound time. The course draws on musical examples from a range of music. Simple music analysis is introduced to facilitate an understanding of phrase lengths and sentences.

Course Code: MUSC1027A	
Course Description: Foundation in Music Literacies B	
NQF Credits: 24	**NQF Level: 5**

This course extends learning of the fundamental music theory materials covered in Foundation in MUSC1026A Music Literacies A in their symbols, correlating concepts, and sounds. Students continue engaging with tonic sol-fa and staff notations. In addition to the learning of all major and harmonic minor scales, and their relationships within the cycle of fifths, chromatic and melodic minor scales are introduced, and the inversions of major, minor, diminished and augmented triads are now learnt.

Course Code: MUSC1018A	
Course Description: Music Performance Studies IA	
NQF Credits: 18	**NQF Level: 5**

Students are trained in solo instrumental or vocal performance in any tradition (Western art music, popular music, jazz) or, for certain traditions, in a group of instruments (for example, African music), as well as in ensemble performance and aural skills. Students are required to perform scales and arpeggios and do other technical work, or perform equivalent technical exercises.

Course Code: MUSC1019A	
Course Description: Music Performance Studies IB	
NQF Credits: 18	**NQF Level: 5**

Students are trained in solo instrumental or vocal performance in any tradition (Western art music, popular music, jazz) or, for certain traditions, in a group of instruments (such as for African music), as well as in ensemble performance and aural skills. Practical tuition includes technical and musical expertise, and knowledge of the instrument and its repertoire, more advanced scales and arpeggios, technical exercises and pieces covering diverse style periods and genres.

Course Code: MUSC1022A	
Course Description: Music Literacies and Skills IA	
NQF Credits: 18	**NQF Level: 5**

This course introduces students to some of the basic skills required for creative musical practice in the twenty-first century. Students are taught: compositional techniques using vertical and linear textures, including melody and harmony, through a range of pop and jazz and Western art music models; analysis; and an introduction to composition. The course includes a focus on audio technology basics: signal path and mixer design; microphones: types and techniques; signal effects: types and controls; introduction to stereo mic techniques and tracking using Pro Tools.

Course Code: MUSC1023A	
Course Description: Music Literacies and Skills IB	
NQF Credits: 18	**NQF Level: 5**

This course introduces students to some of the basic skills required for creative musical practice in the twenty-first century. Students are taught: more advanced compositional techniques using vertical and linear textures, including melody, harmony and counterpoint, through examples from a range of music-cultural styles; analysis, particularly harmonic and structural analysis; an introduction to instrumentation and composition, both acoustic and digital. The music technology component will include: introduction to MIDI: controls and history; introduction to MIDI and software synth usage in the Logic Pro environment; creative work using MIDI and soft synths.

Course Code: MUSC1028A	
Course Description: Music Literacies Preliminary Studies IA	
NQF Credits: 18	**NQF Level: 5**

This course covers fundamental music theory materials in their symbols, correlating concepts, and sounds. Students are introduced to tonic sol-fa and staff notation; all intervals; major, minor, diminished and augmented triads; all major and harmonic minor scales as well as to their relationships within the cycle of fifths; note values and time signatures and the distinction between simple and compound time. The course draws on musical examples from a range of music. Simple music analysis is introduced to facilitate an understanding of phrase lengths and sentences.

Course Code: MUSC1029A

Course Description: Music Literacies Preliminary Studies IB

NQF Credits: 18	**NQF Level: 5**

This course extends the learning of fundamental music theory materials covered in MUSC1026A Foundation in Music Literacies A in their symbols, correlating concepts, and sounds. Students continue engaging with tonic sol-fa and staff notations. In addition to the learning of all major and harmonic minor scales, and their relationships within the cycle of fifths, chromatic and melodic minor scales are introduced, and the inversions of major, minor, diminished and augmented triads are now learnt. Further note values and more complex and irregular time signatures are dealt with, and these are practised in dictation and notation, with music analysis employed to facilitate an understanding of phrase lengths and sentences. The four different cadences will be introduced both aurally and in written form.

Course Code: MUSC1030A

Course Description: General Musicianship: Preliminary Studies

NQF Credits: 18	**NQF Level: 5**

This course develops preliminary skills in several inter-related areas of music studies that are crucial to the practice of music. These include aural, listening and sight-reading skills, a basic orientation of the keyboard, and introduces students to music ensemble performance through choral and marimba practices.

Course Code: MUSC1031A

Course Description: Music Performance: Preliminary Studies

NQF Credits: 18	**NQF Level: 5**

This course focuses on developing, initially, basic skills in music performance proficiency and works towards progressively more advanced skills by the end of the year-long course. The course prepares students to attain a level of performance equivalent to the external examinations of Unisa/ABRSM "practical" grade six in preparation for the Music Performance Studies courses. Students focus on a primary instrument or voice of study, in classical, jazz, or musical theatre traditions, and cover technical and repertoire work.

Course Code: MUSC2017A

Course Description: Music Performance Studies IIA

NQF Credits: 24	**NQF Level: 6**

Students are trained in solo instrumental or vocal performance (Western art music, popular music, jazz) or, for certain traditions, in a group of instruments (African music, digital and electronic music), as well as in ensemble performance and keyboard skills. Practical tuition includes technical and musical expertise, and knowledge of the instrument and its repertoire, more advanced scales and arpeggios, technical exercises and pieces covering diverse style periods ranging from Baroque through to twentieth century compositions. Correct stylistic practices in music of every period are presented and studied. Memorization is a choice at this level but is encouraged. Interpretative conviction must be aimed for.

Course Code: MUSC2018A

Course Description: Music Performance Studies IIB

NQF Credits: 24	**NQF Level: 6**

Students are trained in solo instrumental or vocal performance (Western art music, popular music, jazz) or, for certain traditions, in a group of instruments (African music, digital and electronic music), as well as in ensemble performance and keyboard skills. Practical tuition includes technical and musical expertise, and knowledge of the instrument and its repertoire, more advanced scales and arpeggios, technical exercises and pieces covering diverse style periods and genres ranging from Baroque through to twentieth century compositions. Correct stylistic practices in music of every period are presented and studied. Memorization is a choice at this level but is encouraged. Interpretative conviction must be aimed for.

Course Code: MUSC2019A	
Course Description: Music Literacies and Skills IIA	
NQF Credits: 24	**NQF Level: 6**

This course furthers students' knowledge of the skills required for creative musical practice in the twenty-first century. Students are taught more advanced compositional techniques using vertical and linear textures including advanced tonal harmony of the Western art music, pop and jazz traditions, drawing on a range of music-cultural styles; analysis from scores include more complex structures. The music technology component includes an overview of mixing, both in theory and practice, in the Pro Tools environment, using effects and mixer knowledge to create mixed audio projects.

Course Code: MUSC2020A	
Course Description: Music Literacies and Skills IIB	
NQF Credits: 24	**NQF Level: 6**

This course furthers students' knowledge of the skills required for creative musical practice in the twenty-first century. Students are taught further advanced compositional techniques using vertical and linear textures including melody, chromatic harmony and advanced counterpoint of Western art music and harmony in pop and jazz, drawing on a range of music-cultural styles; analysis is included. The major project for this course is based on transcription, and arrangement techniques, taking a melodic transcription as a starting point. The project includes arranging the melody, recording and mixing the arrangement, and concludes with an introduction to basic mastering techniques to be used in the project.

Course Code: MUSC2023A	
Course Description: Critical Music Studies: Concepts and Contexts IIA	
NQF Credits: 24	**NQF Level: 6**

This course introduces students to the critical, historical, and social study of music focusing on core concepts specific to the study of music. These include the interrogation of ontologies of sound (what are the natures of sound, music, and noise), and of the musical work. The course discusses the identities and practices of music's primary creative artists (what are composers, performers, and (studio) producers, and their function). The course explores the objects of music such as instruments (including electronic and digital examples), the score, recording formats, musicological notions of the cross-culturally and trans-historically and historical period, style, genre, the canon and the aesthetic ideologies that underpin these.

Course Code: MUSC2024A	
Course Description: Critical Music Studies: Concepts and Contexts IIB	
NQF Credits: 24	**NQF Level: 6**

This course introduces students to the critical, historical, and social study of music, focusing on the contexts within which music is produced, disseminated and consumed. It explores the alignment of music with politics and the social context. The course further explores the relationships of music to the dominant social identities that have animated humanistic studies, such as gender, race, class, and nation, and considers how music functions politically. The course considers the means which music articulates place and space (including cyber-spaces), how it engenders communities and scenes, and functions as ritual practice is considered.

Course Code: MUSC3015A	
Course Description: Music and History and Society III: Music and the Theatre	
NQF Credits: 18	NQF Level: 7

This course explores the complex and varied aesthetic forms that musical theatre has assumed. Through a focus on local and international case studies from opera, operatta, classic American musical theatre, film musicals, township theatre and experimental music theatre the course aims to delineate the distinctions that characterise different traditions of music theatre, while examining, in particular, discourses of nationalism and gender that have pervaded music theatre stages.

Course Code: MUSC3023A	
Course Description: Community Music III	
NQF Credits: 18	NQF Level: 7

This course introduces BMus students to the field of Community Music. It examines the key concepts and theories of community music internationally and covers topics such as music and social justice, and the critical role of the arts in social development. Students engage with international and local community music scholarship and develop theoretical and some practical knowledge, which they then apply to the South African community music context. The course consists of interactive seminar-type lectures, including some practical "musicking". As the summative assessment, students undertake a short research report on a South African community music project, where they demonstrate their working knowledge of community music definitions, epistemologies and practices.

Course Code: MUSC3017A	
Course Description: Music and History and Society III: Musical Modernisms	
NQF Credits: 18	NQF Level: 7

This course is framed by the concepts of modernity, modernism and postmodernism, considering both canonical and alternative formulations of these concepts as they have been theorised in the west and elsewhere, through an exploration of their manifestations in musical cultures in Europe, America and Africa. Examining select music composed and performed during the period, the course questions what characterised twentieth-century musical production, and debates music's role as an articulator of the avant-garde.

Course Code: MUSC3018A	
Course Description: Music and History and Society III Music in Contemporary Lives	
NQF Credits: 18	NQF Level: 7

This course is an issue-based course that takes sociology of music perspective on the social uses of music in the contemporary world, exploring the role of music within the context of some of the major social processes and events that characterise contemporary society. Topics covered include music as protest, music in war, terrorism and peace; music and immigration and globalisation; music in social development, tourism and as heritage; and music, censorship and freedom. The course debates the utility and ethical place of music in contemporary lives.

Course Code: MUSC4031A	
Course Description: Composition IV: Theory and Analysis	
NQF Credits: 23	NQF Level: 8

This course constitutes the composition specialisation and covers select topics in the theory, analysis, and aesthetics of key works, creative techniques, technologies, and practices identified with musical creation. The course is taught in areas that include, amongst others, electronic music and their technologies, choral composition and arrangement, art music composition at the Western-African music nexus, "freestyle" improvisation-based composition, composition for moving image and commercial pop, and jazz arranging.

Course Code: MUSC4032A

Course Description: Composition Studies IV: Portfolio

NQF Credits: 23	NQF Level: 8

This course constitutes the composition specialisation and creates and presents a portfolio of original compositions and creative work (of total duration of approximately twenty minutes) located in diverse areas that traverse the spectrum of creative endeavour from commercial production work to the experimental. Students choose to produce creative work in four areas, taught and supervised in short modules, from, amongst others, electronic music and their technologies, choral composition and arrangement, art music composition at the Western-African music nexus, "freestyle" improvisation-based composition, composition for moving image and commercial song writing, pop, and jazz arranging.

Course Code: MUSC4179A

Course Description: Music Performance Studies IV

NQF Credits: 45	NQF Level: 8

This course develops music performance professionalism and expertise; the student-performer attains a level of performance ability equivalent to that required of the performer's licentiate of the external examining bodies such as UNISA, the Associated Board of the Royal Schools of Music, and Trinity College London. The course culminates in the presentation of a public recital or show in solo, accompanying or ensemble performance. The recital must present a coherent, varied programme that demonstrates both knowledge of the range of canonical repertoires of the tradition within which the performance is located and also a diversity of technical skills expected of performance at this level; the inclusion of more recent and experimental work in the programme is encouraged.

Course Code: MUSC4034A

Course Description: Music Performance Studies IV: Minor Studies

NQF Credits: 23	NQF Level: 8

This course develops music performance expertise and the student-performer should have attained a level of performance ability equivalent to that required of the teacher's licentiate of the external examining bodies such as UNISA, the Associated Board of the Royal Schools of Music, and Trinity College London. The course focuses on solo instrumental or voice performance as well as either accompanying or ensemble playing and is assessed in both mid-year and end-of-year performance examinations.

Course Code: MUSC4039A

Course Description: Community Music Minor Studies

NQF Credits: 23	NQF Level: 8

This course enables students with other music specialisations to experience community music and creates opportunities to apply their musicianship in diverse social and educational contexts. The course introduces students to an international field of practice and study that concerns music teaching and learning in informal settings. Topics includes: community music critical perspectives and scholarship; community music in context (including music therapy); professional development (learning group facilitation, creative leadership and critical reflective skills); and applied learning in community music.

Course Code: MUSC4178A

Course Description: Community Music Major Studies

NQF Credits: 48	NQF Level: 8

This course enable students to apply their musicianship in diverse social and educational contexts and expand their understanding and experience of the meanings and uses of music in society. It focuses on "community music" as an international field of scholarship and practice, which concerns music teaching and learning in informal settings, closely linked to social development and social justice. Topics include: community music critical perspectives and scholarship; community music in context (including music and health and music therapy); creative, professional development (learning group facilitation, creative

leadership and critical reflective skills); and applied musicianship (two service-learning community engagement projects).

Course Code: MUSC4037A	
Course Description: Music Criticism: Research Project	
NQF Credits: 30	**NQF Level: 8**

Music Criticism introduces students to the epistemological and aesthetic foundations of music criticism, through topics in value theory, the connection between criticism and music analysis, and the nature of music criticism discourse. It covers select literature of criticism in the areas of western classical music, jazz, rock, art music composition, and music of the theatre.

Course Code: MUSC4041A	
Course Description: Music Research Methods	
NQF Credits: 23	**NQF Level: 8**

The course focuses on the production of a research proposal related to the long essay. Students attend seminars on proposal writing and general music research methods, and practice-based and artistic research in the students' chosen sub-discipline.

Course Code: MUSC4046A	
Course Description: Community Music	
NQF Credits: 45	**NQF Level: 8**

This course enable students to apply their musicianship in diverse social and educational contexts and expand their understanding and experience of the meanings and uses of music in society. It focuses on "community music" as an international field of scholarship and practice, which concerns music teaching and learning in informal settings, closely linked to social development and social justice. Topics include: community music critical perspectives and scholarship; community music in context (including music and health and music therapy); creative, professional development (learning group facilitation, creative leadership and critical reflective skills); and applied musicianship (two service-learning community engagement projects). Music in History and Society (MUSC)

Course Code: IACS1000A	
Course Description: Film, Visual and Performing Arts IA	
NQF Credits: 18	**NQF Level: 5**

The course covers a variety of arts including Film, Drama, Music, Digital and Visual Arts, drawn from historical and contemporary cultures across a variety of locations, including cyberspace. Through a series of specific case studies, we engage the issue of representation in our cultural context. Students discuss how cultural productions engage with subjectivity, narrative, expression and meaning, relating these to students' own experiences of various forms of arts practice. Students gain a grounding in theoretical issues fundamental to the practice and appreciation of different art forms, and gain skills in the reading and critical analysis of different genres.

Course Code: IACS1001A	
Course Description: Film, Visual and Performing Arts IB	
NQF Credits: 18	**NQF Level: 5**

This course covers key theories and methodologies in the areas of Film, Drama, Music, Digital and Visual Arts, and a range of case studies from these different disciplines. The course is arranged according to two overarching and connected themes, namely Stereotypes and Power and The Body, Sex and Race. Students gain a broad understanding of theories and practices in the field of film, visual and performing arts, a sphere which extends beyond the narrow confines of specialist studies, into our everyday lives, and our understanding of the world. Increasingly in the arts, discipline boundaries are being challenged and re-drawn. This course provides a basis on which to assess such developments.

Course Code: MUSC2023A	
Course Description: Critical Music Studies: Concepts and Contexts IIA	
NQF Credits: 24	NQF Level: 6

This course introduces students to the critical, historical, and social study of music focusing on core concepts specific to the study of music. This includes the interrogation of ontologies of sound (what are the natures of sound, music, and noise), and of the musical work. It discusses the identities and practices of music's primary creative artists (what are composers, performers, and (studio) producers, and their function). The course explores the objects of music such as instruments (including electronic and digital examples), the score, recording formats, musicological notions of the cross-culturally and trans-historically and historical period, style, genre, the canon and the aesthetic ideologies that underpin these.

Course Code: MUSC2024A	
Course Description: Critical Music Studies: Concepts and Contexts IIB	
NQF Credits: 24	NQF Level: 6

This course introduces students to the critical, historical, and social study of music, focusing on the contexts within which music is produced, disseminated and consumed. It specifically explores the alignment of music with politics and the social. The course explores the relationships of music to the dominant social identities that have animated humanistic studies, such as gender, race, class and nation, and considers how music functions politically. The course considers the means which music articulates place and space (including cyber-spaces), how it engenders communities and scenes, and functions as ritual practice is considered.

Course Code: MUSC3015A	
Course Description: Music in History and Society III: Music and the Theatre	
NQF Credits: 18	NQF Level: 7

Music in History and Society 3: Music and the Theatre explore the complex and varied aesthetic forms that musical theatre has assumed. Through a focus on case studies from opera, operatta, classic American musical theatre, film musicals, and experimental music theatre the course aims to delineate the distinctions that characterise different traditions of music theatre, while examining, in particular, discourses of nationalism and gender that have pervaded music theatre stages.

Course Code: MUSC3017A	
Course Description: Music in History and Society III: Musical Modernisms	
NQF Credits: 18	NQF Level: 7

This course is framed by the concepts of modernity, modernism and postmodernism, considering both canonical and alternative formulations of these concepts as they have been theorised in the west and elsewhere, through an exploration of their manifestations in musical cultures in Europe, America and Africa. Examining select music composed and performed during the period, the course questions what characterised twentieth-century musical production, and debates music's role as an articulator of the avant-garde.

Course Code: MUSC3018A	
Course Description: Music in History and Society III: Music in Contemporary Lives	
NQF Credits: 18	NQF Level: 7

This course is a seminar format, issue-based course that takes sociology of music perspective on the social uses of music in the contemporary world, exploring the role of music within the context of some of the major social processes and events that characterise contemporary society. Topics covered include music as protest, and music in war, terrorism and peace, music and immigration and globalisation, music in social development, tourism and as heritage, and music, censorship and freedom. The course debates the utility and ethical place of music in contemporary lives.

Course Code: MUSC4179A	
Course Description: Music Performance Studies IV	
NQF Credits: 48	**NQF Level: 8**

This course develops music performance professionalism and expertise; the student-performer attains a level of performance ability equivalent to that required of the performer's licentiate of the external examining bodies such as UNISA, the Associated Board of the Royal Schools of Music, and Trinity College London. The course culminates in the presentation of a public recital or show in solo, accompanying or ensemble performance. The recital must present a coherent, varied programme that demonstrates both knowledge of the range of canonical repertoires of the tradition within which the performance is located and also a diversity of technical skills expected of performance at this level; the inclusion of more recent and experimental work in the programme is encouraged.

SCHOOL OF SOCIAL SCIENCE

Course Code: SOSS4052A	
Course Description: Basic Concepts in Organisational and Institutional Studies	
NQF Credits: 23	**NQF Level: 8**

This course introduces the theory of institutions and organisations, drawing conceptually from the metaphor of an institution as the 'rules of the game'. In this way, the course introduces a distinction between organisations (as formally mandated entity with people and resources) and institutions as the way that people and resources combine to produce daily practices. The course explores the different ways in which power is exercised in institutions, from where it derives and how it is legitimised, how incentives are created and their effects, how organisations are structured and how this affects their social and political lives and the cultures and histories of those that work in departments and so on.

The course offers students an introduction to some of the basic concepts in Institutional Economics, considering how formal institutions are important determinants of individual and group behaviour. Behaviour, including contracts, affects socio-economic development. The intention is to understand how institutions lead to different socio-economic paths of development.

Course Code: SOSS7085A	
Course Description: Advanced Concepts in Organisational and Institutional Studies	
NQF Credits: 30	**NQF Level: 9**

This course requires students to apply concepts from the course to undertake ethnographic work in selected organisations or a history or sociology of a relevant department focusing on its institutional lives. The course starts with an advanced topic in the theory of institutions and organisations, exploring the particular form of the bureaucracy and periodising it historically and in South Africa, power dynamics in organisations and their relationship to formal and informal institutions. It focuses on the different ways in which power is exercised in institutions, from where it derives and how it is legitimised. It explores how incentives are created and their effects, how organisations are structured and how this affects their social and political lives and the cultures and histories of those that work in departments.

Course Code: SOSS7102AA	
Course Description: Data Science and Data Analysis for the Social Sciences and Humanities	
NQF Credits: 30	**NQF Level: 9**

This course introduces statistical social research, with applications in the social sciences and related fields. It introduces the logic and methods of statistical social research along with the basics of statistical computing. It covers topics such as univariate and bivariate descriptive statistics and graphics, and it introduces inferential statistics through applications such as univariate confidence intervals and tests of bivariate association, as well as the logic of causal explanation.

Course Code: ECON7035A	
Course Description: Public Economics	
NQF Credits: 15	NQF Level: 9

This course explores issues in public economics. Topics covered include but are not limited to state formation, taxation, public spending, fiscal federalism, theories of government intervention and redistribution, incidence of tax and transfer policies, political collusion, political competition, political support, property rights, public goods, regulation and voting. The course is designed to expose candidates to both the foundational or classic literature in the field and to some new developments in selected subfields. The course combines theoretical developments and empirical applications to equip the candidate with skills essential for conducting research in the field.

Philosophy (PHIL)

Course Code: PHIL1003A	
Course Description: Introduction to Philosophy: Knowledge and Reality I	
NQF Credits: 18	NQF Level: 5

This course introduces students to philosophy through a focused selection of topics in epistemology and metaphysics (the theories of knowledge and reality) along with the required background on the identification and evaluation of arguments.

Course Code: PHIL1002A	
Course Description: Introduction to Ethics I	
NQF Credits: 18	NQF Level: 5

This course introduces students to ethical reasoning and its applications. Examples of topics include theories of right and wrong, the relativity or objectivity of ethics, ethics and religion, equality and justice, selected ethical issues in the contemporary world.

Course Code: PHIL2001A	
Course Description: Applied Ethics II	
NQF Credits: 24	NQF Level: 6

This course applies techniques of philosophical reasoning and basic ethical and social theory to particular moral and socio-political issues. Topics selected include any of the following: racism and/or sexism, abortion, euthanasia, research on animals and humans, reproductive technologies, punishment and the death penalty, affirmative action, sexual morality, our obligations to the poor, war and revolution, immigration, patriotism and international justice.

Course Code: PHIL2002A	
Course Description: History of Philosophy A: Classical and Early Modern Philosophy II	
NQF Credits: 24	NQF Level: 6

This course includes a selection of topics in metaphysics and epistemology (and possibly ethics), based on classical and early modern sources in philosophy up to the early eighteenth century. Topics include appearance and reality, the classification of objects into kinds, problems of identity, the nature and origin of our ideas, and the role of experience and reason in the generation of knowledge.

Course Code: PHIL2005A	
Course Description: Philosophy of Mind and Psychology II	
NQF Credits: 24	NQF Level: 6

This course includes a selection of topics such as the nature of mind and selected mental states, mind, consciousness and intentionality, the relation between mind and body, nature and explanation of action, freedom of will and action, personal identity and possibility of a naturalised psychology.

Course Code: PHIL2006A	
Course Description: Philosophy of Religion II	
NQF Credits: 24	**NQF Level: 6**

This course applies techniques of philosophy to religious belief and disbelief. It includes the critical examination of philosophical arguments for and against the existence of God from both historical and contemporary sources.

Course Code: PHIL2007A	
Course Description: Philosophy of Science II	
NQF Credits: 24	**NQF Level: 6**

This course includes the nature of scientific knowledge and scientific theories, problem of confirmation and explanation, the development of science and related topics (including the role and nature of scientific revolutions and paradigms, and theoretical incommensurability in science), further topics such as the objectivity of science, causation and determinism, the nature of social explanation and topics from the history of science are also covered.

Course Code: PHIL2009A	
Course Description: Social and Political Philosophy II	
NQF Credits: 24	**NQF Level: 6**

This course covers a philosophical investigation of a number of concepts and issues in social and political theory, through historical and/or contemporary sources. Topics include the relationship of the individual to the state, the nature and value of equality, concepts of freedom and justice, natural rights, and the philosophical underpinnings of democracy.

Course Code: PHIL2012A	
Course Description: Theories of Justice II	
NQF Credits: 24	**NQF Level: 6**

In this course, the central issue is the morality of law, why law is sometimes justly enforced with punishment, how much punishment a given crime should receive, which actions criminal law justly forbids, and when justice requires citizens to obey the law. Examples of possible topics include the justification of punishment, civil liberty, property and political obligation.

Course Code: PHIL2013A	
Course Description: Business Ethics II	
NQF Credits: 24	**NQF Level: 6**

This course introduces the fundamentals of ethical theory as applied to practical issues in business, with some emphasis on accountancy in particular. The course questions the major philosophical approaches to ethics, how these approaches affect corporate governance and the obligations of an accountancy firm.

Course Code: PHIL2015A	
Course Description: Continental Philosophy II	
NQF Credits: 24	**NQF Level: 6**

This courses addresses philosophy from the nineteenth and twentieth century European tradition, possible examples of authors and schools are Hegel, Marx, Nietzsche, Husserl, Heidegger, Habermas, the Frankfurt School, phenomenology, French existentialism, postmodernism, hermeneutics and critical social theory.

Course Code: PHIL2016A	
Course Description: African Philosophy	
NQF Credits: 24	NQF Level: 6

This course introduces students to some central topics and issues in African philosophy. Topics and issues to be examined include: the nature of African philosophy, schools of thought in African philosophy, and the metaphilosophical question in African philosophy; African metaphysics, philosophies of mind and religion, logic and African theories of knowledge, humanism and African ethics, social sanctions and the role of the supernatural in African culture and world views.

Course Code: PHIL3003A	
Course Description: History of Philosophy B: Further Topics in the History of Modern Philosophy III	
NQF Credits: 18	NQF Level: 7

This course involves the critical study of parts of Hume's Treatise on Human Nature and Kant's Critique of Pure Reason in relation to topics such as causation, space and time, substance, identity and objectivity, but other authors and topics may be offered.

Course Code: PHIL3001A	
Course Description: Epistemology and Metaphysics III	
NQF Credits: 18	NQF Level: 7

A selection of topics from the following: the nature of perceptual states, the relation of perceptual states to objects and the relation between perceptual states and beliefs; the nature of beliefs and belief content; the adequacy of the 'traditional account of knowledge', the role of justification in knowledge, the need for foundations for knowledge, the problem of scepticism and the possibility of a naturalised epistemology; various accounts of reality including realism, idealism and phenomenalism are covered in this course.

Course Code: PHIL3005A	
Course Description: Select Movements in twentieth Century Philosophy III	
NQF Credits: 18	NQF Level: 7

This course deals with select topics, periods and movements in twentieth century philosophy. Possible offerings include Analytical Philosophy in the twentieth century, (focusing for example on the critically important work of Russell, Frege and Wittgenstein), Pragmatist Philosophy (focusing for example on the work of Peirce, Quine, Goodman and Rorty) or (certain trends in) Continental Philosophy (for example Existentialism, Phenomenology, Hermeneutics and Post-Structuralism). Each of these would normally focus on the relation between language, thought and reality.

Course Code: PHIL3002A	
Course Description: Ethics III	
NQF Credits: 18	NQF Level: 7

This course discusses a study of various issues in philosophical ethics (understood as covering both normative and metaethical theory). Topics include some of the following: the moral point of view, Kantian ethics, utilitarianism, natural rights, consequentialism and non-consequentialism, morality and rationality, value theory, moral objectivity and relativity, feminist ethics, moral psychology, and issues concerning political philosophy.

Course Code: PHIL3006A	
Course Description: A Selected Topic in Philosophy III	
NQF Credits: 18	NQF Level: 7

Detailed study of an advanced thematic or historical topic (or set of topics) in philosophy which complements the contents of the other third year level courses offered during the same academic year are covered in this course.

Course Code: PHIL3004A	
Course Description: Philosophy of Social Science III	
NQF Credits: 18	**NQF Level: 7**

A critical study of central issues such as dealing with such issues as the nature of evidence, theory, explanation and understanding; the status of the social sciences in relation to the natural sciences, causation and predictability and the role of freedom and rationality in social explanation are covered in this course.

Course Code: PHIL3007A	
Course Description: Senior Seminar in Philosophy III	
NQF Credits: 18	**NQF Level: 7**

This course involves the systematic study of an approved topic from the research fields of the member of staff teaching the course. The topic offered will complement the contents of the other third year level courses.

Course Code: PHIL3008A	
Course Description: Philosophy of Language III	
NQF Credits: 18	**NQF Level: 7**

This course introduces some fundamental issues and theories in the philosophy of language. Topics may include the relationships between language and the mind, the world, society, and philosophy. Examples of possible topics include the following: how the words and sentences of a language acquire meaning; the roles of intention, convention, and truth in determining meaning; how we are able to make reference to things in the world by using language; whether truth is somehow determined by or relative to the language that we speak; whether perennial philosophical questions of all sorts are really just questions about language. Readings may include texts by Frege, Russell, Wittgenstein, Quine, Davidson, Grice, Searle, Kripke, Lewis, and others.

Course Code: PHIL3009A	
Course Description: Symbolic Logic III	
NQF Credits: 18	**NQF Level: 7**

This course comprises the following:

1) Basic concepts of logic.
2) Propositional Calculus and Standard First-Order Predicate Calculus with relations and identity: syntax, semantics, decision procedures, proof procedures, symbolic representation and evaluation of arguments, and basic metatheory.
3) Further select topics such as extensions of and/or alternatives to Standard First-Order Logic, some applications of symbolic logic and topics in the philosophy of logic.

Course Code: PHIL3010A	
Course Description: Philosophy of Art	
NQF Credits: 18	**NQF Level: 7**

This course introduces students to core issues in the philosophy of art, covering both historical and contemporary sources and material. Possible topics include the nature of art, and of our experience of art, beauty, imagination and taste, imitation, representation and expression, style, art, knowledge, and truth, art, meaning and value, narrative and genre, and the ontological status of works of art.

Course Code: PHIL4001A	
Course Description: Applied Ethics	
NQF Credits: 23	**NQF Level: 8**

This course applies techniques of philosophical reasoning and ethical and social theories to particular controversial moral and socio-political issues. Examples of possible topics include decisions surrounding life and death, punishment, affirmative action, bioethics and medical ethics, the treatment of animals, and the value of persons.

Course Code: PHIL4002A	
Course Description: Ethics	
NQF Credits: 23	**NQF Level: 8**

This course critically examines theories and issues within normative and/or meta-ethics. Examples of possible topics include moral relativism, realism and objectivism about moral values, the nature of value, virtue and character, theories of right and wrong action, and the nature of moral reasons.

Course Code: PHIL4004A	
Course Description: Metaphysics	
NQF Credits: 23	**NQF Level: 8**

This course is a critical examination of selected topics in metaphysics. Examples of possible topics include identity, causation, free will, universality, necessity and possibility.

Course Code: PHIL4006A	
Course Description: Philosophical Logic	
NQF Credits: 23	**NQF Level: 8**

This course applies formal logical techniques to philosophical problems. Examples of possible topics include truth and truth-functionality, conditionals, quantification, modality, and deontic and epistemic logic.

Course Code: PHIL4013A	
Course Description: Philosophy of Art	
NQF Credits: 23	**NQF Level: 8**

This course explores core issues in the philosophy of art, covering both historical and contemporary sources and material. Examples of possible topics include the nature of art; our experience of art; beauty, imagination, and taste; imitation, representation and expression; style; art, meaning, and value; narrative and genre; the ontological status of works of art; and the philosophy of the visual arts, literature, film, music and performance.

Course Code: PHIL4014A	
Course Description: Philosophy of Language	
NQF Credits: 23	**NQF Level: 8**

This course is a critical examination of selected topics in philosophy of language. Examples of possible topics include meaning and reference, naming and description, and semantics and pragmatics.

Course Code: PHIL4015A	
Course Description: Philosophy of Mind	
NQF Credits: 23	**NQF Level: 8**

This course is a critical examination of selected topics in philosophy of mind. Examples of possible topics include the mind-body problem, the nature of mental states, consciousness, representation, the nature and explanation of action, personal identity, and the emotions.

Course Code: PHIL4016A	
Course Description: Philosophy of Science	
NQF Credits: 23	**NQF Level: 8**

This course is a critical examination of select topics in contemporary philosophy of science. Examples of possible topics include the nature of laws and theories, explanation, confirmation, methodology, and objectivity and relativism.

Course Code: PHIL4017A	
Course Description: Philosophy of Social Science	
NQF Credits: 23	**NQF Level: 8**

The course critically examines philosophical issues in the social sciences. Examples of possible topics include the nature and models of explanation, holism and individualism, structure and agency, and social and institutional ontology.

Course Code: PHIL4019A	
Course Description: Select Authors	
NQF Credits: 23	**NQF Level: 8**

This course involves a guided reading and critical exploration of one or more noteworthy philosophers. Examples of possible authors include Plato, Aristotle, Kant, Descartes, Wittgenstein, Davidson, Wiredu, and Nussbaum.

Course Code: PHIL4020A	
Course Description: Select Schools	
NQF Credits: 23	**NQF Level: 8**

This course critically explores one or more schools of philosophy. Examples of possible schools include rationalism, existentialism, empiricism, ancient virtue ethics, pragmatism, and ethnophilosophy.

Course Code: PHIL4021A	
Course Description: Select Topics	
NQF Credits: 23	**NQF Level: 8**

This course investigates one or more topics in philosophy. Examples of possible topics include being and reality, knowledge and scepticism, virtue and obligation, and gender and justice.

Course Code: PHIL4022A	
Course Description: Social and Political Philosophy	
NQF Credits: 23	**NQF Level: 8**

This course involves a critical examination of important texts and issues in social and political philosophy. Examples of possible topics include distributive justice, war and peace, and race and identity.

Course Code: PHIL4023A	
Course Description: Theory of Knowledge	
NQF Credits: 23	**NQF Level: 8**

This course is a critical exploration of important issues about knowledge and justification. Examples of possible topics include perception, knowledge and belief, scepticism, and truth.

Course Code: PHIL4024A	
Course Description: African Philosophy	
NQF Credits: 23	**NQF Level: 8**

This course engages with topics and debates about and within African philosophy. Examples of possible topics include debates about the existence and nature of African philosophy, important texts of an African philosopher or a school of African philosophy, and key arguments and theories of African philosophers on selected philosophical topics.

Course Code: PHIL7001A	
Course Description: Applied Ethics	
NQF Credits: 30	**NQF Level: 9**

This course applies techniques of philosophical reasoning and ethical and social theories to particular controversial moral and socio-political issues. Examples of possible topics include decisions surrounding life and death, punishment, affirmative action, bioethics and medical ethics, the treatment of animals, and the value of persons.

Course Code: PHIL7006A	
Course Description: Ethics	
NQF Credits: 30	**NQF Level: 9**

This course critically examines theories and issues within normative and/or meta-ethics. Examples of possible topics include moral relativism, realism and objectivism about moral values, the nature of value, virtue and character, theories of right and wrong action, and the nature of moral reasons.

Course Code: PHIL7008A	
Course Description: Metaphysics	
NQF Credits: 30	**NQF Level: 9**

This course is a critical examination of selected topics in metaphysics. Examples of possible topics include identity, causation, free will, universality, necessity and possibility.

Course Code: PHIL7010A	
Course Description: Philosophical Logic	
NQF Credits: 30	**NQF Level: 9**

This course applies formal logical techniques to philosophical problems. Examples of possible topics include truth and truth-functionality, conditionals, quantification, modality, and deontic and epistemic logic.

Course Code: PHIL7013A	
Course Description: Philosophy of Art	
NQF Credits: 30	**NQF Level: 9**

This course explores core issues in the philosophy of art, covering both historical and contemporary sources and material. Examples of possible topics include the nature of art; our experience of art; beauty, imagination, and taste; imitation, representation and expression; style; art, meaning, and value; narrative and genre; the ontological status of works of art; and the philosophy of the visual arts, literature, film, music and performance.

Course Code: PHIL7012A	
Course Description: Philosophy of Language	
NQF Credits: 30	**NQF Level: 9**

This course is a critical examination of selected topics in philosophy of language. Examples of possible topics include meaning and reference, naming and description, and semantics and pragmatics.

Course Code: PHIL7013A	
Course Description: Philosophy of Mind	
NQF Credits: 30	**NQF Level: 9**

This course is a critical examination of selected topics in philosophy of mind. Examples of possible topics include the mind-body problem, the nature of mental states, consciousness, representation, the nature and explanation of action, personal identity, and the emotions.

Course Code: PHIL7014A	
Course Description: Philosophy of Science	
NQF Credits: 30	**NQF Level: 9**

This course is a critical examination of select topics in contemporary philosophy of science. Examples of possible topics include the nature of laws and theories, explanation, confirmation, methodology, and objectivity and relativism.

Course Code: PHIL7015A	
Course Description: Philosophy of Social Science	
NQF Credits: 30	**NQF Level: 9**

The course critically examines philosophical issues in the social sciences. Examples of possible topics include the nature and models of explanation, holism and individualism, structure and agency, and social and institutional ontology.

Course Code: PHIL7021A	
Course Description: Select Authors	
NQF Credits: 30	**NQF Level: 9**

This course involves a guided reading and critical exploration of one or more noteworthy philosophers. Examples of possible authors include Plato, Aristotle, Kant, Descartes, Wittgenstein, Davidson, Wiredu, and Nussbaum.

Course Code: PHIL7022A	
Course Description: Select Schools	
NQF Credits: 30	**NQF Level: 9**

This course critically explores one or more schools of philosophy. Examples of possible schools include rationalism, existentialism, empiricism, ancient virtue ethics, pragmatism, and ethnophilosophy.

Course Code: PHIL7023A	
Course Description: Select Topics	
NQF Credits: 30	**NQF Level: 9**

This course investigates one or more topics in philosophy. Examples of possible topics include being and reality, knowledge and scepticism, virtue and obligation, and gender and justice.

Course Code: PHIL7024A	
Course Description: Social and Political Philosophy	
NQF Credits: 30	**NQF Level: 9**

This course involves a critical examination of important texts and issues in social and political philosophy. Examples of possible topics include distributive justice, war and peace, and race and identity.

Course Code: PHIL7025A	
Course Description: Theory of Knowledge	
NQF Credits: 30	NQF Level: 9

This course is a critical exploration of important issues about knowledge and justification. Examples of possible topics include perception, knowledge and belief, scepticism, and truth.

Course Code: PHIL7042A	
Course Description: African Philosophy	
NQF Credits: 30	NQF Level: 9

This course engages with topics and debates about and within African philosophy. Examples of possible topics include debates about the existence and nature of African philosophy, important texts of an African philosopher or a school of African philosophy, and key arguments and theories of African philosophers on selected philosophical topics.

Course Code: PHIL7034A	
Course Description: Methods of Applied Ethics	
NQF Credits: 30	NQF Level: 9

This is the core course for the AEP Programme, to be taken by all participants in the first semester. It serves as an introduction to some basic philosophical concepts and some fundamentals of ethical theory. It also explores basic matters such as moral reasoning and argument, and will typically introduce participants to philosophical approaches to applied ethics through study of some prominent examples of work in the area.

Course Code: PHIL7026A	
Course Description: Social Justice	
NQF Credits: 15	NQF Level: 9

This course is an inquiry into theories of, and issues concerning, social, and particularly, economic justice. Examples of possible topics include prominent theories of distributive justice such as those of Rawls and Nozick, as well as narrower issues such as the role and ethics of affirmative action, compensation for past injustices, progressive taxation, and alleged rights to a basic income.

Course Code: PHIL7027A	
Course Description: Morality and the Marketplace	
NQF Credits: 15	NQF Level: 9

This course is a potentially diverse exploration of ethical issues in business and market-oriented social policy. Examples of possible topics include discussions of micro-issues such as morality vs. profit, the rights (and responsibilities) of share-holders, secrecy and honesty in business contexts, the ethics of whistle-blowing and the rights of, and relationships between, workers and their employers; and discussions of macro-issues such as the morality of market-capitalism, and social tinkering with it such as BEE programmes.

Course Code: PHIL7028A	
Course Description: Morality and the Law	
NQF Credits: 15	NQF Level: 9

This course is an inquiry into the relationship between law and morality and/or moral issues surrounding the use of law as a social instrument. Examples of possible topics include the moral underpinnings, if any, of law, the use of law to promote morality, paternalistic legislation, the general ethics of legal coercion, and the moral significance of the Constitution.

Course Code: PHIL7029A	
Course Description: Issues in Biomedical Ethics	
NQF Credits: 15	**NQF Level: 9**

This course is an examination of moral issues arising in the contexts of health care and biomedical research. Examples of possible topics include both micro health-care issues such as informed consent, and the rights of patients (and health care workers), or macro issues such as resource allocation. Other examples of possible topics include research issues such as the ethical treatment of human subjects and the social consequences of certain research programmes, such as stem-cell research and genetic engineering.

Course Code: PHIL7030A	
Course Description: Information and Privacy	
NQF Credits: 15	**NQF Level: 9**

This course is a potentially diverse exploration of moral issues concerning the use of and accessibility of information, and their effects on privacy. Examples of possible topics include the nature and value of privacy, issues in media ethics, computer/information ethics, the ethics of professional-client relationships, and the ethics of information accessible to businesses and government agencies.

Course Code: PHIL7031A	
Course Description: Ethics and the Environment	
NQF Credits: 15	**NQF Level: 9**

This course is an examination of a range of ethical issues surrounding the environment and its relationship to human activity. Examples of possible topics include theoretical questions such as whether wholes such as ecosystems or relationships, and not merely individuals, can have moral status, as well as more specific issues about land and resource use, the ethics of pollution and environmental degradation, and the rights of future generations to environmental integrity.

Course Code: PHIL7032A	
Course Description: Ethical Theory	
NQF Credits: 15	**NQF Level: 9**

This course is an inquiry into some central theoretical questions in ethics which bear on practical issues. It builds upon some of the introductory theory in the ''Methods of Applied Ethics'' course, as well as introducing other theoretical approaches to ethical inquiry. Examples of possible topics include consequentialism, deontology, virtue, moral motivation, the codifiability of ethics, and the possibility of moral knowledge.

Course Code: PHIL7033A	
Course Description: Cultural Pluralism and Ethics	
NQF Credits: 15	**NQF Level: 9**

This course is an examination of ethical issues arising from the fact of cultural pluralism. Examples of possible topics include moral relativism, duties to minorities and rights of majorities in multicultural states, cross-cultural tolerance, the alleged value of cultural pluralism, and liberal and non-liberal approaches to the fact of cultural pluralism.

Course Code: PHIL7035A	
Course Description: The Value of Life	
NQF Credits: 15	**NQF Level: 9**

This course is an exploration of life's alleged value and/or particular issues that bear upon it. Examples of possible topics include theories of the wrongness of killing normal, adult human beings, and issues such as abortion, euthanasia, stem-cell research and animal rights.

Course Code: PHIL7043A	
Course Description: Ethics and International Affairs	
NQF Credits: 15	**NQF Level: 9**

This course selects from a range of possible topics in ethics and international affairs, including terrorism and the response to it, war and its justice, the justice of conduct within war, the use of torture as a means of preventing attacks, poverty and the duties of rich countries and their citizens to alleviate it, the ethics of international aid more generally, globalization, colonialism and imperialism, and more abstract issues about the place of ethical considerations in international affairs at all.

Course Code: PHIL7044A	
Course Description: Ethics and the Philosophy of Artificial Intelligence	
NQF Credits: 15	**NQF Level: 9**

This course examines the moral questions arising from the rapid expansion of Artificial Intelligence (AI) technologies. Questions to be discussed include: How can we mitigate bias and ensure fairness in AI algorithms, particularly in applications like hiring, lending, and criminal justice? Who should be responsible for addressing and rectifying biased AI systems? What ethical considerations arise when AI systems make autonomous decisions with potentially significant consequences, such as in autonomous vehicles or medical diagnoses? How should society address the potential job displacement caused by AI, and what ethical responsibilities AI developers and businesses have in this regard?

Course Code: POLS1008A/POLS1010A(PT)	
Course Description: States, Power and Governance	
NQF Credits: 18	**NQF Level: 5**

This course examines different ways of ruling in selected states. It deals with issues such as state power, who rules, how and through what institutions. It pays specific attention to competing conceptions of how power should be distributed in different political cultures as well as its exercise through executive and other bodies. The course looks at different case studies in the twentieth century including 'socialist' countries and contemporary capitalist societies.

Course Code: POLS1007A/POLS1009A(PT)	
Course Description: Introduction to Political Studies	
NQF Credits: 18	**NQF Level: 5**

This course introduces students to foundational themes in political studies such as ideologies, concepts and approaches to politics. The course focuses on South Africa in a globalised world, focusing on contemporary politics and issues that confront this generation in the twenty first century.

Course Code: POLS2019A/POLS2016A(PT)	
Course Description: Feminist Theory and Politics II	
NQF Credits: 24	**NQF Level: 6**

With a transnational perspective, including primary sources as well as scholarly texts from the USA, Europe, Africa and specifically South Africa, this course situates respective women's histories in a broader historical, political, and cultural as well as geographical context. This course also explores the concept of culture as ever changing social practices in the light of pre-colonial African gender relations. It is followed by various interlinked struggles for emancipation: the US-American anti-slavery movement and its impact on the "first wave" women's movement; the so called second wave women's movements in the West, enabling the corporal turn leading to today's study of Body Politics; we are engaging with gender relations in South Africa and explore differences within movements and amongst women in relation to sexuality/sex/gender performance and class position and the experience of racialised discrimination or privilege.

Course Code: POLS2006A	
Course Description: Social Theories of Modernity	
NQF Credits: 24	NQF Level: 6

This course examines the political, social and economic dimensions of modernity and postmodernity. It begins with an introduction to the essential literature of the Scientific Revolution and the Enlightenment and their effects on western culture. The course focuses on the principal political economic institutions of modernity. This includes tracing the history of the modern European state from the collapse of feudalism to the emergence in the nineteenth and twentieth centuries of liberal and democratic state-forms. Several theoretical perspectives on modern capitalism and its relationship to the structures of the modern state are introduced and the various forms the state has assumed during the twentieth century – in particularthe "social democratic" and "neo liberal" forms are studied in relation to the mutations of contemporary capitalism.
A variety of "totalitarian" responses to the challenges of modernity, including some forms of religious fundamentalism, are then considered before the course concludes with an examination of the concept of "postmodernity". In this connection, the various philosophical and political claims challenging the premises of modernity are examined.

Course Code: POLS2012A	
Course Description: South Africa: Politics and Governance	
NQF Credits: 24	NQF Level: 6

The course familiarises students with key themes and controversies in South Africa's politics. It examines the making of the country's borders and its state; the controversies over the definitions of South African citizenship in the twentieth and twenty-first centuries; and the relationship between its executive, legislature, judiciary and bureaucracies. Students also debate the place of identity politics, race and class in South Africa, both in the past, and in the present. It considered the modernity of South Africa's politics and models of governance, the reliance of the apartheid state on quasi-legal "states of emergency" in the governance of the country, and the role of both legal and extra-legal means and methods of protest both during the apartheid era and in the present moment. These discussions will take place in the context of a detailed study of our country's political history, from colonialism throughout apartheid to the present day.

Course Code: POLS2015A	
Course Description: Human Rights and Political Studies	
NQF Credits: 24	NQF Level: 6

The course introduces students to the politics of human rights. Students explore the origins of rights-talk in political discourse, the political and philosophical foundations of human rights, critics of human rights discourses, and how social movements have invoked rights to advance their causes.

Course Code: POLS2020A	
Course Description: Law, State and Society	
NQF Credits: 24	NQF Level: 6

This course introduces relations between law, state and society and focuses on current debates concerning their relations in contemporary South Africa. The course examines foundational theory of law and politics, the separation of powers and the struggles between the state and the judiciary. It investigates the relationship between legal principles and social norms, contemporary rights-based politics and the socio-legal struggles that animate them. The course also introduces students to contemporary legal controversies in South Africa, examining the principles and theories that underpin high-profile judgments in their political context.

Course Code: POLS2021A	
Course Description: Black Consciousness Thought and the Politics of Anti-Racism	
NQF Credits: 24	NQF Level: 6

This course examines the development of perspectives on 'black consciousness' and 'black power', which came to be associated with movements like the Black Consciousness Movement (in SA) and the Black Panthers (in the US). Although these movements provide the initial basis for discussion, the course uncovers the political and theoretical traditions that helped shape the thinking of figures within these movements as well as to shed light on contemporary lines of thought to which these are genealogically linked. Strategies to combat racism and stage a conversation between perspectives like BC and other critical political narratives on race are also covered in this course.

Course Code: POLS3003A/POLS3020A

Course Description: Development: Concepts and Experiences III

NQF Credits: 18	**NQF Level: 7**

This course introduces students to development studies and revolves around a core question, why have some countries developed successfully over the past five centuries, whilst others, including some of the most developed countries in the thirteenth and fourteenth countries, have either failed to develop or stagnated; and what made this unique period of economic growth possible. Answers are explored throughout the course, including history (the slave trade, colonialism), institutions (bureaucratic governance, private property), geographical location, and culture (the Protestant work ethic, individualism).

Course Code: POLS3008A/POLS3021A

Course Description: Political Sociology III

NQF Credits: 18	**NQF Level: 7**

This course introduces students to the key concepts of political sociology and the study of politics in society. It examines some of the enduring controversies of twentieth century politics, throughout the course engages with the role of sociological concepts and methods in the study of politics and considers the contested nature of the conclusions that have been drawn in the past.

Course Code: POLS3017A/POLS3022A

Course Description: Liberty, Justice and the Politics of Difference

NQF Credits: 18	**NQF Level: 7**

This course examines three major areas of controversy within analytical normative political theory since the early 1970s: the meaning and value of liberty or freedom, the entailments of distributive or social justice, and the accommodation of group claims and group diversity in modern democracies. The course explores areas of tension and complementarity between such apparently competing values as freedom and equality, and equality and recognition. Students are introduced to a range of philosophical positions within which these issues are addressed, including libertarianism, liberal egalitarianism, republicanism, communitarianism and feminism.

Course Code: POLS3018A/POLS3023A

Course Description: Conflict, Stability and State Building in Postcolonial Africa

NQF Credits: 18	**NQF Level: 7**

This course explores the various ways in which factors have shaped state-building efforts in sub-Saharan Africa in the wake of decolonisation. Using a combination of thematic analysis and individual case studies, the course begins with an historical consideration of the causes and consequences of the staggered transition from pre-colonial, colonial, and post-colonial forms of political authority and legitimacy. The course considers a number of key themes which have played a central role in either promoting or undermining state-building efforts in sub-Saharan Africa. Since patterns of violent conflict have played a major role in the recent history of sub-Saharan Africa, the course also gives sustained consideration to the underlying causes behind recent and ongoing conflicts, the different ways in which wars have been conducted, and the types of efforts and responses which have emerged both during and after violent conflicts.

Course Code: POLS3024A/POLS3027A(PT)

Course Description: Introduction to Comparative Politics

NQF Credits: 18 **NQF Level: 7**

The course addresses one of the core sub-fields in political science, with a distinctive method and approach to the analysis of large questions relating to political theory and political, economic and social institutions. It explores patterns, trends, similarities and differences between political systems, as well as over time, and attempts to develop general hypotheses that describe and explain these. The course introduces students to inductive and deductive methods, and to three key approaches: institutional, behavioural and structural-functional.

Course Code: POLS3028A/POLS3030A(PT)

Course Description: Critical perspectives on State, Bureaucracy and Administration

NQF Credits: 18 **NQF Level: 7**

This course introduces students to the discipline of public administration and the current debate concerning its application to South African institutional reform and development. The course begins with a survey of the intellectual development of public administration and its study internationally and is followed by critical appraisal of the development of the discipline in South Africa before turning to the recent efforts to develop a new paradigm which fuses understandings of management, development and governance. The course includes an introduction to the theory and practice of public finance. Other topics to be covered include South African public sector administrative reform, policy making and implementation, leadership, public sector corruption and corruption prevention and intergovernmental relations.

Course Code: POLS3026A

Course Description: Government and the Poor

NQF Credits: 18 **NQF Level: 7**

This course considers the problem of poverty and its historical conceptualisation. The particular modes of response such as conceptualisations enabled within modern governmental paradigms are included. The course focuses on 'governmental reason', as well as ways state practices have been shaped by forms of resistance and political contestation. It focuses on ways in which a discourse on poverty develops within classical political economy. The course looks at canonical texts, commentaries and critiques and then focuses on South Africa and the present national challenge presented by poverty.

Course Code: ARPL3023A

Course Description: Politics, Governance and the City

NQF Credits: 18 **NQF Level: 7**

This course provides students with theoretical and practical responses to questions such as governing contemporary cities and implementing of decisions regarding urban policies and urban projects, amongst others. Theories of urban regimes, urban governance, participation, social movements and political mobilization are presented and their relevance for African cities, debated through different case studies.

Course Code: POLS3029A

Course Description: Post-Colonial Politics

NQF Credits: 18 **NQF Level: 7**

This course is an introduction to post-colonial political thought and practice. In addition to the study of the formation of new states and new state forms in the post-colonies of Africa, Asia, and Latin America, it considers the ways in which these new post-colonial polities have inspired, influenced, and shaped a project of critical political thought in the second half of the twentieth-century and the beginning of the twenty-first. The course familiarises students with the idea of the post-colony, and the ways in which that idea has reshaped current political thought.

Course Code: POLS4045A	
Course Description: African Politics: Natural Resources in Africa	
NQF Credits: 23	**NQF Level: 8**

This course interrogates the complicated and fraught question of resource extraction in Africa, its legacies and potentials, from before colonisation to the present. It gives candidates a critical overview of the political, historical, sociological, and anthropological debates surrounding natural resources on the continent. It works through cases from Southern, West, Central, and East Africa, and explores topics such as: nationalisation, the resource curse, conflict minerals, resource futures, artisanal and small-scale mining, and petro-states. By using an interdisciplinary approach, the course examines the large-scale political and economic impacts of resource extraction as well as the social and cultural worlds created by, and surrounding, mining activities.

Course Code: POLS4036A	
Course Description: Democratic Theory	
NQF Credits: 23	**NQF Level: 8**

This course examines the relationship between existing liberal democracy and various visions for deepening and extending democracy in democratic, and especially radical-democratic, theory. The course considers a range of proposals for supplementing and, in the more utopian versions, replacing it with other democratic institutions and techniques. Among those are council and economic democracy, direct democracy via initiative, referendum and recall, electronic democracy and deliberative democracy. Proposals for group representation especially those arising from the claims of women, indigenous peoples, ethnic minorities, immigrants and the historically disadvantaged will also be considered. Attention is also given to critiques arising from various philosophical and ideological positions, including liberalism, civic republicanism, Marxism, utopian socialism and feminism.

Course Code: POLS4047A	
Course Description: Politics and Utopia	
NQF Credits: 23	**NQF Level: 8**

This course provides candidates with an introduction to key ideas and theories in the development of political thought. It studies utopian visions, and the impact on political thought and practice. These include Plato's Republic, Thomas Moore's Utopia, the visions of St-Simon and Fourier in the run-up to the French Revolution, as well as contemporary visions of Marxist, feminist, and technological utopias. The course provides a focused discussion of the relationship between political theory and political practice through an examination both of imagined utopias and the attempts, throughout history, to put these utopia visions into practice.

Course Code: POLS4044A	
Course Description: Justice and Democracy: Freedom in South Africa	
NQF Credits: 23	**NQF Level: 8**

This course comprises the following:

1) Analyse the origins and development of our current conceptions of justice, democracy and freedom.
2) Study the institutional forms and effects in modern politics with particular focus on the context of freedom in contemporary South Africa. The course also examines the intellectual, institutional and conceptual history of justice, democracy and freedom and how they relate to one another. The course analyses how these ideas relate to the ideological and institutional realities of the acquisition of freedom in Africa and South Africa, and how these have been played out in various post-colonial contexts, particularly that of post-apartheid South Africa. The course includes analysis of the ideas (and intellectual and historical contexts) of the following core thinkers, Hobbes, Rousseau, Marx, Fanon, Biko, Mandela, Sen and Geuss, amongst others.

Course Code: POLS4012A	
Course Description: Development Theory	
NQF Credits: 23	NQF Level: 8

This course introduces students to the major social, economic, and political, assumptions underpinning 'development studies', and, most importantly, to the strategies that might best be adopted to 'promote' or 'manage' development. In this way, the 'problem of development' in three loosely defined and inter-connected areas of social life such as the market, the state, and the community.

Course Code: POLS4033A	
Course Description: The State in Africa: Democratisation and Crisis	
NQF Credits: 23	NQF Level: 8

This course debates the genesis and the development of the African state. It has been viewed as the main vehicle of modernisation, as the instrument of a new ruling class, as underdeveloped, overdeveloped, kleptocratic, patriarchal, predatory, collapsed and ineffectual. This course explores the tensions that exist between the views of the state in Africa that perceive it to be inherently authoritarian and moreover disengaged from society and those arguments which support the adoption by African countries of liberal democratic constitutions derived from advanced industrial societies. The theoretical explorations are routed in the investigation of particular national case studies that are to be decided upon.

Course Code: POLS4038A	
Course Description: Violence, Identity and Transformation	
NQF Credits: 23	NQF Level: 8

This course is an interactive research seminar, designed as a laboratory, for mutual learning and collective transdisciplinary research. The project character of this course requires dedication, active engagement and full-time presence. It accesses archives of the Global South and North and explores key questions dealing with the politics of violence.

This includes selected theoretical, conceptual, practical approaches to violence versus militancy and the analysis of the interrelatedness of violence and gendered and racialised collective identity politics. Violence during conflict and especially in post-conflict societies is analysed in the light of collective identity politics and their relations to power and systems of privilege.

Course Code: POLS4037A	
Course Description: Debates in Feminism, Politics and Society	
NQF Credits: 23	NQF Level: 8

This course introduces students to the challenges posed by feminist theory and feminist politics to the discipline of political studies, both theoretically and empirically. It considers critical contemporary and historical debates in feminism, covering liberal, socialist, cultural theory, post-structuralism and post-modern perspectives. The objective is to understand the importance of gender perspectives in analysing the political world of the past and the present; and to integrate gender concepts into our own theoretical approach to politics and to life in general.

Course Code: POLS4051A	
Course Description: Equality	
NQF Credits: 23	NQF Level: 8

This course provides a philosophical interrogation of equality as a concept and normative ideal. Questions such as humans seek equality and demands for recognition are interrogated. The course examines the answers critically within a range of philosophical and political traditions, including market libertarianism, liberal egalitarianism, anarchism, Marxism, feminism, conservatism, communitarianism and republicanism, and to develop its own synthesis. South African-specific concerns around race redress and recognition figure prominently within an exercise that seeks to not only elaborate but also to critically apply philosophical concepts.

Course Code: POLS4050A	
Course Description: Institutions, Governance and Violence in Africa	
NQF Credits: 23	NQF Level: 8

This course draws on a multi-disciplinary literature on the role of institutions in development, with important contributions from economic historians, development economists, and social historians, the course explores the way in which institutions shape the development of financial, social, political, and legal structures, and how these affect and help explain development trajectories. Drawing on the concept of 'limited access orders', where power is personalised, relationships affective, and struggles to preserve rent-seeking relationships explain high levels of violence and factional struggle, the course pays particular attention to the development and impact of pre- and post-colonial institutions in Africa.

Course Code: POLS4054A	
Course Description: An Introduction to Biopower	
NQF Credits: 23	NQF Level: 8

This course traces the development of the concept of biopower in the work of Foucault (while also underlining some of the sources of inspiration for his formulation). The course focuses on the development of Foucault's perspective on a disciplinary power focused on the individual body, as well as his later emphasis on a biopolitics of population. The course also discusses ways in which the concept

of biopower has been appropriated and developed by other important theorists. It looks at some of the major interventions around the concept of biopolitics in writers like Hardt and Negri, Agamben, Mbembe, Esposito and others. It also considers some of the critiques that have emerged in relation to usage of this concept.

Course Code: POLS4053A	
Course Description: Political Judgement	
NQF Credits: 23	NQF Level: 8

This course provides candidates with an advanced introduction to political judgement. A set of key texts taken from key thinkers in global political thought constitute the core of the course, analysed conceptually and within their intel lectual and historical context, with specific, but not unique focus empirically and theoretically on Africa. The texts chosen enhance the understanding of the variety of possible approaches to the how best to understand and engender good political judgement amongst contemporary political theorists and politicians. The course helps students explore the relations between abstract political concepts and concrete historical events, and understand some of the global problems associated with these relations.

Course Code: POLS4052A	
Course Description: Research Methods and Research Ethics in Political Studies	
NQF Credits: 23	NQF Level: 8

This course introduces a range of debates and approaches regarding the meaning of research methods. The focus of the course is on political studies, but the social sciences more generally also provide a larger backdrop to a number topics and debates. In addition to introducing candidates to research methods and research ethics, this course provides targeted instruction in developing a research proposal and research plan. The course considers the role of empirical research in political studies, and critically engages with notions of method and science when planning research projects. Candidates present their plans to their peers and other members of the department, building upon ideas put together in a research proposal.

Course Code: POLS4055A	
Course Description: Afro-politics and Religion	
NQF Credits: 23	NQF Level: 8

This course engages students in examining religion's role in shaping African society through its complex political relationship with colonial administrations, anti-colonial movements, post-colonial rule (especially the wave of democratization), and global capital's indirect rule.

Course Code: POLS4056A	
Course Description: African Political Theory: Late 19th Century to the present	
NQF Credits: 23	**NQF Level: 8**

This course provides an analytical study of ideas and doctrines that have been central to African political thought from the late 19th century to the present. It takes the form of a history of political thought, including a focus on a list of major thinkers and a canon of classic texts. It examines approaches to questions of liberty, justice, the state and freedom, what major thinkers said, how they developed or justified their views, and the intellectual context within which they developed their ideas, and how such ideas continue to have relevance today.

Course Code: POLS4057A	
Course Description: Public Policy and Political Economy Analysis	
NQF Credits: 23	**NQF Level: 8**

This course introduces public policy and political economy analysis. It examines public policy making, its characteristics, determinants and outcomes, as couched in the complex relationship between politics and economics. The course provides the theoretical foundations of political economy and examines a number of topics in political economy from both theoretical and applied perspectives.

Course Code: POLS7061A	
Course Description: African Political Theory: Late 19th Century to the present	
NQF Credits: 30	**NQF Level: 9**

This course provides an analytical study of ideas and doctrines that have been central to African political thought from the late 19th century to the present. It takes the form of a history of political thought, including a focus on a list of major thinkers and a canon of classic texts. It examines approaches to questions of liberty, justice, the state and freedom, what major thinkers said, how they developed or justified their views, and the intellectual context within which they developed their ideas, and how such ideas continue to have relevance today.

Course Code: POLS7050A	
Course Description: African Politics: Natural Resources in Africa	
NQF Credits: 23	**NQF Level: 9**

This course interrogates the complicated and fraught question of resource extraction in Africa, its legacies and potentials, from before colonisation to the present. It gives candidates a critical overview of the political, historical, sociological, and anthropological debates surrounding natural resources on the continent. Cases from Southern, West, Central, and East Africa, exploring topics such as: nationalisation, the resource curse, conflict minerals, resource futures, artisanal and small-scale mining, and petro-states, are also covered. By using an interdisciplinary approach, it examines the large-scale political and economic impacts of resource extraction, as well as the social and cultural worlds created by, and surrounding, mining activities.

Course Code: POLS7044A	
Course Description: Democratic Theory	
NQF Credits: 30	**NQF Level: 9**

This course examines the relationship between actually existing liberal democracy and various visions for deepening and extending democracy in democratic, and especially radical-democratic, theory. In addition the course considers a range of proposals for supplementing and, in the more utopian versions, replacing it with other democratic institutions and techniques. Proposals for group representations especially those arising from the claims of women, indigenous peoples, ethnic minorities, immigrants and the historically disadvantaged are also considered. Attention is given to critiques arising from various philosophical and ideological positions, including liberalism, civic republicanism, Marxism, utopian socialism and feminism.

Course Code: POLS7052A	
Course Description: Politics and Utopia	
NQF Credits: 30	**NQF Level: 9**

This course provides candidates with an introduction to key ideas and theories in the development of political thought. It studies utopian visions, and their impact on political thought and practice. These include Plato's Republic, Thomas Moore's Utopia, the visions of St-Simon and Fourier in the run-up to the French Revolution, as well as contemporary visions of Marxist, feminist, and technological utopias. The course provides a focused discussion of the relationship between political theory and political practice through an examination both of imagined utopias and the attempts, throughout history, to put these utopia visions into practice.

Course Code: POLS7049A	
Course Description: Justice and Democracy: Freedom in South Africa	
NQF Credits: 30	**NQF Level: 9**

This course comprises the following:

1) Analyse the origins and development of our current conceptions of justice, democracy and freedom.

2) Study institutional forms and effects in modern politics with particular focus on the context of freedom in contemporary South Africa.

The course also examines the intellectual, institutional and conceptual history of justice, democracy and freedom and how they relate to one another. The course analyses how these ideas relate to the ideological and institutional realities of the acquisition of freedom in Africa and South Africa, and how these have been played out in various post-colonial contexts, particularly that of post-apartheid South Africa. The course includes analysis of the ideas (and intellectual and historical contexts) of the following core thinkers, Hobbes, Rousseau, Marx, Fanon, Biko, Mandela, Sen and Geuss, amongst others.

Course Code: POLS7006A	
Course Description: Development Theory	
NQF Credits: 30	**NQF Level: 9**

This course introduces students to the major social, economic, and political, assumptions underpinning 'development studies', and, most importantly, to the strategies that might best be adopted to 'promote' or 'manage' development. In this way, the 'problem of development' in three loosely defined and inter-connected areas of social life, the market, the state, and the community.

Course Code: POLS7036A	
Course Description: The State in Africa: Democratisation and Crisis	
NQF Credits: 30	**NQF Level: 9**

This course debates the genesis and the development of the African state. It has been viewed as the main vehicle of modernisation, as the instrument of a new ruling class, as underdeveloped, overdeveloped, kleptocratic, patriarchal, predatory, collapsed and ineffectual. This course also explores the tensions that exist between those views of the state in Africa that perceive it to be inherently authoritarian and moreover disengaged from society and those arguments which support the adoption by African countries of liberal democratic constitutions derived from advanced industrial societies. The theoretical explorations are routed in the investigation of particular national case studies which are to be decided upon.

Course Code: POLS7042A	
Course Description: Violence, Identity and Transformation	
NQF Credits: 30	**NQF Level: 9**

This course is an interactive research seminar designed as a laboratory for mutual learning and collective transdisciplinary research. The project character of this course requires dedication, active engagement and full-time presence. It accesses archives of the Global South and North and explores key questions dealing with the politics of violence. This includes selected theoretical, conceptual, practical approaches to violence versus militancy and the analysis of the interrelatedness of violence and gendered and racialised collective identity politics. Violence during conflict and especially in post-conflict societies is analysed in the light of collective identity politics and their relations to power and systems of privilege.

Course Code: POLS7043A	
Course Description: Debates in Feminism, Politics and Society	
NQF Credits: 30	**NQF Level: 9**

The debates covered in this course introduce students to the challenges posed by feminist theory and feminist politics to the discipline of political studies, both theoretically and empirically. It considers critical contemporary and historical debates in feminism, covering liberal, socialist, cultural theory, post-structuralism and post-modern perspectives. The objective is to understand the importance of gender perspectives in analysing the political world of the past and the present and to integrate gender concepts into our own theoretical approach to politics and to life in general.

Course Code: POLS7059A	
Course Description: An Introduction to Biopower	
NQF Credits: 30	**NQF Level: 9**

This course begins by tracing the development of the concept of biopower in the work of Foucault (while also underlining some of the sources of inspiration for his formulation). The course focuses on the development of Foucault's perspective on a disciplinary power focused on the individual body, as well as his later emphasis on a biopolitics of population. The course also discusses the ways in which the concept of biopower has been appropriated and developed by other important theorists. It looks at some of the major interventions around the concept of biopolitics in writers like Hardt and Negri, Agamben, Mbembe, Esposito and others. It also considers some of the critiques that have emerged in relation to usage of this concept.

Course Code: POLS7056A	
Course Description: Equality	
NQF Credits: 30	**NQF Level: 9**

This course provides a philosophical interrogation of equality as a concept and normative ideal. Questions such as humans seek equality and demands for recognition are interrogated. The course examines the answers critically within a range of philosophical and political traditions, including market libertarianism, liberal egalitarianism, anarchism, Marxism, feminism, conservatism, communitarianism and republicanism, and to develop its own synthesis. South African-specific concerns around race redress and recognition figure prominently within an exercise that seeks to not only elaborate but also to critically apply philosophical concepts.

Course Code: POLS7055A	
Course Description: Institutions, Governance and Violence in Africa	
NQF Credits: 30	**NQF Level: 9**

This course draws on a multi-disciplinary literature on the role of institutions in development, with important contributions from economic historians, development economists, and social historians, the course explores the way in which institutions shape the development of financial, social, political, and legal structures, and how these affect and help explain development trajectories. Drawing on the concept of 'limited access orders', where power is personalised, relationships affective, and struggles to preserve rent-seeking relationships explain high levels of violence and factional struggle, the course pays particular attention to the development and impact of pre- and post-colonial institutions in Africa.

This course provides candidates with advanced analytical, historical and theoretical tools for understanding political judgement. A set of key texts taken from key thinkers in global political thought, constitute the core of the course, analysed conceptually and within their intellectual and historical context. The texts chosen enhance the understanding of the variety of possible approaches to the problems of contemporary political theory. The course is structured to help students explore the relations between abstract political concepts and concrete historical events, and to understand some of the global problems associated with these relations.

Course Code: POLS7057A	
Course Description: Research Methods and Research Ethics in Political Studies	
NQF Credits: 30	**NQF Level: 9**

This course introduces a range of debates and approaches regarding the meaning of research methods. The focus of the course is on political studies, but the social sciences more generally also provide a larger backdrop to a number topics and debates. In addition to providing an introduction to research methods and research ethics, this course provides targeted instruction on how to develop a research proposal and research plans. Candidates present their plans to their peers and other members of the department, building upon ideas put together in a research proposal.

Course Code: POLS7060A	
Course Description: Afro-Politics and Religion	
NQF Credits: 30	**NQF Level: 9**

Candidates engage in examining religion's role in shaping African society through its complex political relationship with colonial administrations, anti-colonial movements, post-colonial rule (especially the wave of democratization), and global capital's indirect rule. The course also critiques contemporary conflict theories and narratives of nation-states in their failure to account for religion's influence on the development of the African state and society. The course focuses on the interaction between the various religious outlooks available in the continent and the constant invention of what might be described as new belief systems.

Course Code: POLS7062A	
Course Description: Public Policy and Political Economy Analysis	
NQF Credits: 30	**NQF Level: 9**

This course introduces public policy and political economy analysis. It examines public policy making, its characteristics, determinants and outcomes, as couched in the complex relationship between politics and economics. The course provides the theoretical foundations of political economy and examines a number of topics in political economy from both theoretical and applied perspectives.

SCHOOL OF HUMAN AND COMMUNITY DEVELOPMENT

Course Code: PSYC1009A/1010A	
Course Description: Psychology I	
NQF Credits: 36	**NQF Level: 5**

This course provides the student with a general overview of the discipline, emphasising both the complexity and diversity inherent in the study of human behaviour. The course covers different perspectives, basic terminology, concepts and methods within the discipline and consists of the following topics: the biological bases of behaviour, cognition, human development, personality and social psychology.

Course Code: PSYC2005A/2012A	
Course Description: Psychological Research Design and Analysis IIA	
NQF Credits: 24	**NQF Level: 6**

This course introduces the student to conducting and analysing scientific research in psychology. The course consists of an introduction to a variety of research designs, an analysis of issues such as reliability and validity,, and different methods of organisation and analysis of data. Also included is an introduction to probability theory, statistical tests and psychometrics.

Course Code: PSYC2006A/2013A	
Course Description: Psychological Research Design and Analysis IIB	
NQF Credits: 24	**NQF Level: 6**

This course is designed to equip students with an advanced level of understanding of qualitative and quantitative psychological research. The course consists of an introduction to multivariate research design and statistical analyses, theoretical and practical aspects of psychological assessment and qualitative research methods and techniques of data analysis.

Course Code: PSYC2020A/2021A	
Course Description: Psychology II	
NQF Credits: 48	**NQF Level: 6**

This course expands on the content introduced in first year and equips the student with a critical foundation in core theories of cognition, social cognition and social psychology. The course covers both “normal” and “abnormal” personality and human development by exploring key theories of attention, perception, memory, thought, language, knowledge representation, problem solving and decision making as well as key theories and research on social thinking, social influence, intergroup relations and social identity.

Course Code: PSYC3017A/PSYC3035A(PT)	
Course Description: Psychotherapeutic Interventions III	
NQF Credits: 18	**NQF Level: 7**

This course provides a detailed study of psychological healing interventions in Western, African, and Asian traditions. The course covers the history, efficacy and contemporary critiques of psychotherapy.

Course Code: PSYC3013A/3028A	
Course Description: Cognitive Neuropsychology III	
NQF Credits: 18	**NQF Level: 7**

This course expands on the first year Psychology course by examining the structure and function of the normal human nervous system and the neuro-cognitive consequences of brain disorders. The course consists of topics that have particular relevance for the Neuropsychologist in South Africa, including: traumatic brain injury, substance abuse, HIV-AIDS, and developmental difficulties related to birth, early childhood, age- related cognitive decline and dementia.

Course Code: PSYC3001A/3024A	
Course Description: Abnormal Psychology III	
NQF Credits: 18	**NQF Level: 7**

This course introduces the student to psychological abnormality. The course consists of four themes: the nature of abnormality and the criteria for identifying abnormal functioning; historical and current approaches to abnormality; the different approaches to abnormal behaviour such as the traditional approaches, psychodynamic and cognitive-behavioural schools; and specific forms of abnormality, their symptoms, and interventions for their treatment.

Course Code: PSYC3015A/3032A	
Course Description: Health Psychology III	
NQF Credits: 18	**NQF Level: 7**

This course introduces students to Health Psychology, which is a relatively new fast growing field. The course consists of an analysis of the debates surrounding the complex relationships between mind and body; the contribution of Health Psychology to the study and treatment of illness; prevention, early intervention and management of chronic conditions such as HIV/AIDS, Diabetes, Stroke, Cancer, Chronic pain and Stress.

Course Code: PSYC3019A	
Course Description: Critical Social Psychology III	
NQF Credits: 18	**NQF Level: 7**

This course introduces students to critical approaches to social psychology and includes content not generally covered in mainstream psychology. The course consists of alternative approaches to the study of social psychological phenomena, including feminist, Foucaultian and postcolonial approaches. Other topics include: space, discourse, ideology, media, racism, sexism, xenophobia, whiteness, masculinity, genocide, prejudice and discrimination.

Course Code: PSYC3018A	
Course Description: Child and Adolescent Psychology III	
NQF Credits: 18	**NQF Level: 7**

This course provides students with a basic knowledge of: the key social, emotional and physical developmental trends during childhood and adolescence; the psychosocial challenges of childhood and adolescence in contemporary society, including family life and education; abnormality and pathology in children, and interventions appropriate to children and adolescents.

Course Code: PSYC3016A	
Course Description: Community Psychology III	
NQF Credits: 18	**NQF Level: 7**

This course provides a critical introduction to the concepts, methods and applications of Community Psychology. The course content consists of various theoretical frameworks used to understand the interdependence of human behaviour and the different contexts in which such behaviour occurs; the different paradigms and methods of research used in community settings and the critical role of the community psychologist in community development.

Course Code: PSYC3020A/PSYC3036A(PT)	
Course Description: Organisational Behaviour III	
NQF Credits: 18	**NQF Level: 7**

This course introduces students to some of the core concepts concerned with the behaviour of people in organisations and the dynamics between people and organisations including employee needs, employee attitudes and employee values. The course consists of topics such as approaches to organisations, work motivation, leadership, organisational change and development and organisational culture.

Course Code: PSYC3039A/ PSYC3040A(PT)	
Course Description: Career Psychology III	
NQF Credits: 18	**NQF Level: 7**

This course examines human psychological development throughout adulthood and the implications that this has for the world of work and the understanding of a "career" in the contemporary working world. It examines the various working arrangements such as formal/informal work and how this fits with our technologically-connected workplace and precarious work arrangements that are emerging. The course focuses on the South African context with its high rate of unemployment, high rate of informal work, maternity leave, and the Gig-economy. The course also examines intergenerational differences and how these contribute to workplace practices in South Africa.

Course Code: PSYC3022A/PSYC3037A(PT)	
Course Description: Employment Relations III	
NQF Credits: 18	**NQF Level: 7**

This course focuses on the study of groups and group dynamics in an organisational setting, emphasising social psychological theories within the South African context. The course content consists of theories of groups and group behaviour, as well as the interface between individual and group functioning; issues of power, conflict and justice; applications of theory to labour relations, unions and unionisation, union-management relations (including the role of the state within a tripartite framework); industrial action and group behaviour.

Course Code: PSYC3023A/3031A	
Course Description: Organisational Effectiveness III	
NQF Credits: 18	**NQF Level: 7**

This course examines the human-organisation interactions important in effective organisational functioning. The course content includes: defining the work and organisational environment; components of the person-environment fit (including job analysis, recruitment, selection, job design and the impact of alternative work schedules); human performance appraisal systems and their consequences (e.g. training and development); and human-machine interactions (including systems and the socio-technical environment).

Course Code: PSYC3033A	
Course Description: Select Topic in Psychology III	
NQF Credits: 18	**NQF Level: 7**

This course provides the student with an in-depth analysis of an advanced topic in the theory and research in psychology.

Course Code: PSYC3034A/PSYC3038A(PT)	
Course Description: Cognitive Studies III	
NQF Credits: 18	**NQF Level: 7**

This course provides the student with an in -depth examination of an advanced topic in the theory and research of cognition.

Course Code: PSYC4044A/PSYC4097A (PT)	
Course Description: Research Essay	
NQF Credits: 30	**NQF Level: 8**

This course requires students to complete a research essay on an approved topic, which is supervised by staff members in the department. The course consists of regular research seminars and the execution of a research essay following a structured, goal-setting approach.

Course Code: PSYC4045A/PSYC4093A (PT)	
Course Description: Research Methods in Psychology	
NQF Credits: 23	**NQF Level: 8**

This compulsory course focuses on the theory and practical use of research methods and analytic techniques in Psychology. The module integrates qualitative and quantitative research designs, the interpretation and critical analysis of a range of paradigms, methodologies, and practices in psychological research. Special emphasis is on the criteria of evaluation of research. The course also provides practical experience in computer-based analysis software for statistics and for qualitative analyses.

Course Code: PSYC4007A	
Course Description: Cognitive Neuroscience	
NQF Credits: 23	**NQF Level: 8**

This course integrates the perspectives of the different disciplines concerned with aspects of the structure and functioning of the brain and the nervous system, including: neurology, neuropsychology, neurophysiology cognitive psychology, cognitive neuropsychology and cognitive science. The course consists of the study of selected areas of human behaviour from an integrated perspective, uniting neuropsychology and cognitive psychology.

Course Code: PSYC4009A	
Course Description: Community Psychology	
NQF Credits: 23	**NQF Level: 8**

This course explores an approach to psychology that locates the individual and psychological problems within a community or social context. The course examines the applied preventative interventions that are most successful with larger groups or populations as well as a range of theoretical models emerging from community psychology as a sub-discipline.

Course Code: PSYC4016A/PSYC4094A (PT)	
Course Description: Group Processes in Organisations	
NQF Credits: 23	**NQF Level: 8**

This course provides the student with a detailed analysis of group processes in organisations. The course comprises four components: The Nature and Functions of Groups examines different group types and their roles in organisations, differences between teams and groups, different stages of group functioning, and important organisational groups in South Africa (including unions); Group Dynamics covers conflict, power and justice in groups, and group decision-making; Management of Group Functioning examines diversity in groups, leaders and groups, and the impact of the environment on group functioning; Assessment & Intervention in Group Functioning explores different methods and tools for assessing group functioning and group effectiveness, and group interventions such as team building and diversity management strategies.

Course Code: PSYC4019A/PSYC4095A (PT)	
Course Description: Individual Well-being and Effectiveness at Work	
NQF Credits: 23	**NQF Level: 8**

This course provides a detailed exploration of individual well-being and work effectiveness. The course consists of two components:

1) Individual Well-being at Work, focusing on issues related to the psychological health and well-being of individuals in the South African workplace, stress, emotion and emotional work, life stages at work, well-being assessment and diagnosis, and person-environment fit.

2) Individual Effectiveness at Work, dealing with issues concerned with an individual's psychological effectiveness in the workplace, including work, job and organisation design, job satisfaction, work motivation, and training and development.

Course Code: PSYC4053A/PSYC4096A (PT)	
Course Description: Theoretical Foundations of Organisational Psychology	
NQF Credits: 23	**NQF Level: 8**

This course focuses on the theoretical foundations of organisational psychology.

The course comprises of two interlinked components. The first component introduces students to a range of theories relevant to the study and practice of organisational psychology such as clinical psychology, social psychology, cognitive psychology, organisational behaviour, organisational theory and management science. In the second component students will be required to apply their knowledge of these theories to understanding different approaches to organisations, organisational assessment, research, practices and interventions.

Course Code: PSYC4058A	
Course Description: Developmental Psychology	
NQF Credits: 23	**NQF Level: 8**

This course critically examines theory as it applies to the developmental context of contemporary South African society, by focusing on constructionist and socio-cultural theorists such as Vygotsky, Piaget and Bronfenbrenner, as well as psychodynamic theorists including Freud, Klein and Winnicott. The course consists of themes such as orphans & vulnerable children (OVC); the legacy of apartheid; parenting; socio-economic status; violence and trauma; child abuse & neglect.

Course Code: PSYC4072A	
Course Description: Everyday Life and Social Interaction	
NQF Credits: 23	**NQF Level: 8**

This course introduces students to a theoretical framework and analytic approach for studying everyday life and social interactions. The course consists of materials (both classical and contemporary) from the phenomenological, ethnomethodological, conversation analytic and discursive psychological traditions. It includes examination of a number of fundamental social scientific issues including:

1) everyday (and scientific) practical reasoning;
2) the nature of intersubjectivity;
3) theories of social action;
4) the social constitution of knowledge; and
5) structures of social interaction.

Course Code: PSYC4074A	
Course Description: Gender in Psychology	
NQF Credits: 23	**NQF Level: 8**

This course focuses on the construction of gender from various theoretical positions and introduces students to a solid theoretical awareness of the nature of gender identity, sexuality and various forms of gender difference. The course consists of a focus on the underlying epistemologies and tenets of theoretical models; their points of contestation and convergence; areas of exclusion and admittance; as well as the consequences of these for a fuller understanding of knowledge production in gender studies. The content focuses on how gender is present in multiple aspects of human functioning and society, with particular focus on the role of gender within sociohistorical contexts such as health, violence, family, education, crime and mass media.

Course Code: PSYC4075A	
Course Description: Educational Psychology in the South African Context	
NQF Credits: 23	**NQF Level: 8**

This course consists of a selection of topics on educational psychology in the South African context. The course consists of two components:

1) Learning and development, which examines the provision of education for learners with individual differences and barriers to learning in the context of psycho-educational support services; the Eco-systemic framework ; ways in which teachers in inclusive classrooms can be supported to enhance learners' development and learning; the role of the educational psychologist in establishing and contributing to collaborative partnerships to enhance the accommodation of children with barriers to learning.

2) Accommodating diversity, which examines exemplary methods in the teaching of literacy and numeracy and methods to support teachers in designing the teaching of maths and reading / writing to suit individual needs in inclusive classrooms, including methods of metacognition.

Course Code: PSYC4057A	
Course Description: Health Psychology	
NQF Credits: 23	**NQF Level: 8**

This course introduces post graduate students to the contribution of the specialized field of health psychology in health management. The course covers health research, health-seeking behaviour, and adherence to medical advice, stress, chronic illness (i.e. cardiovascular disease and HIV and AIDS), gender-based violence, substance abuse, pain management and the role of exercise.

Course Code: PSYC4026A	
Course Description: Mind, Brain and Behaviour	
NQF Credits: 23	**NQF Level: 8**

This course explores a range of debates and theories in psychology and neuroscience, critically examining the current and future prospects of psychology in an increasingly interdisciplinary (and especially neuroscientific) era. The course consists of core topics including evolutionary psychology and its impact on and relevance to contemporary psychology; the importance (and problems) of studying consciousness in psychology and neuroscience; and the complex interplay between mind, language and society.

Course Code: PSYC4073A	
Course Description: Narratives of Youth and Identity	
NQF Credits: 23	**NQF Level: 8**

This course explores narrative approaches to understanding personhood, particularly focusing on the construction of youth identities or subjectivities. The course will raise questions about the ways in which the stories (or texts) that we tell about our lives and those of others may work to construct particular histories and future possibilities. Contemporary critiques of these approaches will also be addressed, asserting the importance of material conditions, practice and embodiment in the making of subjectivity.

Course Code: PSYC4029A	
Course Description: Personality and Psychopathology	
NQF Credits: 23	**NQF Level: 8**

This course critically examines description, classification, etiological theories and intervention strategies for a range of psychological problems. The course consists of definitions of pathology and abnormality, specifically in relation to theories of normal and abnormal personality development and dominant taxonomies of mental and psychiatric illnesses - most notably the DSM system of classification.

Course Code: PSYC4032A	
Course Description: Psychoanalytic Theory	
NQF Credits: 23	**NQF Level: 8**

This course introduces students to psychoanalytic thinking and spans classical psychoanalysis, through object relations theory to intersubjective psychoanalysis. The course consists of the psychoanalytic theory of normal and abnormal psychological functioning and the application of theory to practice (with particular reference to both clinical and group settings within the South African context and in relation to key social issues.

Course Code: PSYC4034A	
Course Description: Psychological Assessment	
NQF Credits: 23	**NQF Level: 8**

This course focuses on the core theoretical issues of psychological assessment particularly in the South African Context. The course consists of the nature and use of psychological assessments; measurement integrity (e.g. different forms of assessment reliability, content validity, construct validity, criterion validity, predictive validity, and item analysis); types of assessments and their relationship to psychological theory (e.g. assessing intelligence, assessing personality, computerised assessment, dynamic assessments; assessment practices (e.g. applicable norm groups, cross-cultural issues, appropriateness of assessments, etc.), ethics in assessment, and the development of questionnaires and scales.

Course Code: PSYC4035A	
Course Description: Psychological Interventions	
NQF Credits: 23	**NQF Level: 8**

This course provides students with a historical and contemporary view of several leading contemporary psychotherapeutic modalities. The course consists of the major schools of psychotherapy for example: Psychoanalytic, Person Centred, Jungian, Feminist, Systemic, Cognitive-Behavioural and Narrative psychotherapy, as well as a consideration of African indigenous healing modalities. Theories of psychotherapeutic cure and the evidence for them will be explored and evaluated, as well critiques of psychotherapy. Students will gain theoretical knowledge about principles and techniques of psychotherapy/counselling practice.

Course Code: PSYC4098A	
Course Description: Qualitative Research Methods	
NQF Credits: 23	**NQF Level: 8**

This course introduces the central paradigms in qualitative research. It explores basic principles of qualitative study designs, data collection and analysis. Students are exposed to techniques that derive from ethnographic, participatory action research, empowerment-based and feminist epistemologies, and social construction approaches.

Course Code: PSYC4046A	
Course Description: Social Psychology: Intergroup Relations	
NQF Credits: 23	**NQF Level: 8**

This course introduces students to intergroup relations, focusing on processes specific to social groups and their interactions with each other. The course consists of the following:

1) Ways of understanding prejudice asymmetries between social groups, and intergroup conflict.
2) The consequences and manifestations of prejudice.
3) Ways of reducing conflict and prejudice.

Classical and contemporary theories of intergroup relations and the research underpinning these are also explored.

Course Code: PSYC4070A	
Course Description: Educational Psychology in the South African Context	
NQF Credits: 23	**NQF Level: 8**

This course introduces students to educational psychology in the South African context, the realities of the system and the impact on practice.

Course Code: PSYC7054A	
Course Description: Language and Thought	
NQF Credits: 30	**NQF Level: 9**

This course introduces students to core theories in the development of human cognition, including: evolutionary theory, sociohistorical theories and advanced technologies of language.

Course Code: PSYC7055A	
Course Description: Advanced Cognitive Neuroscience	
NQF Credits: 30	**NQF Level: 9**

This course introduces students to current research trends in contemporary clinical and cognitive neuropsychology through the medium of high impact current research articles, reviews, and research relevant to the South African context.

Course Code: PSYC7063A	
Course Description: Internship in Organisational Psychology	
NQF Credits: 0	**NQF Level: 9**

This course is designed to equip the student with the core competencies needed to register as an Industrial Psychologist with the Health Professions Council of South Africa (HPCSA).The course consists of an approved internship under the supervision of a senior Industrial Psychologist The required competencies the student will acquire are in the fields of organisational psychology, human resource (personnel) psychology, career psychology and employee wellness/wellbeing, testing and assessment, professional ethics, professional development and research. It is important to note that the specific tasks and responsibilities vary based on the nature of the organisation and the business unit/department in which the internship is based.

Course Code: PSYC7064A	
Course Description: Internship in Research Psychology	
NQF Credits: 0	**NQF Level: 9**

This course is designed to equip the student with the core competencies needed to register as an Industrial Psychologist with the Health Professions Council of South Africa (HPCSA).The course consists of an approved internship under the supervision of a senior Industrial Psychologist The required competencies the student will acquire are in the fields of organisational psychology, human resource (personnel) psychology, career psychology and employee wellness/wellbeing, testing and assessment, professional ethics, professional development and research. It is important to note that the specific tasks and responsibilities vary based on the nature of the organisation and the business unit/department in which the internship is based.

Course Code: PSYC7009A	
Course Description: Clinical Psycology I	
NQF Credits: 90	**NQF Level: 9**

This course consists of two parts. The first part involves academic study. The second part requires that a student successfully demonstrate Proffesional Competence as a student clinical psycologist. In order to proceed to the internship, both the academic part (Part1) and the Professional Competence part (Part 2) must be passed.

Course Code: PSYC7016A	
Course Description: Community-based Councelling	
NQF Credits: 90	NQF Level: 9

This course consists of two parts. The first part involves academic study. The second part requires that a student successfully demonstrate Proffesional Competence as a student councelling psychologist. In order to proceed to the internship, both the academic part (Part1) and the Professional Competence part (Part 2) must be passed.

SCHOOL OF SOCIAL SCIENCE

Course Code: SOCL1013A/SOCL1008A	
Course Description: Southern Africa in the Era of Globalisation I	
NQF Credits: 18	NQF Level: 5

This course examines the process of globalisation especially in the Southern African context. Using both historical and contemporary material, it explores globalisation with related sociological questions of social change, development, culture and social inequality. The course develops students' research and critical thinking skills, to make sense of the changing social world.

Course Code: SOCL1014A/SOCL1009A	
Course Description: Identity and Society I	
NQF Credits: 18	NQF Level: 5

This course is an introduction to the theoretical and conceptual foundations of sociology. It locates the discipline's key concerns with the relationship between individuals and the social context, and examines sociological debates around modernity, social change and identity. This is achieved by an in-depth exploration of the ideas of central classical theorists. The course also develops students' content knowledge, and reading and writing skills.

Course Code: SOCL2001A/2014A	
Course Description: Contemporary Social Issues in Southern Africa II	
NQF Credits: 24	NQF Level: 6

This course focuses particularly on patterns of social disintegration, including the spread of famine, rising rates of poverty, unemployment and family breakdown. Various responses to these issues are explored, including new grassroots social movements, cultural and religious responses and debates about social reconstruction. Finally, policy implications and policy-making processes are explored.

Course Code: SOCL2002A	
Course Description: Environment, Development and Globalisation II	
NQF Credits: 24	NQF Level: 6

This course examines the social impacts of natural resource management, as well as waste and industrial pollution and global environmental changes, in the context of the developing world. The course explains how the natural environment plays a role in the social and economic development of South and Southern Africa and other developing countries. It examines the sustainable use of natural resources, looking at the role of various social actors (communities, government, NGOs, resource users, business and industry) in the harnessing and management of air, soil, forests, freshwater, and marine resources. It looks at social responsibility for sustainability, and assesses this in terms of the production and disposal of waste and for pollution control.

Course Code: SOCL2004A	
Course Description: Family, Gender and Work II	
NQF Credits: 24	NQF Level: 6

This course examines different conceptualisations of gender and analyse how gender intersects with class, ethnicity, nation and race to shape identity and experience in different contexts particularly the family and the workplace.

Course Code: SOCL2005A	
Course Description: Knowledge and Power II	
NQF Credits: 24	**NQF Level: 6**

This course highlights the question of the relationship between knowledge, science and power. It does this by combining the post-modern approach of Foucault with certain approaches in the philosophy of the social sciences.

Course Code: SOCL2007A/2018A	
Course Description: Law, Crime and Power II	
NQF Credits: 24	**NQF Level: 6**

This course examines theoretical issues in deviance, social control, crime and law, and analyses these in the context of South Africa's transition. It also explores the challenges facing policy formulation in these areas.

Course Code: SOCL2008A/SOCL2017A	
Course Description: Organisations, Movements and Change II	
NQF Credits: 24	**NQF Level: 6**

This course introduces students to a key debate in social movement and organisational theory concerning the complex ways in which social movements and institutions impact on and change each other. It examines current efforts by labour and other social movements in South Africa to transform the nature of the capitalist firm and economic policy-making in the state. It investigates whether democratisation in South Africa is possible, or whether bureaucracy and conservatism will reassert themselves in the new context.

Course Code: SOCL2009A	
Course Description: Population Studies II	
NQF Credits: 24	**NQF Level: 6**

This is an introductory course to both formal and substantive demography. At the end of the course, the student should have developed: the ability to integrate the demographic dimension into sociological thinking and analysis, knowledge of the types, sources, quality, and uses of demographic data, and an understanding of the major academic and policy debates in the field of population.

Course Code: SOCL2011A	
Course Description: Society, Health and Disease II	
NQF Credits: 24	**NQF Level: 6**

This course introduces students to the major paradigms and debates concerning the social origins and consequences of health and disease, its cultural implications, and the societal responses to illness and disease. The course also uses case studies to examine health matters that are public health concerns in South Africa.

Course Code: SOCL2012A/SOCL2015A	
Course Description: Sociological Theory II	
NQF Credits: 24	**NQF Level: 6**

This course examines the classical and contemporary theoretical approaches to key sociological issues, such as social change and social inequality, in the varied contexts of coloniality and post-coloniality, nationalism and globalisation, and modernity and post-modernity. The course develops students' theoretical and conceptual skills, as well as the ability to engage with empirical material and realities.

Course Code: SOCL2013A	
Course Description: The Sociology of Religion II	
NQF Credits: 24	**NQF Level: 6**

The course introduces students to the sociological dimensions of religion in the contemporary world. It also studies the different conceptualisations of religion, and pays careful attention to how religion intersects with other social forces that contribute to shaping both society and individual identities.

Course Code: SOCL3001A	
Course Description: Contemporary Feminism: Issues and Struggles III	
NQF Credits: 18	**NQF Level: 7**

This course explores these debates and the suggestion that what is required is a new way of thinking about difference. This involves exploring the idea that analyses and strategies should not be regarded as timeless and universal binary oppositions. The course also explores the history of feminist theories and struggles, with these types of concerns in mind, examining thinkers from Mary Wollstonecraft, the "first wave" of feminists, the "second wave" to contemporary post-modern feminism and its critics.

Course Code: SOCL3002A/SOCL3025A	
Course Description: Culture, Identity and Power III	
NQF Credits: 18	**NQF Level: 7**

This course is an analysis of the various theories of social power offered by contemporary theorists. The course investigates the manner in which power is articulated in several important dimensions of society, including culture, racial and ethnic identity, religion and gender. Historical and contemporary case studies are used to analyse the interaction between these dimensions of social life.

Course Code: SOCL3003A	
Course Description: Demography and Development III	
NQF Credits: 18	**NQF Level: 7**

This course equips students with a good sociological understanding of the place of demography in the process of socio-economic development. Students are exposed to ways in which demographic techniques may be applied to planning in a variety of substantive areas in the public and private sectors.

Course Code: SOCL3005A	
Course Description: Intermediate Quantitative Research Methods III	
NQF Credits: 18	**NQF Level: 7**

This course familiarises students with the social research process from a quantitative standpoint. Students are exposed to the use of statistics for social data analysis.A brief overview is given of 1) the social research process and 2) how to both read and describe frequency distributions. Students are expected to have some familiarity with these concepts from the prerequisite they have taken.

Course Code: SOCL3007A	
Course Description: Post-modern Theory III	
NQF Credits: 18	**NQF Level: 7**

This course introduces students to the central ideas of postmodernism. The course comprises the following:

1) A discussion of the historical context of the emergence of postmodernism.
2) Explains the emergence of postmodernism was inevitable.
3) Explains its theoretical development through the critique of Marxism.
4) Outlines the significance of postmodernism for the conduct of modern political discourses.

Course Code: SOCL3008A/SOCL3018A	
Course Description: Researching Social Life III	
NQF Credits: 18	**NQF Level: 7**

This course introduces students to the various research methods used in the social sciences and teaches students to do social research using practical methods. In addition to a programme of lectures and small-group discussions, students operationalise their research skills in their own independent research projects.

Course Code: SOCL3009A	
Course Description: Sociology of Education III	
NQF Credits: 18	**NQF Level: 7**

This course examines the development of mass formal education and its impact on the development of individuals and nation-states. It explains the development of mass schooling and its impact in terms of individual life-chances, class, race and gender. The course focuses is on the interaction between mass education and the nation-state in terms of the latter's ability to compete in the global market.

Course Code: SOCL3010A	
Course Description: Sociology of Latin America and the Caribbean III	
NQF Credits: 18	**NQF Level: 7**

This course examines the successive social impacts of slavery, feudalism and capitalism and through looking at concepts of social class, the state, social movements, revolutionary change, democratisation, culture and globalisation. Latin America is an exciting social laboratory with important lessons for transition and other social processes occurring in Africa.

Course Code: SOCL3011A	
Course Description: Sociology of the City III	
NQF Credits: 18	**NQF Level: 7**

This course explores the city in advanced capitalist countries and in the third world, including South Africa. It looks at the formation and nature of the city, urban life and culture, and urban policy, as well as urban politics and resistance, with particular emphasis on South Africa.

Course Code: SOCL3012A/SOCL3019A	
Course Description: Sociology of War and Peace III	
NQF Credits: 18	**NQF Level: 7**

This course is grounded in a sociological analysis of the changing nature of violence and armed conflict in the post-cold war world. These changes have generated a new understanding of security and involve fundamental transformation of many existing social relations. The course focuses on the transformation of security institutions in post-Apartheid South Africa.

Course Code: SOCL3029A/SOCL3028A(PT)	
Course Description: Class, Powe and Economics	
NQF Credits: 18	**NQF Level: 7**

This course examines the definitions and meanings of work, skill formation and the transformation of work, including changing class and other power relations in production, the labour market and the economy, as well as new forms of work that have emerged in South Africa.

Course Code: SOCL3014A/SOCL3021A	
Course Description: South African Industrial Relations III	
NQF Credits: 18	**NQF Level: 7**

This course examines this global challenge and its impact on work and industrial relations in South Africa. It examines the emergence of the apartheid workplace regime, its persistence into the present, and whether the recent labour reforms constitute an innovative challenge to the global agenda of neo-Liberalism.

Course Code: SOCL3015A/SOCL3022A	
Course Description: States, Markets and Economic Policy III	
NQF Credits: 18	**NQF Level: 7**

This course introduces the sociology of economic life through an examination of the way in which states and markets interact in different societies. Taking as its case study the international emergence and consolidation of the neo-liberal agenda from the 1970s, the course provides students with a solid and relevant grounding in economic theory and in global and local economic issues, and a thorough grasp of economic and industrial policy debates in South Africa.

Course Code: SOCL3016A/SOCL3023A	
Course Description: Sociology of Africa III	
NQF Credits: 18	**NQF Level: 7**

This course examines colonial and postcolonial southern Africa from a sociological perspective, using country case studies and thematic analyses to explore imperialism, capitalism, economic policy and development, class structure, rural social relations, political reform, and labour movements and industrial relations in the region. It provides a basis for students interested in development issues, regional political economy and labour and industrial issues.

Course Code: SOCL3026A	
Course Description: Contemporary Social Issues III	
NQF Credits: 18	**NQF Level: 7**

This course addresses selected topics in sociology, including amongst others gender, race, ethnicity, class, urban and rural sociology, the environment, education, state formation and civil society. It provides a sociological understanding of these issues by means of an engagement with both classical and dynamic contemporary social theory produced internationally and in the region.

Course Code: SOCL4006A	
Course Description: Collective Action and Social Movements	
NQF Credits: 23	**NQF Level: 8**

This course explores the histories of state and popular violence in South Africa, and places this in the broader context of changing patterns of violence historically and globally. The focus is on collective action, violence and contentious politics, including policing rather than individual, criminal or gender-based violence.

The course considers violence in relation to power and disempowerment, colonialism and post colonialism, democracy, domination, social hierarchy, and social order and fragmentation, and the ways in which forms of violence shed light on the nature of society. The course also considers case studies of social movements that have adopted violent practices, as well as social movements that mobilise against violence.

Course Code: SOCL4009A	
Course Description: Development as Ideology and Practice	
NQF Credits: 23	NQF Level: 8

This course tracks the trajectories of the successive 'development' models, looking at their origins, influence, and strengths and weaknesses, and the manner in which 'development' is imagined. Theoretical models have real implications, and the course also examines specific areas of 'development' policy and practice. Case studies of particular 'development' sectors provide a picture of 'development' in operation, and provide candidates with insights into development work.

Course Code: SOCL4014A	
Course Description: Economic Sociology: Institutions, Capitalism and Markets	
NQF Credits: 23	NQF Level: 8

This course introduces candidates to the main paradigms that shape modern economic policy debates and positions. Although it is not an economics course, it provides candidates in the social sciences with a solid grounding in economic and social theory in a manner that enables effective policy advocacy and critique. Sophisticated theoretical discussions, plus detailed readings and policy analysis, forms the core of the course, which is designed to give students an in-depth understanding of the capitalist system, and its limitations.

Course Code: SOCL4015A	
Course Description: The Political Economy of Nature and Development	
NQF Credits: 23	NQF Level: 8

The course illuminates a number of global, regional, national and local environmental issues, through a political economy and sociological lens, drawing on a wide range of theorists. Environmentalism has spawned numerous approaches, ranging from neo Malthusianism, through to ecofeminism, deep ecology, radical ecology and ecosocialism. Linkages between the environment and development are drawn, including linkages between the natural and social sciences. The rise of a global environmental social movement is traced, including the environmental justice movements in South Africa and elsewhere. Candidates are encouraged to address a particular environmental problem as part of their written contribution to the course.

Course Code: SOCL4029A	
Course Description: Feminist Theory	
NQF Credits: 23	NQF Level: 8

This course introduces candidates to key and cutting edge debates in women's and gender studies and feminist theory and politics today particularly from a postcolonial perspective, such as transnational feminism, governance feminism, African and Islamic feminism, to name but a few. It interrogates key concepts like ethics, politics and subjectivity from a feminist perspective.

Course Code: SOCL4030A	
Course Description: Social Transitions	
NQF Credits: 23	NQF Level: 8

This course is an intensive critical theory seminar. The course lays a foundation from which to think about 'social theory', by critically examining the histories of social thought in relation to Western modernity, colonialism, post-colonialism, and decoloniality.

Course Code: SOCL4038A	
Course Description: The Making of the South African Social Order	
NQF Credits: 23	NQF Level: 8

This course provides an overview of twentieth century South African history, as shaped by the varying legacies of indigenous modes of organisation and colonial rule. It outlines the challenges and opportunities that faced social and political actors in the course of the century, and that have left their mark on contemporary developments. From a theoretical perspective, it pays particular attention to the areas of state formation and resistance, economic development and class relations, and collective identity. Against this background, and drawing on comparative and historical literature, the course examines developments in South African society since the 1970s, with a particular focus on the politics of transition of the last decade and a half. The readings for the course combine historical overviews and discussions of key issues and current debates in South African studies.

Course Code: SOCL4040A

Course Description: Sociology of Land and Agrarian Reform in South Africa

NQF Credits: 23	**NQF Level: 8**

The course introduces candidates to some of the key debates that have come to characterise land and agrarian reform in post-apartheid (1994) democratic South Africa and by extension the Southern and Eastern African region. The course equips candidates with the knowledge base and skills required to critically engage with policy debates on land and agrarian issues. The central thrust of the course is to understand the protracted nature of land reform policy making process in countries undergoing democratization, the normative limits of land reform policies and the implementation problems that beleaguer their success.

Detailed policy analysis of the three sub-programmes namely restitution, tenure and redistribution will form the basis of developing a critical understanding of some of the policy dilemmas, tensions, and challenges that define South Africa's land reform policy. Use of South Africa's case studies to illuminate the themes discussed herein, are used as evidence to substantiate these claims.

Course Code: SOCL4045A

Course Description: Labour in the Global Economy

NQF Credits: 23	**NQF Level: 8**

This course focuses on the changing nature of work in the new economy and the implications for economic opportunity and inequality in both South Africa and the United States. It is a reading-intensive course dealing with the theoretical literature on rapid economic restructuring and how this is shaping work and employment. The course focuses on general theoretical issues in the world of work and the major changes that have taken place on a global scale. The course also consists of a series of comparative case studies that explore these themes in different industrial sectors in both the U.S. and South Africa. The course examines the response of labour, at a local (both U.S. and South Africa), regional (Southern African and North American) and global scale. This course develops a framework for understanding the nature of contemporary processes of economic restructuring and its impact on the world of work.

Course Code: SOSS4022A

Course Description: Labour and Development

NQF Credits: 23	**NQF Level: 8**

This course analyses the role of labour in the development process, both historically and in the current epoch of globalisation. The course focuses on labour and development in Southern Africa and the Global South. A key challenge facing labour is its relationship to the post-colonial state, especially the role of labour in economic policy formulation and implementation.

Course Code: SOSS4065A

Course Description: Current Epidemics in Africa

NQF Credits: 23	**NQF Level: 8**

This course explores the social, cultural, and historical context relevant to HIV/AIDS as a global pandemic. The course offers an encompassing understanding of HIV/AIDS and its interaction with old and new pandemics that characterise the African and global context in the twenty-first century. The course also focuses on sexual and reproductive health issues in respect to the HIV/Aids pandemic. This

course equips students with the skills and insights to understand the complexity of the pandemic and to make meaningful contributions to combat its effects. Using current material the course provides a general overview of the facts, theoretical debates, and latest policies surrounding the HIV/AIDS pandemic.

Course Code: SOSS4063A

Course Description: Data Science and Data Analysis for the Social Sciences and Humanities

NQF Credits: 23	NQF Level: 8

This course introduces statistical social research, with applications in the social sciences and related fields. It introduces the logic and methods of statistical social research along with the basics of statistical computing. Topics include univariate and bivariate descriptive statistics and graphics, and an introduction to inferential statistics through applications such as univariate confidence intervals and tests of bivariate association.

Course Code: SOCL7008A

Course Description: Collective Action and Social Movements

NQF Credits: 30	NQF Level: 9

This course explores the histories of state and popular violence in South Africa, and places this in the broader context of changing patterns of violence historically and globally. The focus is on collective action, violence and contentious politics, including policing rather than individual, criminal or gender-based violence. The course considers violence in relation to power and disempowerment, colonialism and post colonialism, democracy, domination, social hierarchy, and social order and fragmentation, and the ways in which forms of violence shed light on the nature of society. The course also considers case studies of social movements that have adopted violent practices, as well as social movements that mobilise against violence.

Course Code: SOCL7009A

Course Description: Development as Ideology and Practice

NQF Credits: 30	NQF Level: 9

This course tracks the trajectories of the successive 'development' models, looking at their origins, influence, and strengths and weaknesses, and the manner in which 'development' is imagined. Theoretical models have real implications, and the course also examines specific areas of 'development' policy and practice. Case studies of particular 'development' sectors provide a picture of 'development' in operation, and provide candidates with insights into development work.

Course Code: SOCL7010A

Course Description: Economic Sociology: Institutions, Capitalism and Markets

NQF Credits: 30	NQF Level: 9

This course introduces students to the main paradigms that shape modern economic policy debates and positions. Although it is not an economics course, it provides candidates in the social sciences with a solid grounding in economic and social theory in a manner that enables effective policy advocacy and critique. Sophisticated theoretical discussions, plus detailed readings and policy analysis, forms the core of the course, which is designed to give students an in-depth understanding of the capitalist system, and its limitations.

Course Code: SOCL7011A

Course Description: The Political Economy of Nature and Development

NQF Credits: 30	NQF Level: 9

The course illuminates a number of global, regional, national and local environmental issues, through a political economy and sociological lens, drawing on a wide range of theorists. Environmentalism has spawned numerous approaches, ranging from neo Malthusianism, through to ecofeminism, deep ecology, radical ecology and ecosocialism. Linkages between the environment and development are

drawn, including linkages between the natural and social sciences. The rise of a global environmental social movement is traced, including the environmental justice movements in South Africa and elsewhere. Students are encouraged to address a particular environmental problem as part of their written contribution to the course.

Course Code: SOCL7036A	
Course Description: Feminist Theory	
NQF Credits: 30	**NQF Level: 9**

This course introduces candidates to key and cutting edge debates in women's and gender studies and feminist theory and politics today particularly from a postcolonial perspective, such as transnational feminism, governance feminism, African and Islamic feminism, to name but a few. It interrogates key concepts like ethics, politics and subjectivity from a feminist perspective.

Course Code: SOCL7039A	
Course Description: Social Transitions	
NQF Credits: 30	**NQF Level: 9**

This course is an intensive critical theory seminar. The course lays a foundation from which to think about 'social theory', by critically examining the histories of social thought in relation to Western modernity, colonialism, post-colonialism, and decoloniality.

Course Code: SOCL7041A	
Course Description: The Making of the South African Social Order	
NQF Credits: 30	**NQF Level: 9**

This course provides an overview of twentieth century South African history, as shaped by the varying legacies of indigenous modes of organisation and colonial rule. It outlines the challenges and opportunities that faced social and political actors in the course of the century, and that have left their mark on contemporary developments. From a theoretical perspective, it pays particular attention to the areas of state formation and resistance, economic development and class relations, and collective identity. Against this background, and drawing on comparative and historical literature, the course examines developments in South African society since the 1970s, with a particular focus on the politics of transition of the last decade and a half. The readings for the course combine historical overviews and discussions of key issues and current debates in South African studies.

Course Code: SOCL7043A	
Course Description: Sociology of Land and Agrarian Reform in South Africa	
NQF Credits: 30	**NQF Level: 9**

The course introduces candidates to some of the key debates that have come to characterise land and agrarian reform in post-apartheid (1994) democratic South Africa and by extension the Southern and Eastern African region. The course equips candidates with the knowledge base and skills required to critically engage with policy debates on land and agrarian issues. The central thrust of the course is to understand the protracted nature of land reform policy making process in countries undergoing democratization, the normative limits of land reform policies and the implementation problems that beleaguer their success. Detailed policy analysis of the three sub-programmes namely restitution, tenure and redistribution will form the basis of developing a critical understanding of some of the policy dilemmas, tensions, and challenges that define South Africa's land reform policy. Use of South Africa's case studies to illuminate the themes discussed herein, are used as evidence to substantiate these claims.

Course Code: SOCL7048A	
Course Description: Labour in the Global Economy	
NQF Credits: 30	**NQF Level: 9**

This course focuses on the changing nature of work in the new economy and the implications for economic opportunity and inequality in both South Africa and the United States. It is a reading-intensive course dealing with the theoretical literature on rapid economic restructuring and how this is shaping work and employment. The course focuses on general theoretical issues in the world of work and the major changes that have taken place on a global scale. The course also consists of a series of comparative case studies that explore these themes in different industrial sectors in both the U.S. and South Africa. The course examines the response of labour, at a local (both U.S. and South Africa), regional (Southern African and North American) and global scale. This course develops a framework for understanding the nature of contemporary processes of economic restructuring and its impact on the world of work.

Course Code: SOCL7050A

Course Description: Advanced Research Methods

NQF Credits: 30	**NQF Level: 9**

This course allows candidates to formulate, clarify and focus their research questions, understand and develop explanatory models for their projects, and become familiar with various research designs. Candidates are required to prepare draft proposals for their master's research report, within the framework of the course, and in addition to individual supervision. This course also covers different data collection methods through a series of assignments.

Course Code: SOSS7021A

Course Description: Labour and Development

NQF Credits: 30	**NQF Level: 9**

This course analyses the role of labour in the development process, both historically and in the current epoch of globalisation. The course focuses on labour and development in Southern Africa and the Global South. A key challenge facing labour is its relationship to the post-colonial state, especially the role of labour in economic policy formulation and implementation.

Course Code: SOSS7101A

Course Description: Current Epidemics in Africa

NQF Credits: 30	**NQF Level: 9**

This course explores the social, cultural, and historical context relevant to HIV/AIDS as a global pandemic. The course offers an encompassing understanding of HIV/AIDS and its interaction with old and new pandemics that characterise the African and global context in the twenty-first century. The course also focuses on sexual and reproductive health issues in respect to the HIV/Aids pandemic. This course equips students with the skills and insights to understand the complexity of the pandemic and to make meaningful contributions to combat its effects. Using current material the course provides a general overview of the facts, theoretical debates, and latest policies surrounding the HIV/AIDS pandemic.

Course Code: SOSS7013A

Course Description: Research Methods in the Social Sciences

NQF Credits: 30	**NQF Level: 9**

This course equips students with an in-depth understanding of the theory and practice involved in critical research. The course explores the practical components of critical research, and discusses a range of qualitative and quantitative research methods.

Course Code: SOSS7095A

Course Description: Advanced Research Methods in Organisational and Institutional Studies

NQF Credits: 30	**NQF Level: 9**

This course provides in-depth methodological support and advanced research methods, specifically ethnographies of organisations and institutions. It guides the candidate through the process of proposal writing, literature review, crafting a research question and research design.

Course Code: SOSS7097A	
Course Description: Selected Topic in Data Science for the Social Sciences and Humanities	
NQF Credits: 15	NQF Level: 9

This course covers a selected topic in data science, which is an interdisciplinary field that uses computational methods to create, process and analyse data. The course focuses on applying data science methods to research topics in the social sciences and humanities.

Social Work

Course Code: SOCW1001A	
Course Description: Field Instruction in Social Work Practice I	
NQF Credits: 18	NQF Level: 5

This course introduces students to social work practice, which involves achieving self-understanding; exploring a social service agency; communication and achieving a better understanding of others; and exploring a community. The course consists of interactive seminars and visiting community agencies.

Course Code: SOCW1005A	
Course Description: Introduction to Social Work Theory and Practice	
NQF Credits: 36	NQF Level: 5

This course introduces students to social work theory and practice. The course consists of the history of social work; the nature of social work practice; the social development paradigm in social work; introduction to professional ethics in social work; concepts and models of health, health promotion and disease promotion strategies; the eco-systems perspective in social work; human growth and development, behavioural change and well-being across the lifespan

Course Code: SOCW2001A	
Course Description: Field Instruction in Social Work Practice II	
NQF Credits: 24	NQF Level: 6

This course focuses on preparing students for practice through skills training and field instruction tutorials. The course consists of orientation to an agency where students are placed and direct practice with individuals and groups.

Course Code: SOCW2006A	
Course Description: Integrated Social Work Methods and Human Rights	
NQF Credits: 24	NQF Level: 6

This course facilitates the integration of social work methods and Human Rights theory. The course consists of: the social work process with individuals, groups and communities; introduction to theory underpinning micro level interventions (with individuals and families), meso interventions (with groups) and macro interventions (with communities); the Bill of Rights and the South African Constitution; introduction to concepts and theories supporting social policy; the legislative framework underpinning social work practice and the laws providing the profession of social work with its societal mandate.

Course Code: SOCW3001A	
Course Description: Field Instruction in Social Work Practice III	
NQF Credits: 36	NQF Level: 7

This course engages students in direct practice methods, namely work with individuals and families, group work and community work. The course consists of placements at field instruction training sites.

Course Code: SOCW3005A	
Course Description: Integrated Social Work Theory and Practice	
NQF Credits: 36	**NQF Level: 7**

This course facilitates the further integration of social work theory and practice. The course consists of: an introduction to and management of different social issues and fields of service; theoretical perspectives, principles and processes supporting interventions with individuals and families; theoretical perspectives, principles and models in community work practice; advanced content on philosophical ethical frameworks, professional and research ethics as well as the Code of Ethics of the South African Council for Social Service Professions; Introduction to research in social work with specific focus on different research methodologies and designs and the conceptualisation of a research proposal.

Course Code: SOCW4001A	
Course Description: Field Instruction in Social Work Practice IV	
NQF Credits: 45	**NQF Level: 8**

This course is an advanced form of field instruction training and provides opportunities for students to integrate theory and engage in direct practice with individuals, groups and communities at the community agencies where they are placed.

Course Code: SOCW4003A	
Course Description: Social Work Theory and Practice IV	
NQF Credits: 45	**NQF Level: 8**

This course contrasts direct and indirect social work practice and consists of the following topics:

Direct practice

1) Individuals and Families (Micro interventions).
2) Groups (Meso interventions).
3) Communities (Macro interventions).
4) Generalist Practice.
5) Critical social work.

Indirect practice

1) Research.
2) Supervision.
3) Management and administration.
4) Fields of service.
5) Social development.

Course Code: SOCW4004A	
Course Description: Research Report	
NQF Credits: 30	**NQF Level: 8**

This course requires students to conduct a small-scale research project under the supervision of a lecturer in the Department. The course consists of formulating a research proposal, applying for ethics clearance through one of the University Human Ethics Research Committees, collecting and analysing the data, writing up the findings in the form of a research report and presenting their research at a Departmental Research Day.

Course Code: SOCW7002A	
Course Description: Advanced Field Practice in Occupational Social Work	
NQF Credits: 30	**NQF Level: 9**

This course equips candidates with the skills to undertake brief interventions with individuals and families, and small groups. These engagements are written up in the form of micro and meso practice portfolios, which require in-depth analysis of the candidate's use of the practice skills. A larger project focusing on organisational change must be undertaken to demonstrate the candidate's ability to practice at a macro level. This project is written up in the form of a detailed macro practice portfolio.

Course Code: SOCW7003A	
Course Description: Advanced Occupational Social Work Theory and Practice	
NQF Credits: 30	**NQF Level: 9**

This course provides candidates with the conceptual tools to analyse occupational social work practice, micro and meso practice, theory of organisational behaviour, macro practice/organisational change, research, ethical issues, employees at risk, and comparative analysis of strategies of service delivery (including Employee Assistance Programmes). The course consists of lectures, seminars and self- and group-directed learning.

Course Code: SOCW7005A	
Course Description: Contextual Issues for Advanced Occupational Social Work Practice	
NQF Credits: 30	**NQF Level: 9**

This course focuses on current issues and debates in related fields that impact on occupational social work practice. The course consists of lectures, seminars and group-directed learning on the following content: the sociology of work, occupational relations, economic concepts, power, and management of trauma, conflict resolution, employment equity, HIV/AIDS, and human growth, development and work.

Course Code: SOCW7013A	
Course Description: Social Development	
NQF Credits: 30	**NQF Level: 9**

This course explores social welfare and development in a global and regional context and consists of the following topics: social development in South Africa, social development in relation to the Millennium Development Goals, developmental theories, a theoretical framework for development, human rights and development, gender and development, HIV and AIDS and development, poverty and development, AID and development and strategies for social development.

Course Code: SOCW7014A	
Course Description: Social Policy	
NQF Credits: 30	**NQF Level: 9**

This course focuses on social policy. The course consists of the following topics: policy paradigm shift in SA, historical development of social policy, and components of social policy, structures of social policy, social policy and social problems, social policy formulation and analysis, models of social policy, policy implementation, monitoring and evaluation.

Course Code: SOCW7015A	
Course Description: Social Programme Design, Management	
NQF Credits: 30	**NQF Level: 9**

This course focuses on social programme design and management. The course consists of the following topics: development projects, project management, approaches to project management, project and leadership, project organisation, effective based social service programme, project environment, budgeting, presentations and evaluation.

Course Code: SOCW7029A	
Course Description: Advanced Field Instruction in Occupational Social Work Part 1	
NQF Credits: 20	**NQF Level: 9**

This course comprises two parts. The first part involves candidates in work at an organisation, where counselling services to employees and their direct families is offered; candidates submit a portfolio of evidence for examination. In the second part candidates undertake meso work with employees and a macro change project at an organisation and present two portfolios.

Course Code: SOCW7030A	
Course Description: Advanced Field Instruction in Occupational Social Work Part II	
NQF Credits: 20	**NQF Level: 9**

This course equips candidates with advanced skills in occupational social work. The course consists of meso work with employees and a macro change project at an organisation. Candidates present two portfolios of evidence.

Course Code: SOCW7031A	
Course Description: Advanced Field Practice in School Social Work Part 1	
NQF Credits: 10	**NQF Level: 9**

This course focuses on the integration of advanced skills in working with individuals. It equips candidates to do holistic assessments of the learners' contexts, undertake applicable brief interventions within the educational context and provide critical feedback to the necessary role players as members of the multi-disciplinary teams within the school context. The course also examines different direct methods of interventions in school social work on different levels and provides candidates with advanced skills to support, empower and capacitate learners, teachers and parents to prevent, detect and deal with barriers to learning.

Course Code: SOCW7032A	
Course Description: Advanced Field Practice in School Social Work Part 2	
NQF Credits: 20	**NQF Level: 9**

This course focuses on the integration of advanced skills in working with groups and school communities. It equips candidates to do holistic assessments of the learners' and educational contexts to undertake applicable group (meso) and community (macro) interventions within the educational context to prevent or detect barriers to learning early. The course also examines different direct methods of interventions in school social work on different levels and provides candidates with advanced skills to support, empower and capacitate learners, teachers and parents to prevent, detect and deal with barriers to learning.

Course Code: SOCW7033A	
Course Description: Advanced Theory and Practice in the field of School Social Work	
NQF Credits: 30	**NQF Level: 9**

This course introduces the candidates to key concepts about school social work as a specialised field of social work. It provides an in-depth analysis of the ethics, norms and standards of school social work, an examination of the educational context, applicable legislations, policies and procedures, and a secondary analysis of the fundamental theoretical perspectives and methods of social work applicable in the educational setting. The course also interrogates the proficiency in dealing with cultural diversity and reflects on the contribution of school social workers as part of the multi-disciplinary team in addressing the emotional, socio-economic and behavioural barriers preventing learners from achieving their full potential

Course Code: SOCW7034A	
Course Description: Contextual Issues in the field of School Social Work.	
NQF Credits: 30	**NQF Level: 9**

This course focuses on societal issues affecting the progress and performance of school-going children. It provides an in-depth analysis of a combination of complicated social problems (poverty, substance use, gender-based-violence, different forms of abuse, school violence, health issues) confronting school-going children and hindering the development of their capabilities and potential in becoming empowered and independent citizens. The course also examines different methods of interventions on different levels and provides candidates with advanced skills to empower and capacitate learners, teachers and parents to deal adequately with barriers to learning.

Course Code: SOCW7035A

Course Description: School Social Work Research Report Part 1

NQF Credits: 0 **NQF Level: 9**

The course examines the key components of research. It explores the different research paradigms, approaches and designs; the formulation of research questions, aims and objectives and/or hypotheses; the critical value of the literature review; population, sample and sampling procedures; and the different research instruments, methods of data collection and data analysis. In addition, it provides candidates with the fundamentals of the validity, reliability or trustworthiness and ethical considerations of research. This course enable candidates to formulate a research proposal, apply for ethical clearance, collect and analyse the data, and write up the findings or results in a Research Report that is submitted for examination.

Course Code: SOCW7036A

Course Description: School Social Work Research Report Part II

NQF Credits: 90 **NQF Level: 9**

The course examines the key components of research. It explores the different research paradigms, approaches and designs; the formulation of research questions, aims and objectives and/or hypotheses; the critical value of the literature review; population, sample and sampling procedures; and the different research instruments, methods of data collection and data analysis. In addition, it provides candidates with the fundamentals of the validity, reliability or trustworthiness and ethical considerations of research. This course enable candidates to formulate a research proposal, apply for ethical clearance, collect and analyse the data, and write up the findings or results in a Research Report that is submitted for examination.

SCHOOL OF HUMAN AND COMMUNITY DEVELOPMENT

Course Code: ANAT1003A

Course Description: Anatomy for Speech-Language Pathology and Audiology Students

NQF Credits: 18 **NQF Level: 5**

This course introduces the student to general anatomy and more specifically to the anatomy relating to speech, language and hearing. Topics include anatomy and functional anatomy of the skeletal and muscular systems; introduction to the central nervous system; and principles of histology, embryology, neurology, genetics, and pathology as they apply to speech and hearing.

Course Code: SPPA1003A

Course Description: Speech and Hearing Science I

NQF Credits: 30 **NQF Level: 5**

This course applies speech and hearing science to basic therapeutic and diagnostic skills. The course consists of basic acoustics and psycho-acoustics; anatomy and physiology of hearing, pathology of the ear and vestibular systems and audiological assessment procedures.

Course Code: SPPA1004A

Course Description: Speech Pathology and Audiology I

NQF Credits: 30 **NQF Level: 5**

This course introduces students to the professions of speech pathology and audiology in the South African and global context. The course consists of topics in norms of development, articulation and phonology, language development and disorders and early communication intervention.

Course Code: ANAT2001A

Course Description: Neuroanatomy for Speech, Language and Hearing

NQF Credits: 24 **NQF Level: 6**

This course expands and builds on the ANAT 1003A course Anatomy and Physiology for Speech Pathology and Audiology Students. The course consists of specific topics in development, structure, activation and integration of the central nervous system.

Course Code: SPPA2001A

Course Description: Audiology II

NQF Credits: 48	**NQF Level: 6**

This course elaborates on the Speech and Hearing Science course. The course addresses site of lesion testing, auditory brainstem response audiology, electrocochleography, auditory steady state response, otoacoustic emissions, tinnitus assessment and management, and paediatric audiology.

Course Code: SPPA2005A

Course Description: Clinical Practical in Audiology

NQF Credits: 15	**NQF Level: 6**

This course introduces students to clinical work in audiology. The course consists of 100 hours of supervised clinical practical work in basic audiology

Course Code: SPPA2003A

Course Description: Speech and Language Pathology II

NQF Credits: 30	**NQF Level: 6**

This course develops students' knowledge of speech -language disorders, assessment and intervention. The course consists of topics in pre-school and school age language disorders, voice pathology and therapy, cleft palate, assessment and management of fluency disorders.

Course Code: SPPA3001A

Course Description: Audiology III

NQF Credits: 30	**NQF Level: 7**

This course introduces students to advanced procedures in audiology. The course consists of amplification technology, adult and paediatric aural rehabilitation, advanced educational audiology and management of central auditory processing disorders.

Course Code: SPPA3002A

Course Description: Clinical Practical in Speech Language Pathology III

NQF Credits: 15	**NQF Level: 7**

This course is designed to develop intermediate clinical skills in speech -language pathology. The course consists of 100 hours of supervised clinical work with children and adults at schools, community facilities and the University's Speech and Hearing Clinic.

Course Code: SPPA3006A

Course Description: Research and Practice in the South African Context

NQF Credits: 15	**NQF Level: 7**

This course introduces speech pathology and audiology students to South African and international legislation and policy on disability. The course consists of topics in health and education service delivery models; working within a multi-lingual and multi-cultural community; the impact of the burden of diseases such as HIV/Aids on communicative functioning; research methods in speech-language pathology and audiology and professional ethics.

Course Code: SPPA3004A

Course Description: Clinical Practical in Audiology III

NQF Credits: 15	**NQF Level: 7**

This course expands students' clinical skills in audiological assessment and treatment. The course consists of 100 hours of supervised audiological testing and rehabilitation work at various sites such as community facilities, the University Speech and Hearing Clinic, schools and hospitals.

Course Code: SPPA3005A	
Course Description: Speech and Language Pathology III	
NQF Credits: 30	**NQF Level: 7**

This course develops students' knowledge of more complex communication disorders. The course covers motor speech disorders, as well as aphasia and traumatic brain injury in adults, and paediatric neurogenic communication impairments including those that result from cerebral palsy and traumatic brain injury. The course includes a complete a section on dysphagia in adults and children.

Course Code: SPPA4001A	
Course Description: Applied Neurology	
NQF Credits: 15	**NQF Level: 8**

This course provides students with application skills in dealing with neurological communication disorders. The course consists of clinical instruction through case conferences, ward rounds, practical demonstrations, and lectures.

Course Code: SPPA4002A	
Course Description: Audiology IV	
NQF Credits: 30	**NQF Level: 8**

This course prepares students for audiological practice at an advanced level. The course consists of topics in industrial audiology, auditory cortical evoked potentials, vestibular disorders, and severe communication disability including deafblindness.

Course Code: SPPA4003A	
Course Description: Clinical Practical in Speech Language Pathology IV	
NQF Credits: 30	**NQF Level: 8**

This course provides students with advanced clinical training in speech-language pathology. The course comprises 200 hours of supervised clinical work at various sites such as community facilities, the University Speech and Hearing Clinic, schools and hospitals.

Course Code: SPPA4004A	
Course Description: Clinical Practical in Audiology IV	
NQF Credits: 30	**NQF Level: 8**

This course provides students with advanced clinical training in audiology. The course comprises 200 hours of supervised audiological testing and rehabilitation work at various sites such as community facilities, the University Speech and Hearing Clinic, schools, and hospitals.

Course Code: SPPA4006A	
Course Description: Research Report	
NQF Credits: 15	**NQF Level: 8**

This course introduces students to research in speech-language pathology or audiology. The course consists of proposal preparation, ethics clearance application, conducting a research project of limited scope, writing up a research report, and disseminating findings through oral presentation at an annual departmental research seminar.

Course Code: SPPA4007A	
Course Description: Speech and Language Pathology IV	
NQF Credits: 30	NQF Level: 8

This course consolidates students' knowledge of speech-language pathology and introduces advances in the field. The course consists of sections in advanced augmentative and alternative communication, advanced child language, advanced speech pathology, and advanced adult language pathology.

SCHOOL OF STATISCICS AND ACTUARIAL SCIENCE

Course Code: STAT1002A	
Course Description: Actuarial Science I	
NQF Credits: 18	NQF Level: 5

This course introduces students to the fields of the mathematics of finance and actuarial demography. Topics include: the theory of interest; simple and compound, effective and nominal rates of interest; discounting and the rate of discount; equations of value; annuity theory; analysis of the annuity; sinking funds; the force of interest; fixed interest securities; life table theory; elementary demography; an introduction to the principles on insurance and pensions.

Course Code: STAT2012A	
Course Description: Introduction to Mathematical Statistics	
NQF Credits: 8	NQF Level: 6

This course introduces the student to mathematical statistics and is comprised of the following topics: Descriptive Statistics; Permutations & Combinations; Probability; Discrete & Continuous Random Variable; Sampling & Distributions & Tests of Hypothesis about a Mean; Correlation & Regression.

Ancillary Statistics

Course Code: STAT1005A	
Course Description: Ancillary Statistics I	
NQF Credits: 18	NQF Level: 5

This course comprises the following:

1) Part I: An elementary coverage of common statistical methods used in the applied sciences. These include descriptive statistics; distributions, confidence intervals, hypothesis testing, correlation, regression, principles of experimental design.
2) Part II: A more advanced coverage and extension of the material given above. Probability distributions. Conditional probability. Hypothesis testing: introduction to ANOVA. Multiple regression, non-parametric tests, experimental design and associated hypotheses; randomised block designs, factorial experiments, missing observations and non-normality are also included.

STATISTICS AND ACTUARIAL SCIENCE

Course Code: STAT1000A/1001A/1004A	
Course Description: Business Statistics I	
NQF Credits: 18	NQF Level: 5

This course covers descriptive statistics: bar graphs, histograms and ogives, measures of central tendency and spread. Descriptive Regression, Probability: Addition Rule, Conditional Probabilities, Independence, Discrete distributions (Binomial, Poisson), Continuous Distributions (Exponential, Normal and t), and inference: Hypothesis testing, confidence Intervals and p-values (means- one & two samples & proportions one sample), Time Series and Chi-square test for independence are also included in the course.

SCHOOL OF MATHEMATICS

Course Code: STAT1003A	
Course Description: Mathematical Statistics I	
NQF Credits: 18	**NQF Level: 5**

This course introduces students to the field of mathematical statistics. Topics include:

descriptive statistical techniques; counting methods; permutations and combinations; probability; basic concepts; Bayes theorem; discrete and continuous random variables; binominal; poisson; geometric;

hypergeometric; normal and exponential distribution; introduction to inference; confidence intervals and hypothesis testing on means and proportions; correlation and regression; least squares fitting of lines and planes; inference on regression; introduction to contingency tables.

Course Code: STAT2005A	
Course Description: Mathematical Statistics II	
NQF Credits: 48	**NQF Level: 6**

This course further develops the theory and techniques of mathematical statistics, and comprises of the following topics:

Probability; conditional probability; Bayes theorem; random variables; distributions and their properties; generating functions; bivariate distributions; marginal and conditional distributions; transformations of random variables; order statistics; introduction to sampling; introduction to sums of random variables and sampling distributions. Sums of random variables; sampling distributions; law of large numbers; Chebychev's inequality; Central Limit Theorem; point estimation; interval estimation; hypothesis testing; ANOVA; Chi-squared tests; sufficient statistics; theory of hypothesis testing; Monte Carlo simulation; review of matrix theory; multivariate normal distribution; introduction to multiple regression.

Course Code: STAT3017A	
Course Description: Mathematical Statistics III	
NQF Credits: 72	**NQF Level: 7**

This course includes the following topics: loss distributions; parameter estimation and inference; deductibles; reinsurance; inflation; risk models; compound distributions; Panjer's recursive formula; probability of ruin; integro-differential equation; adjustment coefficient; Lundberg's inequality; optimisation of reinsurance arrangements; reserving models; no claim discount systems; Bayesian statistics; credibility theory. An introduction to some of the most commonly used non-parametric techniques. Items include: order statistics and their applications; the sign test and its variations; rank tests; tests for the measure of association; tests of randomness; discussion of the treatment of ties and the Kolmogorov-Smirnov test for one and two samples.

Translation and Interpreting

Course Code: TRAN3006A	
Course Description: Translation Methods and Practice III	
NQF Credits: 18	**NQF Level: 7**

This course explores the theoretical notions underpinning translation practice and introduces students to translation and interpreting as professions and disciplines. It covers approaches to translation, methods of translation analysis, translation strategies and translation evaluation in their application to literary and professional translation. Students are introduced to major fields of translation, such as the translation of literature (song, poetry, drama, comic books and children's literature). One component of the course also covers translation and technology and the ethics of professional translation and interpreting. This course does not produce translators but lays the groundwork for a possible professional career in translation.

Course Code: TRAN4022A	
Course Description: Principles and Practice of Translation and Interpreting (Hons)	
NQF Credits: 23	**NQF Level: 8**

This course familiarises students with translation procedures and methodologies useful to them as professional translators both in terms of practical translation skills and in terms of the critical evaluation of translations. The methodology component includes an introduction to the different branches of translation studies, a historical overview of the discipline, the relationship between practice and theory in translation, and practical translation methods and procedures. The course also includes an introduction to editing as well as the practical translation of general texts.

Course Code: TRAN4023A	
Course Description: Specialist Translation with Interpreting I (Hons)	
NQF Credits: 23	**NQF Level: 8**

This course introduces candidates to specialist fields of translation and liaison interpreting and is intended to equip students with the knowledge required to deal with the practical translation of legal, financial and technical texts. The course provides an introduction to economics and economic concepts (macro economics), to law and legal concepts (structure of the courts, law of persons, succession, property and lease). Students follow additional components in liaison interpreting, terminology creation and glossary management, transcription and subtitling, and the use of computer-assisted translation (CAT) tools. Practical translation practice is a key element of the course. An additional component in Professional Development equips students with the skills required to market their expertise after completing the qualification.

Course Code: TRAN4024A	
Course Description: Specialist Translation with Interpreting II (Hons)	
NQF Credits: 23	**NQF Level: 8**

This course continues the focus on specialist fields of translation and liaison interpreting. The course ensures that candidates gain further knowledge to deal with legal, financial and technical texts. The course provides an introduction to business finance, including company law, company finance, and company reports and financial statements. The law component focuses on the law of contract and sale, criminal law and criminal procedure, civil law and the law of evidence, and international and comparative law. Practical work includes legal and sworn translation, the translation of company documents and scientific and technical translation. Liaison interpreting, the use of CAT tools and further aspects of professional development also form part of this course.

Course Code: TRAN4033A	
Course Description: Translation Studies (Hons)	
NQF Credits: 23	**NQF Level: 8**

This course interrogates strategies for dealing with problems encountered during translation as well as the role of culture and ideology. It also studies models of cognition and translation; how theories and strategies in translation feature in cognitive functioning, language processing and bilingual processing; and Descriptive Translation Studies and Polysystem theory.

Course Code: TRAN4027A	
Course Description: Selected Topic in Translation Studies (Hons)	
NQF Credits: 23	**NQF Level: 8**

The nature of the selected topic will vary although the course covers either theoretical or practical and professional aspects relevant to translation and extends the knowledge of translation students in line with the overall requirements of the honours programme. Independent research and or practical work is an integral part of the course.

Course Code: TRAN4028A

Course Description: Principles and Practice of Interpreting (Hons)

NQF Credits: 23	NQF Level: 8

This course improves learners' grasp of the principles and practice which govern the interpreting profession in a number of advanced liaison and long consecutive interpreting contexts. It is also intended to improve monolingual and bilingual pre-interpreting skills as well as liaison interpreting practice in the long consecutive mode, simultaneous interpreting (whispered/ signed) and sight interpreting. The course improves candidates' ability to negotiate mismatched power relations and assess the implications of role conflict and to enhance the ability to conduct an interpreting business ethically and professionally . The course includes note-taking, consecutive interpreting, professional practice, public speaking, and liaison interpreting practice in a variety of settings.

Course Code: TRAN4029A

Course Description: Specialist Translation for Interpreters (Hons)

NQF Credits: 23	NQF Level: 8

This course introduces students to translation methodology and procedures as well as text analysis and practical translation in certain fields of translation and interpreting. The course ensures that students acquire the ability and skills to deal with a variety of texts and discourse, particularly in general and financial fields. Besides translation theory and an introduction to linguistics, the course includes an introduction to economics and economic concepts (macro and micro economics) to provide background for financial translation. An additional component in Professional Development equips students with the skills required to market their expertise after completing the qualification.

Course Code: TRAN4030A

Course Description: Conference Interpreting Skills (Hons)

NQF Credits: 23	NQF Level: 8

This course improves monolingual and bilingual pre-interpreting skills and provides conference interpreting practice in the simultaneous mode (including simultaneous interpreting with text). Improvement of simultaneous interpreting practice is emphasised by focusing on the application of appropriate coping tactics and conference preparation techniques. The syllabus includes public speaking and voice projection, and technology for interpreters. Students are also exposed to the principles and norms of professional practice governing the interpreting profession in at least two basic to intermediate conference interpreting contexts, such as local and national government, tertiary education, business, NGOs and development.

Course Code: TRAN4031A

Course Description: Interpreting Studies

NQF Credits: 23	NQF Level: 8

This course provides the theoretical grounding and methodology for Interpreting Studies research. Topics covered include traditional approaches to simultaneous interpreting research (early psycholinguistic research, experimental studies, conference and cognitive studies); approaches to liaison interpreting (anecdotal accounts, role and ethics, analytical research); interpreting skills acquisition, assessment and expertise and analytical approaches to Interpreting Studies (conversation analysis, discourse studies, text linguistics, ethnographic analysis and corpus-based studies). The course familiarises students with the theoretical and analytical approaches vital for the further study and research in the field.

Course Code: TRAN4032A

Course Description: Selected Topic in Translation Studies (Hons)

NQF Credits: 23	NQF Level: 8

The nature of the selected topic will vary although the course covers either theoretical or practical and professional aspects relevant to interpreting and extends the knowledge of interpreting students in line with the overall requirements of the honours programme. Independent research and or practical work is an integral part of the course.

Course Code: TRAN5004A

Course Description: Specialist Translation with Interpreting I (PG Dip)

NQF Credits: 25	NQF Level: 8

This course introduces students to specialist fields of translation and liaison interpreting and equips students with the knowledge required to deal with the practical translation of legal, financial and technical texts. The course provides an introduction to economics and economic concepts (macro economics), to law and legal concepts (structure of the courts, law of persons, succession, property and lease). Students follow additional components in liaison interpreting, terminology creation and glossary management, transcription and subtitling, and the use of computer-assisted translation (CAT) tools. Practical translation practice is a key element of the course. An additional component in Professional Development equips students with the skills required to market their expertise after completing the qualification.

Course Code: TRAN5005A

Course Description: Specialist Translation with Interpreting II (PG Dip)

NQF Credits: 25	NQF Level: 8

This course continues the focus on specialist fields of translation and liaison interpreting. The course ensures that candidates gain further knowledge to deal with legal, financial and technical texts. The module provides an introduction to business finance, including company law, company finance, and company reports and financial statements. The law component focuses on the law of contract and sale, criminal law and criminal procedure, civil law and the law of evidence, and international and comparative law. Practical work includes legal and sworn translation, the translation of company documents and scientific and technical translation. Liaison interpreting, the use of CAT tools and further aspects of professional development also form part of this course.

Course Code: TRAN5016A

Course Description: Translation Studies (PGDip)

NQF Credits: 25	NQF Level: 8

This course interrogates strategies for dealing with problems encountered during translation as well as the role of culture and ideology. It also studies models of cognition and translation; how theories and strategies in translation feature in cognitive functioning, language processing and bilingual processing; and Descriptive Translation Studies and Polysystem theory.

Course Code: TRAN5007A

Course Description: Advanced Practical Translation and Analysis

NQF Credits: 25	NQF Level: 8

This course emphasises writing and rewriting skills and the practical translation of different types of texts. Candidates also conduct a small-scale research project which is written up in the form of a short research report.

Course Code: TRAN5008A

Course Description: Principles and Practice of Translation and Interpreting (PG Dip)

NQF Credits: 25	NQF Level: 8

This course familiarises students with translation procedures and methodologies useful to them as professional translators both in terms of practical translation skills and in terms of the critical evaluation of translations. The methodology component includes an introduction to the different branches of translation studies, a historical overview of the discipline, the relationship between practice and theory in translation, and practical translation methods and procedures. The course also includes an introduction to editing as well as the practical translation of general texts.

Course Code: TRAN5009A	
Course Description: Selected Topic in Translation Studies (PG Dip)	
NQF Credits: 25	**NQF Level: 8**

The nature of the selected topic will vary although the course covers either theoretical or practical and professional aspects relevant to translation and extends the knowledge of translation students in line with the overall requirements of the diploma programme. Independent research and or practical work is an integral part of the course.

Course Code: TRAN5010A	
Course Description: Principles and Practice of Interpreting (PGDip)	
NQF Credits: 25	**NQF Level: 8**

This course improves candidates' grasp of the principles and practice which govern the interpreting profession in a number of advanced liaison and long consecutive interpreting contexts. It also improves monolingual and bilingual pre-interpreting skills as well as liaison interpreting practice in the long consecutive mode, simultaneous interpreting (whispered/signed) and sight interpreting. The course further improves candidates' ability to negotiate mismatched power relations and assess the implications of role conflict and enhances the ability to conduct an interpreting business ethically and professionally . The course includes note-taking, consecutive interpreting, professional practice, public speaking, and liaison interpreting practice in a variety of settings.

Course Code: TRAN4029A	
Course Description: Specialist Translation for Interpreters (PGDip)	
NQF Credits: 25	**NQF Level: 8**

This course introduces students to translation methodology and procedures as well as text analysis and practical translation in certain fields of translation and interpreting. The course ensures that students acquire the ability and skills to deal with a variety of texts and discourse, particularly in general and financial fields. Besides translation theory and an introduction to linguistics, the course includes an introduction to economics and economic concepts (macro and micro economics) to provide background for financial translation. An additional component in Professional Development equips students with the skills required to market their expertise after completing the qualification.

Course Code: TRAN5012A	
Course Description: Conference Interpreting Skills	
NQF Credits: 25	**NQF Level: 8**

This course improves monolingual and bilingual pre-interpreting skills and provides conference interpreting practice in the simultaneous mode (including simultaneous interpreting with text). Improvement of simultaneous interpreting practice is emphasised by focusing on the application of appropriate coping tactics and conference preparation techniques. The syllabus includes public speaking and voice projection, and technology for interpreters. Students are also exposed to the principles and norms of professional practice governing the interpreting profession in at least two basic to intermediate conference interpreting contexts, such as local and national government, tertiary education, business, NGOs and development.

Course Code: TRAN5014A	
Course Description: Interpreting Research Methods and Analysis	
NQF Credits: 25	**NQF Level: 8**

This course uses the practical interpreting and discourse analysis skills acquired in other modules in the programme and applies them to a variety of interpreted texts which reflect a range of registers and modes of interpreting. The emphasis is on writing and rewriting skills focused on the description and analysis of interpreted texts. Students also conduct a small-scale research project which is written up in the form of a short research report.

Course Code: TRAN5015A

Course Description: Selected Topic in Translation Studies (PGDip)

NQF Credits: 25	NQF Level: 8

The nature of the selected topic vary although the course covers either theoretical or practical and professional aspects relevant to interpreting and extends the knowledge of interpreting students in line with the overall requirements of the diploma programme. Independent research and or practical work is an integral part of the course.

Course Code: TRAN7071A

Course Description: Research Topics in Translation Studies

NQF Credits: 30	NQF Level: 9

The course further develops students' critical understanding of different research strands in Translation Studies. It broadens and consolidates students' theoretical understanding of the discipline and applies different theoretical and conceptual approaches to selected translation research topics while exploring socio-cultural and ideological issues. The format of the course is a reading, discussion and seminar programme and students are expected to prepare for each scheduled session. Students are also expected to conduct extensive independent research and sourcing of materials.

Course Code: TRAN7073A

Course Description: Critical Approaches to Literary Translation

NQF Credits: 30	NQF Level: 9

This course familiarises students with a variety of issues and trends in the field of literary translation. During the course students engage critically with contemporary and traditional theories of literary translation, the practice of literary translation, and the translation of different types of literary texts such as prose, drama, poetry and film. The course consists of a reading, discussion and seminar programme and practical translations in the field of general and literary texts. Students are also expected to conduct extensive independent research and sourcing of materials.

Course Code: TRAN7073A

Course Description: Critical Approaches to Literary Translation

NQF Credits: 30	NQF Level: 9

This course builds on the students' existing translation skills. It is a predominantly practical course involving translations of a variety of texts, including general, financial, legal, and technical texts. The emphasis is on honing students' skills and assisting them in achieving a standard of translation that will equip them to enter the professional market.

Course Code: TRAN7079A

Course Description: Selected Topic in Translation Studies

NQF Credits: 30	NQF Level: 9

This course varies according to the teaching and research profile of the staff. The selected topic could be any of a range of topics in translation and/or interpreting, depending on staff availability and interests, and the interests of students.

Course Code: TRAN7089A

Course Description: Specialised Conference Interpreting Skills

NQF Credits: 30	NQF Level: 9

This course improves candidates' grasp of the principles, norms and professional practice that govern the interpreting profession in intermediate to advanced conference interpreting contexts (which may include interpreting for business, conference interpreting in the South African context, interpreting for the diplomatic service, interpreting for provincial and national legislatures (Parliament) as well as conference interpreting in international contexts). It also improves candidates' ability to manage the interpreting process and selects interpreting coping tactics, conference preparation techniques and terminology management at an advanced level.

Course Code: TRAN7086A

Course Description: Advanced Interpreting Practice

NQF Credits: 30	**NQF Level: 9**

This course ensures that candidates practice for a minimum number of hours each week to ensure enough hours practice on a weekly basis during the programme. Students practice in different fields and domains and across different modes of interpreting (including consecutive interpreting, simultaneous interpreting, sight interpreting etc.) The course complements other courses in the programme and extends and improves on the skills acquired as the year progresses.

Course Code: TRAN7087A

Course Description: Professional Language Enhancement, Transcription and Report Writing

NQF Credits: 30	**NQF Level: 9**

This course refines candidates' language skills at an advanced level and enhances their professional language skills for the job market. Candidates are introduced to the principles of systematic and recognised transcription and captioning procedures governing grammatical and stylistic correctness in a variety of text types, including Hansard. Practical written and auditory skills are improved in relation to a variety of texts and utterances across a number of domains. Candidates completing the course successfully will have access to work in professional language contexts, including captioning, and audio description for film/TV/DVD, and cinema as well as theatre performances.

Course Code: TRAN7083A

Course Description: Professional Interpreting Practice

NQF Credits: 30	**NQF Level: 9**

This course consists of practical interpreting practice in a range of fields e.g. law, finance, technology, literature, and other fields as deemed appropriate. The focus is entirely on practical work. The course brings learners up to the standard of a professional conference interpreter. The practice is intended to enhance learners' abilities in the context of advanced professional conference interpreting in a variety of fields, improve learners' ability to manage the interpreting process, and enhance learners' mastery of interpreting strategies and coping tactics.

Course Code: TRAN7088A

Course Description: Research Topics in Interpreting Studies

NQF Credits: 30	**NQF Level: 9**

This course develops students' critical understanding of different research strands in Interpreting Studies. It broadens and consolidates students' theoretical understanding of the discipline and applies different theoretical and conceptual approaches to selected interpreting research topics. It explores socio-cultural and ideological issues, drawing on various trends and directions in the discipline, including corpus-based interpreting studies.

Course Code: TRAN7085A

Course Description: Professional Translation Practice

NQF Credits: 30	**NQF Level: 9**

This course prepares students to work as professional translators in the marketplace with a high level of proficiency. The unit focuses primarily on enhancing and extending students' practical translation and editing skills. To this end the student is required to translate a wide range of specialised texts across a number of different domains.

SCHOOL OF LITERATURE, LANGUAGE AND MEDIA

Course Code: MDLL4002A/MDLL7016A	
Course Description: (Re)Writing History	
NQF Credits: 23/30	**NQF Level: 8/9**

This course studies personal histories in the context of History and studies a genre that has neglected, namely auto/biography. The course analyses biographies and autobiographies, written in the twentieth century and applies the theories of Hayden White, Paul Mann and Philippe Lejeune, Roland Barthes and others. It examines critical concepts related to how one constructs personal histories and narrates public history. The selection of texts is made round two broad themes: writing the female self in auto/biography, and memory and testimony of war and persecution.

Course Code: MDLL4015A/MDLL7014A	
Course Description: European Modernism	
NQF Credits: 23/30	**NQF Level: 8/9**

This course surveys European modernism to identify the most important cross-currents in the literature of the period. Seminal texts by representative authors, such as Marinetti, Kafka, Gide, Brecht, Proust and Pirandello are discussed as well as the effect of urbanisation on culture and aesthetics.

Course Code: MDLL4016A	
Course Description: Fantasy, Science Fiction and the Fiction of the Unreal	
NQF Credits: 23/30	**NQF Level: 8**

This course investigates various aspects of fantasy, science fiction and the unreal as represented in literature from the early nineteenth century until the present. Fantasy encompasses the uncanny and the unreal as well as the Doppelgänger in Calvino. Science Fiction counts the cost of modernity and technology. Magical realism does not draw a clear line between the real and the supernatural. The course discusses the fantastic in literature from a historical, theoretical and stylistic perspective.

Course Code: MDLL4059A/MDLL7043A	
Course Description: Social Change in the nineteenth Century Novel	
NQF Credits: 23/30	**NQF Level: 8/9**

This course examines novels from Europe written in this epoch of considerable social, economic and cultural upheaval. Different approaches to realism, political discourse, propaganda, satire and caricature are discussed, while illustrating the role of the novel both as a yardstick of social and political change and a factor used to bring about transformation.

Course Code: MDLL4061A/MDLL7044A	
Course Description: The Detective Story	
NQF Credits: 23/30	**NQF Level: 8/9**

This course debates the origins of the modern detective story, as exemplified by the works of E.T.A. Hoffmann and E.A. Poe and focuses on the characteristics of the genre and the typical structure of a detective story. It also explores the semiotic nature of this type of fiction and traces the interdisciplinary and intercultural elements of revelation and solution, it analyses the postmodern detective stories that subvert, transcend or re-invent the canon as seen in some major mainstream authors.

Course Code: MDLL4062A/MDLL7045A	
Course Description: The Heroine's Text	
NQF Credits: 23/30	**NQF Level: 8/9**

The course examines the cultural and aesthetic assumptions underlying the image of women in selected novels. The analysis of key texts highlights literary modes used by female authors to construct their subjects and portray the relationship between art and life. It deals with the problems faced by female authors in Europe, Lusophone and Francophone Africa and South America, in an attempt to define what women's writings have in common. It raises feminist and gender issues from a European as well as an African theoretical perspective.

Course Code: MDLL4090A	
Course Description: Comparative Postcolonialisms	
NQF Credits: 23	**NQF Level: 8**

This course adopts a transnational and transcultural paradigm by taking postcolonialism as the study of the interactions between European nations and the societies they colonised in the modern period. It emphasises critical analysis of texts from various thematic perspectives. The course develops close reading and interpretative skills, applied to texts from different socio-historic and socio-political contexts.

Course Code: MDLL7059A	
Course Description: Comparative Postcolonialisms	
NQF Credits: 30	**NQF Level: 9**

This course adopts a transnational and transcultural paradigm by taking postcolonialism as the study of the interactions between European nations and the societies they colonised in the modern period. It emphasises critical analysis of texts from various thematic perspectives. The course develops students' ability to critically engage with texts.

Course Code: SASL4001A	
Course Description: South African Sign Language Research Methodology	
NQF Credits: 23	**NQF Level: 8**

The course aims to assist students identify, design and conduct a research project in the field of SASL. The course provides an understanding of research, research methods and data analysis in the field of SASL. The course also aims to establish a community of researchers who can share ideas and support each other.

Course Code: SASL4002A	
Course Description: Specialised South African Sign Language	
NQF Credits: 23	**NQF Level: 8**

The aim of this course is to strengthen students' knowledge and use of SASL at the discourse level using different registers by means of creative production of texts, as well as, the translation of texts, both from SASL to English, and English to SASL. Specialised vocabulary will be developed accordingly.

Course Code: SASL4005A	
Course Description: South African Sign Language Advanced Linguistics	
NQF Credits: 23	**NQF Level: 8**

This course provides students with an advanced level of linguistic knowledge and transcription skills, which allows them to describe the major features of the linguistic structure of South African Sign Language (SASL). The overarching theme of the course is how the visual modality of sign languages affects their linguistic structure and construction of meaning. This course also covers the linguistic features of well documented signed languages such as American Sign Language (ASL), British Sign Language (BSL) and Australian Sign Language (AUSLAN). It also compares the linguistic structure of sign languages with that of spoken languages, taking into account the latest theories on sign phonology, lexicon, morphology and grammar. The course also covers the methods of sign language transcription using annotation software ELAN.

Course Code: SASL4003A	
Course Description: South African Sign Language Literature & Folklore	
NQF Credits: 23	**NQF Level: 8**

This course focuses on the art of creative sign language. It covers different genres within sign language literature, narrative, humour, folklore, theatre, poetry, and so on. This course provides students with an opportunity to explore the artistic features of South African Sign Language in depth, using a wealth of culturally important 'texts' available in the South African Deaf community.

Course Code: SASL4004A	
Course Description: Sign Language Acquisition	
NQF Credits: 23	**NQF Level: 8**

This course explores major issues in the acquisition of sign language. The focus is on the role visual modality plays in language acquisition, and the unique profile of the deaf community (the fact that most deaf children are born to hearing families), which are investigated by highlighting the differences and similarities with spoken language acquisition. The course covers the theories of language acquisition, different stages of sign language acquisition (manual babbling, first signs, phonological, lexical and syntactic development), and the effects of iconicity and motor skills on the acquisition of sign language. It also covers the issues of late language exposure by deaf signers born to hearing parents, and the acquisition of sign language as a second language by hearing adults.

Course Code: SASL4000A	
Course Description: South African Sign Language Research Essay	
NQF Credits: 30	**NQF Level: 8**

In this course, the student is required to carry out a research project on an approved topic, written up in the form of a SASL Honours Research Essay and demonstrating the student's ability to conduct and complete independent research.