VAAL UNIVERSITY
OF TECHNOLOGY

HUMAN SCIENCES

Prospectus

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NB:

Although the information contained in this Faculty Prospectus has been compiled as accurately as possible, the Council and the Senate of the Vaal University of Technology accept no responsibility for any errors or omissions.

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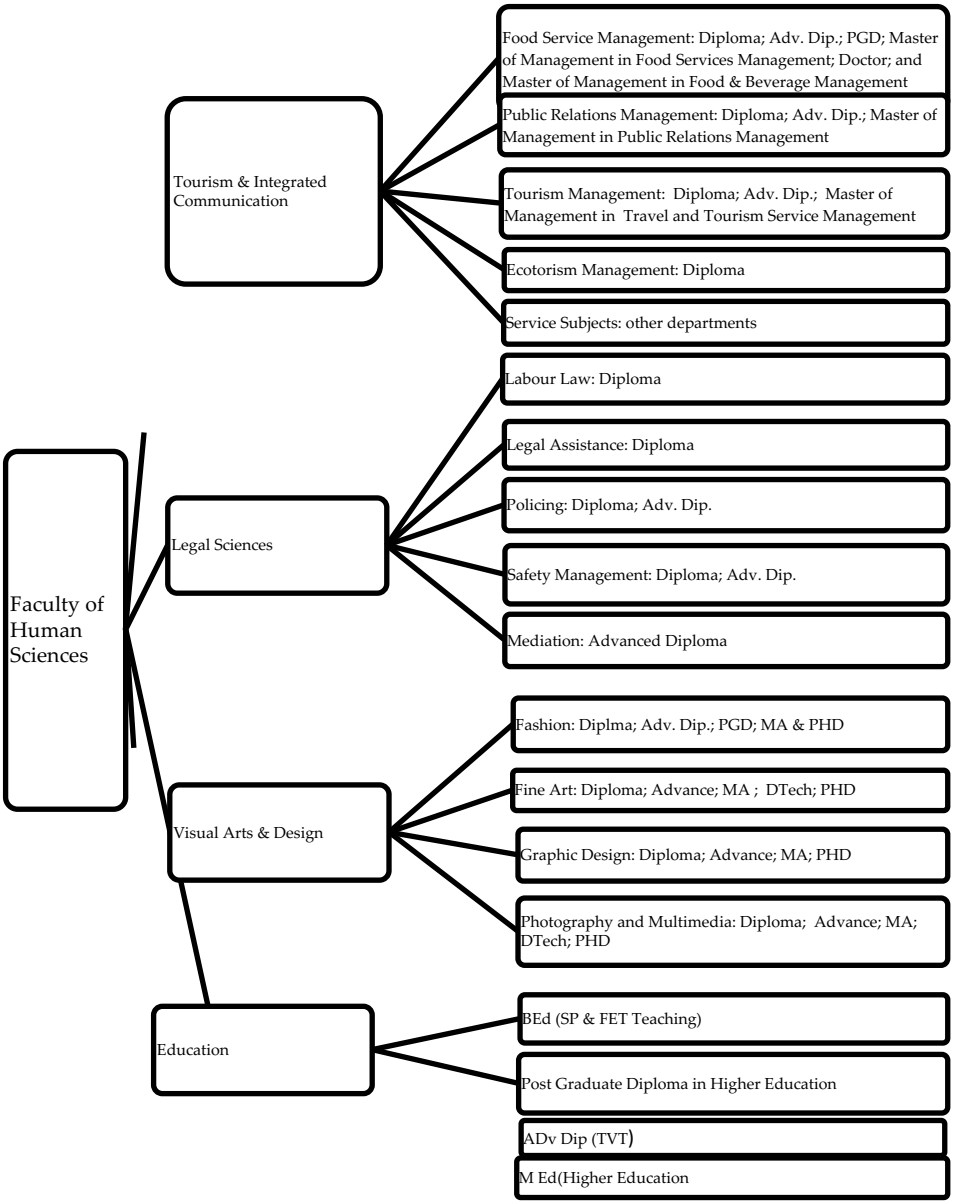
1. Welcoming by the Executive Dean

Amidst an on-going international campaign for credibility within the Humanities, the Faculty of Human Sciences at the Vaal University of Technology positioned itself as a credible and prosperous academic institution of choice for students and staff who wish to pursue qualifications and careers within the Human Sciences. Sound collaborative relationships with partners from industry, commerce, Professional Bodies and communities across South Africa enrich our academic and research endeavours and enhance the value of our qualifications.

This Faculty is committed to the development, education and empowerment of communities by sharing knowledge, skills and resources within the fields of Visual Arts and Design, Hospitality, Public Relations and Tourism, Education, Legal Sciences, Communication and Education International support and recognition of research done by the Institute of Sustainable Livelihoods make this Faculty an excellent research and knowledge partner for post-graduate fellows and students alike. I invite you to realise your dream and secure your future by registering as a student in the Faculty of Human Sciences at the Vaal University of Technology.

Prof CM van der Bank
Executive Dean

2. Departmental Structure of Qualifications



4.Department of Education

4.1. Departmental Staff Details

Surname, Initials & Title	Designation	Highest Qualification
Fourie, L(Ms)	Administrator	PGDHE
Chitumwa, CC (Dr)	Senior Lecturer	PhD
Baloyi, P (Mr)	Junior lecture (CLEP)	BTech
Lebelo RS (Dr)	Senior Lecturer	PhD
Sadiki MWR (Mr)	Lecturer	M Sc
Tsatsimpe MJ (Mr)	Junior lecture (CLEP)	B Tech
Waetzel-Stander (Ms)	Lecturer	M Sc
Ogunniyi E	Part-time Lecturer	M Tech
Tebo E	Part-time Lecturer	M Tech
Gilbert E	Part-time Lecturer	B Tech
Mayila N	Part-time Lecturer	B Tech
Scott TO	Part-time Lecturer	B Tech
Barros W	Part-time Lecturer	B Tech
Makhubalo W	Part-time Lecturer	B Tech
Fourie M	Part-time Lecturer	B Tech

4.2 Bachelor of Education (Senior Phase & Further Education Training Teaching) (B Ed)

Four years' full time at the University.

4.2.1 What are the competencies of a B Ed Graduate?

- The competences developed in this programme are aligned with the NQF Level 7 specified in MRTEQ 2015.
- Disciplinary content knowledge in the areas of specialisation will enable the qualified teacher to have subject knowledge in at least two areas of specialisation.
- Pedagogical knowledge in the areas of specialisation will enable the newly qualified teacher to teach their subject (s) effectively, and be able to select, determine the sequence and pace of content in accordance with both subject and learner needs.

4.2.2 Admission requirements

A National Senior Certificate (NCS) (**with an endorsement for entry into Bachelor studies**) or an equivalent qualification (Vocational Senior Certificate/FET Certificate) with English, Mathematics/Technical Mathematics/Mathematical Literacy, Physical Sciences/Technical Sciences. Three (3) other subjects at matric level with a minimum score of 11 are required. Students with Mathematics Literacy will take Mathematics Senior Phase as one of their options and students with Technical Science will take Natural Science as one of their options.

Total APS score of 23 (with Mathematics) or 26 (with Mathematical Literacy)
Six prescribed school subjects will be used in the calculation of the APS (excluding Life Orientation).

Duration: Four Year Full Time

4.2.3 Career Opportunities

Graduates will be able to teach any of the following subjects: mathematics, physical science, natural science, electrical technology and mechanical technology in secondary schools, Senior Phase and FET Phase.

4.2.4 Curriculum

Year 1	Year 2
• Education 1A & 1B	• Education 2A & 2B
• Teaching Practice 1A & 1 B	• Teaching Practice 2A & 2B
• Language in Teaching and Learning 1A & 1 B	• Language in Teaching and Learning 2 A & 2B
• Computer Literacy	• Life Skills
Senior Phase and FET subjects Choose any three subjects	**Senior Phase and FET subjects Continuation of the three subjects chosen in the first year**
• Mathematics 1A & 1B (Optional)	• Mathematics 2A & 2B
• Natural Science 1A & 1B (Optional)	• Natural Science 2A & 2B
• Physical Sciences 1A & 1B (Optional)	• Physical Sciences 2A & 2B
• Electrical Technology 1A & 1B (Optional)	• Electrical Technology 1A & 1B (Optional)
• Mechanical Technology 1A & 1B (Optional)	• Mechanical Technology 2A
Senior Phase and FET Phase: Pedagogy Choose only one	**Senior phase and FET phase: pedagogy Continuation of the pedagogy chosen in the first year to the second, third and fourth year**
• Mathematics 1A & 1B (Pedagogy)	• Mathematics 2A & 2B (Pedagogy)
• Natural Science 1A & 1B (Pedagogy)	• Natural Science 2A & 2B (Pedagogy)
• Physical Sciences 1A & 1B (Pedagogy)	• Physical Sciences 2A & 2B (Pedagogy)
• Electrical Technology 1A & 1B (Pedagogy)	• Electrical Technology 2A & 2B (Pedagogy)
• Mechanical Technology 1A & 1B (Pedagogy)	• Mechanical Technology 2A & 2B (Pedagogy)
Year 3	**YEAR 4**
• Education 3A & 3B	• Education 4A & 4B

• Language of Conversational Competence (SeSotho/IsiZulu) - chose ONLY ONE	• Teaching Practice 4
• Teaching Practice 3 (6 weeks)	• Research Project in an area of specialisation
• Research Methods	
Senior Phase and FET Phase subjects Continuation with two of subjects chosen in the second year	**Senior phase and FET phase: pedagogy Continuation of the pedagogy chosen in the first year to the second, third and fourth year**
• Mathematics 3A & 3B	Mathematics 4A & 4B (Pedagogy)
• Natural Science 3A & 3B	Natural Science 4A & 4B (Pedagogy)
• Physical Sciences 3A & 3B	Physical Sciences 4A & 4B (Pedagogy)
• Electrical Technology 3A & 3B	Electrical Technology 4A & 4B (Pedagogy)
• Mechanical Technology 3A & 3B	Mechanical Technology 4A & 4B (Pedagogy)
Senior Phase and FET Phase: pedagogy Continuation of the pedagogy chosen in the first year to the second, third and fourth year	
Mathematics 3A & 3B (Pedagogy)	
Natural Science 3A & 3B (Pedagogy)	
Physical Sciences 3A & 3B (Pedagogy)	
Electrical Technology 3A & 3B (Pedagogy)	
Mechanical Technology 3A & 3B (Pedagogy)	

4.2.5 B Ed QUALIFICATION AND SUBJECT CODES

	YEAR 1		
	1ST SEMESTER	COMPULSORY /ELECTIVE	CREDITS
CODE	SUBJECT NAME		
HEEDX1A	Education 1A	Compulsory	6
HETPX1A	Teaching Practice 1A (Micro teaching)	Compulsory	4
HENGX1A	Language in Teaching and Learning 1A (English Grammar)	Compulsory	4
HECLT1A	Computer Literacy	Compulsory	6
	TOTAL CREDITS		20
	2ND SEMESTER		
HEEDY1A	Education 1B	Compulsory	6
HETPY1A	Teaching Practice 1B (Practice schools: 6 weeks)	Compulsory	4
HENGY1A	Language in Teaching and Learning 1B (English Grammar)	Compulsory	6
	TOTAL CREDITS		16
	Senior and FED subjects Choose any three subjects		
	1ST SEMESTER		
HEMAX1A	Mathematics 1A FET (Optional)	Elective	10
HEMSX1A	Mathematics 1A Senior (Optional)	Elective	10
HENSX1A	Natural Science 1A (Optional)	Elective	10
HEPSX1A	Physical Sciences 1A (Optional)	Elective	10
HEELX1A	Electrical Technology 1A (Optional)	Elective	10
HEMEX1A	Mechanical Technology 1A (Optional)	Elective	10
	TOTAL CREDITS		30
	2ND SEMESTER		
HEMAY1A	Mathematics 1B FET (Optional)	Elective	18
HEMSY1A	Mathematics 1B Senior (Optional)	Elective	18
HENSY1A	Natural Science 1B (Optional)	Elective	18
HEPSY1A	Physical Sciences 1B (Optional)	Elective	18

HEELY1A	Electrical Technology 1B (Optional)	Elective	18
HEMEY1A	Mechanical Technology 1B (Optional)	Elective	18
	TOTAL CREDITS		48
	Senior phase and FET phase: pedagogy Choose only one		
	1ST SEMESTER		
HEMPX1A	Mathematics 1A (Pedagogy)	Elective	4
HESPX1A	Natural Science 1A (Pedagogy)	Elective	4
HEPPX1A	Physical Sciences 1A (Pedagogy)	Elective	4
HEEPX1A	Electrical Technology 1A (Pedagogy)	Elective	4
HECPX1A	Mechanical Technology 1A (Pedagogy)	Elective	4
	TOTAL CREDITS		4
	2ND SEMESTER		
HEMPY1A	Mathematics 1B (Pedagogy)	Elective	4
HESPY1A	Natural Science 1B (Pedagogy)	Elective	4
HEPPY1A	Physical Sciences 1B (Pedagogy)	Elective	4
HEEPY1A	Electrical Technology 1B (Pedagogy)	Elective	4
HECPY1A	Mechanical Technology 1B (Pedagogy)	Elective	4
	TOTAL CREDITS		4
	YEAR 2		
	1ST SEMESTER		
HEEDX2A	Education 2A	Compulsory	6
HETPX2A	Teaching Practice 2 (6 weeks)	Compulsory	8
HENGX2A	Language in Teaching and learning 2 (Communication skills)	Compulsory	8
HELSX1A	Life Skills 1A	Compulsory	2
	TOTAL CREDITS		24
	2ND SEMESTER		
HEEDY2A	Education 2B	Compulsory	6
HELSY1A	Life Skills 1B	Compulsory	4
	TOTAL CREDITS		10
	Senior and FET subjects Continuation of the three subjects chosen in the first year		
HEMAX2A	Mathematics 2A FET	Elective	15

HEMSX2A	Mathematics 2A Senior	Elective	15
HENSX2A	Natural Science 2A	Elective	15
HEPSX2A	Physical Sciences 2A	Elective	15
HEELX2A	Electrical Technology 2A	Elective	15
HEMEX2A	Mechanical Technology 2A	Elective	15
	TOTAL CREDITS		45
	2ND SEMESTER		
HEMAY2A	Mathematics 2B FET	Elective	15
HEMSY2A	Mathematics 2B Senior	Elective	15
HENSY2A	Natural Science 2B	Elective	15
HEPSY2A	Physical Sciences 2B	Elective	15
HEELY2A	Electrical Technology 2B	Elective	15
HEMEY2A	Mechanical Technology 2B	Elective	15
	TOTAL CREDITS		45
	Senior phase and FET phase: pedagogy Continuation of the pedagogy chosen in the first year to the second, third and fourth year		
	1ST SEMESTER		
HEMPX2A	Mathematics 2A (Pedagogy)	Elective	4
HESPX2A	Natural Science 2A (Pedagogy)	Elective	4
HEPPX2A	Physical Sciences 2A (Pedagogy)	Elective	4
HEEPX2A	Electrical Technology 2A (Pedagogy)	Elective	4
HECPX2A	Mechanical Technology 2A (Pedagogy)	Elective	4
	TOTAL CREDITS		4
	2ND SEMESTER		
HEMPY2A	Mathematics 2B (Pedagogy)	Elective	4
HESPY2A	Natural Science 2B (Pedagogy)	Elective	4
HEPPY2A	Physical Sciences 2B (Pedagogy)	Elective	4
HEEPY2A	Electrical Technology 2B (Pedagogy)	Elective	4
HECPY2A	Mechanical Technology 2B (Pedagogy)	Elective	4
	TOTAL CREDITS		4
	YEAR 3		
	1ST SEMESTER		
HEEDX3A	Education 3A	Compulsory	9

HESSC1A HEZUC1A	Language of Conversational Competence (SeSotho/IsiZulu) - chose ONLY ONE	Compulsory	8
HETPR3A	Teaching Practice 3 (6 weeks)	Compulsory	8
HERMO1A	Research Methods	Compulsory	12
	TOTAL CREDITS		37
	2ND SEMESTER		
HEEDY3A	Education 3B	Compulsory	9
	TOTAL CREDITS		9
	SENIOR AND FET SUBJECTS CONTINUATION WITH TWO OF SUBJECTS CHOSEN IN SECOND YEAR		
	1ST SEMESTER		
HEMAX3A	Mathematics 3A FET	Elective	12
HEMSX3A	Mathematics 3A Senior	Elective	12
HENSX3A	Natural Science 3A	Elective	12
HEPSX3A	Physical Sciences 3A	Elective	12
HEELX3A	Electrical Technology 3A	Elective	12
HEMEX3A	Mechanical Technology 3A	Elective	12
	TOTAL CREDITS		24
	2ND SEMESTER		
HEMAY3A	Mathematics 3B FET	Elective	24
HEMSX3B	Mathematics 3B Senior	Elective	24
HENSY3A	Natural Science 3B	Elective	24
HEPSY3A	Physical Sciences 3B	Elective	24
HEELY3A	Electrical Technology 3B	Elective	24
HEMEY3A	Mechanical Technology 3B	Elective	24
	TOTAL CREDITS		48
	Senior phase and FET phase: pedagogy Continuation of the pedagogy chosen in first year to the second, third and fourth year		
	1ST SEMESTER		
HEMPX3A	Mathematics 3A (Pedagogy)	Elective	4
HESPX3A	Natural Science 3A (Pedagogy)	Elective	4
HEPPX3A	Physical Sciences 3A (Pedagogy)	Elective	4
HEEPX3A	Electrical Technology 3A (Pedagogy)	Elective	4
HECPX3A	Mechanical Technology 3A (Pedagogy)	Elective	4
	TOTAL CREDITS		4

	2ND SEMESTER		
HEMPY3A	Mathematics 3B (Pedagogy)	Elective	4
HESPY3A	Natural Science 3B (Pedagogy)	Elective	4
HEPPY3A	Physical Sciences 3B (Pedagogy)	Elective	4
HEEPY3A	Electrical Technology 3B (Pedagogy)	Elective	4
HECPY3A	Mechanical Technology 3B (Pedagogy)	Elective	4
	TOTAL CREDITS		4
	YEAR 4		
	1ST SEMESTER		
HEEDX4A	Education 4A	Compulsory	15
HETPR4A	Teaching Practice 4 (External Examination) (12 weeks)	Compulsory	40
HESRP4A	Research Project in area of specialisation	Compulsory	35
	Total credits		90
	2ND SEMESTER		
HEEDY4A	Education 4B	Compulsory	15
	TOTAL CREDITS		15
	Senior phase and FET phase: pedagogy Continuation of the pedagogy chosen in the first year to the second, third and fourth year		
	1ST SEMESTER		
HEMPX4A	Mathematics 4A (Pedagogy)	Elective	7
HESPX4A	Natural Science 4A (Pedagogy)	Elective	7
HEPPX4A	Physical Sciences 4A (Pedagogy)	Elective	7
HEEPX4A	Electrical Technology 4A (Pedagogy)	Elective	7
HECPX4A	Mechanical Technology 4A (Pedagogy)	Elective	7
	TOTAL CREDITS		7
	2ND SEMESTER		
HEMPY4A	Mathematics 4B (Pedagogy)	Elective	8
HESPY4A	Natural Science 4B (Pedagogy)	Elective	8
HEPPY4A	Physical Sciences 4B (Pedagogy)	Elective	8
HEEPY4A	Electrical Technology 4B (Pedagogy)	Elective	8
HECPY4A	Mechanical Technology 4B (Pedagogy)	Elective	8
	TOTAL CREDITS		8
	SUMMARY OF CREDITS PER YEAR		
	Year 1		
	Year 2		
	Year 3		
	Year 4		
	QUALIFICATION TOTAL		

4.2.6 **Assessment**

Assessment shall be in accordance with the general regulations of the Vaal University of Technology and will include tests, practicals, assignment, class activities, presentations and examinations.

4.2.7 Articulation options

The BEd programme is designed in such a way that it can articulate vertically to a cognate BEd Honours degree at an NQF Level 8, and to a cognate Post-Graduate Diploma in Education at an NQF Level 8. Horizontally, the BEd can articulate to an Advanced Diploma in Education at an NQF Level 7, similar programmes offered in FET Colleges and other South African higher education institutions.

4.2.8 Work Integrated learning

Practice teaching (school-based WIL) is an essential component of this qualification throughout the four years of study.

4.2.9 Professional Bodies

South African Democratic Teachers' Union
Professional Educators' Union
National Professional Teachers' Organisation of South Africa

4.2.10 Enquiries

Enquiries may be addressed to:

Acting HOD: Dr CC Chitumwa
Tel : +27 16 950 6777
E-Mail : lizellef@vut.ac.za

Faculty of Human Sciences
Vaal University of Technology
Private Bag X021
VANDERBIJLPARK, 1900
Website : www.vut.ac.za

4.3 Postgraduate Diploma in Higher Education

4.3.1 Admission Requirements:

To be admitted to the Postgraduate Diploma in Higher Education (PG Dip HE) the candidate should have the following qualifications: A Bachelor's degree (or equivalent). In addition, Recognition of Prior Learning (RPL) could apply.

4.3.2 Duration of the Study:

The duration of the PG Dip HE will be one-year full time or two years part-time.

4.3.3 Delivery Mode:

The PG Dip HE will be offered in block mode to full time and part-time students.

4.3.4 Implementation:

The programme commenced in January 2013.

4.3.5 Assessment:

Assessment is in accordance with the general regulations of the Vaal University of Technology: Continuous Assessment: 30% for each written assignment (at least 2 assignments per module).

- Assignment 1: 30%
- Assignment 2: 30%
- Group Presentation: 20%
- Reflective Journal: 10%
- Final Portfolio: 10%

4.3.6 Curriculum and Course Structure

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- Assessment:

  Assessment is in accordance with the general regulations of the Vaal University of Technology:

  Continuous Assessment: 30% for each written assignment (at least 2 assignments per module).

  Assignment 1: 30%

  Assignment 2: 30%

  Group Presentation: 20%

  Reflective Journal: 10%

  Final Portfolio: 10%

The PG Dip HE subsumes eight core modules:

Module 1: Learning Facilitation in Higher Education

The purpose of the module is to provide students with a conceptual and theoretical background to student learning facilitation that is provided within a technology-rich enhanced learning environment, where pedagogical content knowledge is driven by inter, intra and multi-disciplinary perspectives that will enable students to critically examine their transformative roles in society as engaged citizens. The learning facilitator should be able to grasp that what constitutes quality learning and success in HE is an imperative that accommodates increased student diversity and considers processes that contribute to holistic student development. Learning facilitation will privilege the constructivist and socio-cultural approach with an understanding that is anchored in contexts that are personally meaningful to the student by connecting learning to the context of an application.

Module 2: Leadership and Management in Higher Education

The purpose of this module is to provide students with a conceptual and theoretical background to leadership and management of higher education and the role it plays in national human and economic development and competitiveness, and it familiarizes students with the various discourses of leadership development. The main area of focus will include: organisation behaviour, strategic leadership and management, creative leadership and change management. The module explores the new architectures of imagining possibilities of a creative leadership as a way of dealing with and managing in a challenge HE environment. Given that the university is a knowledge industry that has a tremendous influence on many people, if it has to have any credibility as a public sphere it must recognise that teachers play a crucial role in shaping and re-shaping the identities, values and beliefs of students.

Module 3: Assessment in Higher Education

This module provides students with the knowledge and skills on key concepts in and guidelines for the assessment of student learning, as well as different forms, methods, instruments and tools of / for student assessment in higher / further education. It focuses on the contemporary shift in paradigm from traditional to alternative assessment practices in a student-cantered learning environment in higher education which emphasises active, interactive and deep learning among students. The module emphasises the interrelatedness of assessment with learning facilitation and the importance of the constructive alignment of all components of the teaching-learning situation with the learning outcome of a course / module. Besides providing a conceptual framework for assessment of and for the learning in higher education, it also includes the hands-on practical application of contemporary perspective and practices of student assessment.

Module 4: Professional Development as Researcher in Higher Education

The module deals with research processes in qualitative, quantitative and mixed methods approaches. The module will assist students to be able to understand how to search for information; discover new knowledge in a specific field; define diligent inquiry and systematic observation of phenomena and explain testing the effect of changing conditions on the results. Some professional skills that are improved include the student's ability communicate research results orally and in writing to other peers, mentors, faculty members, and members of the scientific community at large via the following informal group meeting presentations, reports to mentor, poster presentations at the VUT staff conferences and colloquia, regional, national or international meetings; formal oral presentations at scientific meetings; or journal articles prepared for publication.

Module 5: E-Learning in Higher Education

This module offers students a unique opportunity to engage with the interface between information and communication technology (ICT), as well as pedagogical practice. The flexibility of the programme allows the student to select his / her own specific area of interest and expertise as the implementation fields in which theoretical knowledge is applied in a practical way. The module consists of three related units that deal specifically with e-learning theory, the design of e-learning environments, and the implementation and management of such environments.

Module 6: Innovative Student Learning in Context in Higher Education

The module deals with the psychological and social factors impacting on student learning. The module outlines and compares earlier as well as recent learning theories, learning styles and learning dimensions within the context of teaching. Some professional skills that are improved include the student's ability to demonstrate knowledge and awareness of essential individual difference among student with regard to their learning styles and to also critically reflect on how

special needs in the main stream of higher education can be accommodated by the learning facilitator as well as by the institution of learning.

Module 7: History of the Transformation of Higher Education in South Africa

The module will look at the transformation of higher education in South Africa in a globalising, knowledge intensive world. The module engages the student in the complex contexts of higher education in a changing environment and it interrogates higher education policy and its achievements at a systemic and institutional level. The student should be able to demonstrate integrated knowledge about the relevant policies and transformative rationale for the current system of Higher Education in SA and the student should be able to develop a theoretical understanding of the transformation in Higher Education in SA, in particular through the theoretical lenses offered by critical race theory, cosmopolitanism and others. The student should be able to participate meaningfully in the conversations regarding internationalisation and Africanisation of Higher Education is SA and be able to critically engage with past, present and future challenges to Higher Education in SA.

Module 8: Module Planning and Materials Development in Higher Education (HE)

The module endeavours to guide the student through the process of module writing and material development. This particular module has to be integrated with the other different modules in this programme meaning that the student has to incorporate the knowledge obtained by studying other modules and incorporate the knowledge into the module the student intends to write.

This module has been developed to guide the student in the development of modules and learning material. It provides the foundation of learning and work integrated learning (WIL):

- Guide you through the learning process.
- Give you the necessary background information.
- Provide you with a framework to apply theoretical principles in your teaching.
- Highlight important issues regarding module writing and materials development.

4.3.7 What is the Postgraduate Diploma in Higher Education supposed to do?

The Postgraduate Diploma in Higher Education (PG Dip HE) at VUT is designed for teaching staff within the institution or any other interested professional educators from higher education – whether they are new or have many years teaching experience. This qualification aims to provide grounding in the theory and an intellectually stimulating exploration of higher education as an area of study within education. The qualification is designed for *professional educators* who wish to enrich their understanding of the higher education environment, improve their own teaching practice for student academic success, be able to develop accessible course

modules, assess student learning effectively, lead and manage within their contexts generally and in particular in higher education. The integration ICTs enables to some extent blend learning. Although the focus of the PG Dip HE at higher education, we are cognisant of the fact that all trainers and professional educators also need requisite knowledge, competences, values and attitudes that could be applied and demonstrated in their work contexts to enhance individual, team and organisational productivity and effectiveness in a highly competitive external environment. The course is thus open to any professional educators who would like to widen their knowledge and competences in specific areas this qualification provides. Professional educators holding a Bachelor's degree, advance diploma or equivalent may register for this qualification.

4..3.8 Career Opportunities

The Postgraduate Diploma in Higher Education demands a high level of theoretical engagement and intellectual independence and it is designed in such a way that it addresses, higher order inquiry skills, critical thinking, multi-disciplinary learning, mastery of course content through independent learning, with student experience recognised as a central category in the programme. In view of the above, holders of this qualification will be able to work in institutions of higher education and TVET colleges, and in an environment where they will be able to:

- Analyse the higher education context (at international, national, institutional, departmental and disciplinary levels) in order to understand the developmental needs of academic staff in their contexts and that of their own students;
- Be able to develop a high level of theoretical engagement and intellectual independence with regard to in-depth knowledge of the conceptual domain of the dynamic, complex higher education environment, including the philosophy of higher education, theories of learning (and teaching), theories of knowledge (knowledge management, globalisation and internationalisation, Africanisation), leadership and management strategies and module planning and materials development;
- Critique current research and advanced scholarship in an area of specialisation; an ability to make sound theoretical judgements based on evidence;
- Engage with knowledge and research related to the practice of teaching in higher education including assessment of student learning, integration of ICTs in teaching and learning;
- Demonstrate advance reflection and development by means of a systematic survey of current thinking, practice and research methods in an area of specialisation;
- Conduct and report on research under supervision;
- Consolidate and deepen expertise in a particular field of higher education;

- Present and communicate academic professional work effectively, catering for a range of audiences by using a range of different genres appropriate to higher education contexts.

4.3.9 Enquiries

Enquiries may be addressed to:

Acting HOD: Dr CC Chitumwa
Tel : +27 16 950 6777
E-Mail : lizellef@vut.ac.za

Faculty of Human Sciences
Vaal University of Technology
Private Bag X021
VANDERBIJLPARK, 1900
Website : www.vut.ac.za

4.4 Advanced Diploma in Technical and Vocational Teaching (Adv Dip TVT)

4.4.1 Admission Requirements:

The minimum admission requirement is an appropriate 360-credit NQF Level 6 undergraduate diploma or bachelor's degree (or equivalent). In addition, Recognition of Prior Learning (RPL) could apply.

4.4.2 Duration of the Study:

The duration of the Adv Dip TVT will be one-year full time or two years part-time.

4.4.3 Delivery Mode:

The Adv Dip TVT will be offered in block mode to full time (one year) and part-time (two years) students.

4.4.4 Implementation:

The programme will commence in January 2021.

4.4.5 Assessment:

Assessment in the programme will be done on a Continuous Assessment (CASS) basis. Assessment will also be in accordance with the general regulations of the Vaal University of Technology. The pass mark for all the modules will be 50%.

4.4.6 Adv Dip TVT Curriculum & Subject Codes

Modules	CREDIT	NQF Level	Core/ Fundamental/ Elective
Action Research	15	7	Core
Curriculum Studies	8	7	Core
Foundation Studies: Academic literacy	3	5	Fundamental
Foundation Studies: African language	2	5	Fundamental
Foundation Studies: ICT skills	2	5	Fundamental
History of Education	8	7	Core
Philosophy of Education	8	7	Core
Psychology of Education	8	7	Core
Sociology of Education	8	7	Core
Subject Methodology: Civil Engineering and Building Construction	30	7	Elective
Subject Methodology: Drawing Office Practice	30	7	Elective
Subject Methodology: Electrical Infrastructure Construction	30	7	Elective
Subject Methodology: Engineering and Related Design	30	7	Elective
Subject Methodology: Information Technology & Computer Science	30	7	Elective
Subject Methodology:	30	7	Elective

Mechatronics			
Subject Methodology: Process Instrumentation	30	7	Elective
Subject Methodology: Process Plant Operations	30	7	Elective
Teaching Practice (WIL)	24	7	Core
TVET context	8	7	Core

4.4.7 What is the Adv Dip TVT supposed to do?

The rationale for this programme resides in the institution's strong Science, Engineering and Technology background, which is the main focus of VUT, and articulates its vision. The qualification addresses some of the deficiencies that DHET, industry and learning institutions have identified in the Technical and Vocational Education and Training (TVET) system. The programme responds to the need to develop teaching competence in the technical and vocational education and training sector, particularly in the light of previous ad hoc development of lecturers at colleges and training centres, and in recognising that successful output (student graduation) is directly related to successful input (teaching expertise). It, therefore, focuses on technical and vocational contexts in recognition that teaching and learning in the TVET sector require specialised pedagogies cognisant of the diversity of the student body, and in response to the needs of the world of work. Furthermore, it aims to develop the capacity of current and prospective technical and vocational lecturers and trainers to build relationships with local, national and international business and industry to enhance their knowledge and insights into the most recent trends and technological advances and to incorporate these insights into their teaching practice.

4.4.8 Career Opportunities for Adv Dip TVT

The qualification provides for career advancement in the TVET sector as it articulates with a variety of cognate programmes on the Higher Education Qualifications Sub-Framework (HEQSF) and the National Qualifications Framework (NQF). As such, the qualification can be offered as a professional teaching qualification to prospective TVET lecturers and trainers, or as an in-service professional teaching qualification to lecturers/trainers/educators who have at least an approved 360-credit level 6

national diploma or relevant bachelor's degree. It also recognises previous educator experience in respect of teaching and professional practice in business and industry.

4.4.9 Work Integrated learning

Practice teaching and workplace WIL are an essential component of this qualification.

4.4.10 Enquiries

Enquiries may be addressed to:

Acting HOD: Education Dr CC Chitumwa Tel : +27 16 950 9553
E-Mail : lizellef@vut.ac.za
Faculty of Human Sciences
Vaal University of Technology
Private Bag X021
VANDERBIJLPARK, 1900 Website : www.vut.ac.za

4.5 Master in Education (Higher Education) (M Ed)

4.5.1 Admission Requirements:

A student must have a relevant Postgraduate Diploma or Honours Degree at NQF Level 8, minimum 120 credits to be able to articulate into the MEd (Higher Education). Applicants who do not have a South African qualification are required to send their results/qualifications to the South African Qualifications Authority (SAQA) in order to have them evaluated to a South African qualification. Such applications need an equivalence certificate (NQF level 8, min 120 credits) from SAQA. Students will require a minimum average of 65% in Post Graduate Diploma in Higher Education (PGDHE) or Honours in Education (or equivalent). In the event that 65% is not attained prior learning, experience in the field (minimum of five years) and research methodology or proven track of research outputs must be supplied. Furthermore, such candidates will be required to attend an interview with

the selection panel. A draft proposal linked to one of the modules in the curriculum must be submitted with the candidate's application.

4.5.2 Duration of the Study:

The programme will typically be completed in 1-year full time or two calendar years part-time. For now, students will **ONLY** study part-time.

4.5.3 Delivery Mode:

The M Ed will be offered through blended learning

4.5.4 Implementation:

The programme will commence in January 2022.

4.5.5 Assessment:

Assessment in the programme will be done on a Continuous Assessment (CASS) basis. Assessment will also be in accordance with the general regulations of the Vaal University of Technology. The pass mark for all the modules will be 50%.

4.5.6 Master of Education in Higher Education (M Ed) Modules

The Master of Higher Education Degree Programme is a taught masters with eight modules. Seven of the modules are core and compulsory and one is elective. See table below.

Module name	Core/Elective	Year
Advanced Research Methods in Higher Education	Core	Year 1
Assessment and Evaluation in Higher Education	Core	Year 1
Contemporary issues in Higher Education	Core	Year 1
Curriculum Design in Higher Education	Core	Year 1

Educational Technology in Higher Education	Core	Year 1
Teaching and Learning in Higher Education	Core	Year 1
Governance, Leadership and Management in Higher Education	Elective	Year 1 full time, Year 2 part-time
Research: Mini-Dissertation Project	Core	Year 1 full time, Year 2 part-time
Scholarship Engagement in Higher Education	Elective	Year 1 full time, Year 2 part-time

4.5.7 What is the M Ed supposed to do?

Purpose of qualification

The primary purpose of the MEd (Higher Education) is to train professionals who can contribute to the development of knowledge at an advanced level. The programme targets those interested in higher education administration or teaching or in policy planning or research, in a college or university. It is expected to be an intensive programme for students who wish to study particular fields in higher education and to develop high skills for professionals who intent to work in post-secondary institutions. It is also intended to equip students with concepts and analytic skills in terms of knowledge production and providing them with targeted support. This programme offers students a broad introduction to higher education policies, assessment, and evaluation of post-secondary education programmes and activities, curriculum development and research methods in higher education through quality learning.

4.5.8 Career Opportunities for M Ed

After completing the MEd (Higher Education), students can excel in careers as education specialists in the higher education sector. There are two basic career pathways in Higher Education — academic affairs and student affairs. Academic affairs focus on the academic learning experience of college students. The main roles in academic affairs are teaching and learning; and research and publication. Student affairs encompasses a large range of roles and functions in higher education. It

focuses on holistic learning, development, and growth for students in and outside of the classroom. Student affairs professionals are educators much like faculty but are trained to create learning environments and experience that help students to connect their learning about multiple subjects, across multiple environments. Opportunities in this pathway included and not limited to the following: Residential life; Career services; Student leadership development; Civic engagement; Diversity, equity, and inclusion; Admissions; Financial aid; Academic advising and support services; Counseling and wellness; Alumnae relations; Student activities and recreation; and New student orientation.

4.5.9 Enquiries

Enquiries may be addressed to:

Acting HOD: Education Dr CC Chitumwa Tel : +27 16 950 9553
E-Mail : lizellef@vut.ac.za
Faculty of Human Sciences
Vaal University of Technology
Private Bag X021
VANDERBIJLPARK, 1900 Website : www.vut.ac.za

are trained to create learning environments and experiences that help students to connect their learning about multiple subjects, across multiple environments. Opportunities in this pathway included and not limited to the following: Residential life; Career services; Student leadership development; Civic engagement; Diversity, equity, and inclusion; Admissions; Financial aid; Academic advising and support services; Counselling and wellness; Alumnae relations; Student activities and recreation; and New student orientation.

5 Department of Tourism & Integrated Communication.

5.1 Departmental Staff Details

Surname, Initials & Title	Designation	Highest Qualification
Maleho, LM (Dr)	HoD	PhD
Mohale, P (Ms)	Administrator	PGDHE
Hospitality Management		
Dicks, EG (Prof)	Associate Professor	PhD
Kearney, JE (Prof)	Associate Professor	DTech
Marumo-Ngwenya, K (Dr)	Senior Lecturer	DTech
Oosthuizen, D (Dr)	Senior Lecturer	DTech
Erasmus, V (Ms)	Lecturer	MTech
Holeni, F (Ms)	Lecturer	MTech
Mofokeng, MJ (Ms)	Lecturer	MTech
Zwane, EM (Ms)	Lecturer	MTech
Kekana, M (Ms)	Lecturer	BTech
Kok, A (Ms)	Lecturer	PGDHE
Du Plessis, RM (Ms)	Lecturer	MTech
Mathabela, SG (Ms)	Senior Technician	BTech
Tlhale, P (Ms)	Senior Technician	BTech
Mthimkhulu, J (Ms)	Technician	BTech
Edwards, MML (Ms)	Technician	BTech
Posthumus, NJW (Mr)	Chef	Senior Certificate
Public Relations	Lecturer	MTech
Kunene, SI (Ms)	Lecturer	MTech
Mwadiwa, FK (Mr)	Lecturer	MTech
Mokaeane, SB (Ms)	Lecturer	MA Media Studies
Manana, KPP (Mr)	Junior Lecturer	BTech
Makhoana, T (Mr)	Junior Lecturer	BTech
Matsaung, D (Mr)		
Tourism Management	Senior Lecturer	PhD
Burger, E (Dr)	Senior Lecturer	PhD
Labuschagne, V (Dr)	Senior Lecturer	PhD
Venter, D (Dr)	Lecturer	MTech
Thwala, KC (Ms)	Lecturer	BA Hons
Hattingh, L (Ms)	Lecturer	BCom
Jansen van Vuren, A (Ms)	Lecturer	MTech
Montsiemang, T (Mr)	Lecturer	MTech
Mukundamago, V (Mr)		
Ecotourism Management	Senior Lecturer	PhD
Lekaota, L (Dr)	Lecturer	PhD

Dube, K (Dr)	Lecturer	MTech
Erasmus, T (Ms)	Junior Lecturer	BTech
Ngidi, K (Ms)		
Applied Communication	Senior Lecturer	PhD
Venter, H (Dr)	Lecturer	MPhil
Bojabotseha, TP (Mr)	Lecturer	MPhil
Corthing, VC (Ms)	Lecturer	MA, LLM
Els, S (Ms)	Lecturer	MPhil
Erasmus, MR (Ms)	Lecturer	MPhil
Feldtmann, J (Ms)	Lecturer	MEd
Haywood, C (Ms)	Lecturer	MTech:
Mxuma, J (Mr)	Lecturer	MA
Tadokera, RN (Ms)	Lecturer	MA
Bam, M (Ms)	Lecturer	BA Hons
Tshabalala, E (Ms)	Lecturer	BA Hons
Roos, L (Ms)	Lecturer	PGDHE
Smit van Rooyen, R (Ms)	Lecturer	BA Hons
Laubscher, M (Ms)	Lecturer	MA
Nieman, M (Ms)	Lecturer	MPhil
Hall, I (Ms)	Lecturer	BA Hons
Serapins, M (Ms)	Lecturer	BA Hons
Kriek, J (Ms)	Lecturer	BA Hons
Roos, PG (Mr)	Lecturer	BA
Senekal, Q (Mr)	Lecturer	BA Hons
Nkosi, M (Mr)	Lecturer	MA
Mhlongo, G (Mr)	Lecturer	BEd (Hons) PGDHE
Kaeane, NL (Mr)	Lecturer	
Matanhike, U (Ms)	Lecturer	MA
Chihobo, A (Ms)	Lecturer	BTech
Makapela-Cikizwa, N (Ms)	Junior Lecturer	PGDHE
Wallis, S (Ms)	Junior Lecturer	PGDHE
Matla, N (Mr)	Junior Lecturer	BA
Vujkovic, N (Ms)	Junior Lecturer	BEd Hons
Mosebi, L (Mr)	Junior Lecturer	PGDHE
Ramafothole, L (Mr)	Junior Lecturer	BA
Ismail, F (Ms)		

5.2 Entry Requirements

Generic:

NSC: To pass a National Senior Certificate you must have written the following examinations

One Home Language
One Home or First Additional Language
Mathematics or Mathematical Literacy
Life Orientation

3 x other subjects
And achieved 40% in three subjects, one of which is an official language at Home Language level;

Diploma: To qualify for admission to Diploma Studies at a University, you need to pass the National Senior Certificate, with an achievement rating of 3 (moderate achievement, 40%-49%) or better in four recognised NSC 20-credit subjects, and a minimum 30% in the language of learning and teaching of the Higher Education institution concerned.

Bachelors: To qualify for admission to Bachelor`s Degree studies at a University, you need to pass the NSC with an achievement rating of 4 (adequate achievement, 50%-59%) or better in four subjects chosen from the designated subject list determined by Higher Education. with a minimum of 30% in the language of learning and teaching of the Higher Education institution concerned.

Vaal University of Technology:

Applicants will need to meet the **minimum APS** or **fall within the testing band** in order to be considered for a specific program.

To calculate your APS, add your matric subjects points according to VUT's APS table. Regardless of your achievement level in **Life Orientation**, this subject is not taken in account to calculate your points.

The points you get for each course will depend on the percentage you score in that particular subject. The APS score is the **total points** you receive from each course.

The university calculates the APS as indicated in table 1

Table 1: Academic Points Calculation (NSC and SC)
(Please note Life orientation is excluded from all point calculations and Bonus points)

NSC%	NSC score	SCHG %	VUT SC SCORE	SCSG %	VUT SC Score	BONUS POINTS		
						Maths	Language	Other
90% to 100%	8	A	8	A	7	3	2	2
08% to 89%	7	A	7	A	7	3	2	2
70% to 79%	6	B	6	A	6	2	1	1
60% to 69%	5	C	5	B	5	1	0	0
50% t0 59%	4	D	4	C	4	0	0	0
40% to 49%	3	E	3	D	3	0	0	0
30% to 39%	2	F	2	E	2	0	0	0
0% to 29%	1	G	0	F	0	0	0	0

Table 2: Academic Points Calculation - NC(V)4
(Please note Life orientation is excluded from all points calculations)

Percentage achieved in NCV subject	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-100%
Points rating for % value (VUT)	2	3	4	5	6	7	8

Qualification Specific Requirements

Qualification	Compulsory subjects	Score*	Additional Compulsory subjects	Other subjects	Minimum APS required	Bonus points
Diploma Food Service Management (Diploma pass required or B-degree)	English Mathematics or Mathematics Literacy or Technical Maths	**4** **3** **4** **or** **4**	(Hospitality, Catering studies, Consumer studies, Hotel, Tourism, Business Studies & Accounting) level 3	. Any other three subjects, excluding Life Orientation a minimum score of 9.	20 (Maths) 21 (Maths Lit)	As per the point calculation criteria will be given to applicants with excellent in Maths, English Physical or Natural Sciences.
Diploma Public Relations Management (Diploma pass required or B-degree)	English Any other official language Mathematics or Mathematics Literacy or Technical Maths	**4** **4** **3** **4** **4**	None	Any other three subjects, excluding Life Orientation a minimum score of 9.	20 (Maths) 21 (Maths Lit)	Maths, English and other official language
Diploma Tourism Management (Diploma pass required or B-degree)	English Mathematics; or Mathematics Literacy or Technical Maths	**4** **3** **4** **4**	At least 1 compulsory subject: (Tourism, Geography,	Any other 3 remaining subjects excluding Life Orientation with a	20 (Maths) 21 (Maths Lit)	Mathematics, English, Physical/ Natural Sciences.

			Business studies, and History)	minimum score of: 9		
Diploma Ecotourism Management (Diploma pass required B-degree)	English Mathematics or Mathematics Literacy or Technical Maths	**4** **3** **4** **4**	At least 1 compulsory subjects: Life Science (Biology) 4	Any other 3 remaining subjects excluding Life Orientation with a minimum score of: 9	20 (Maths) 21 (Maths Lit)	Mathematics, Life Science, English or Natural Sciences
.						

5.3 Diploma: Food Service Management (offered from 2017)

The Programme consists of two and half years full-time of class attendance at the University and six months of Work Integrated Learning.

5.3.1 What are the Functions of a Food Service Management Graduate?

A Food Service Manager works as a caterer and a manager, compiles menus, arranges and caters for functions and exercises overall control in food service units such as hospitals, correctional service units, old age homes and any establishment that cater for small or larger groups of people. Such a person is responsible for: menu planning, quality control, attractive food displays, palatability and nutritional value, effective use of equipment, hygiene and safety, stock control, compilation and adhering to budget procedures, identification and solution of problems in a food service unit, evaluation of subordinate staff and liaison with different divisions of the organisation and industry.

5.3.2 Career Opportunities

Hospitals, correctional service units, old age homes, hotels, lodges and any other accommodation establishments. Careers opportunities exist in units where people prepare food in large quantities e.g. canteens, restaurants, recreation clubs and hostels as well as privately owned catering business. Training of food service staff in catering companies can also provide job opportunities.

5.3.3 Curriculum

Year 1	Year 2
• Applied Communication Skills 1.1 & 1.2 • ICT Skills • Accountancy Skills 1.1 & 1.2 • Hospitality Management 1.1 & 1.2 • Safety Principles and Law (Hospitality)	• Applied Communication Skills 2.1 & 2.2 • ICT Skills 2.1 • Financial Management skills 2.1 & 2.2 • Hospitality Law 1.1 • Hospitality Management 2.1 & 2.2

• Culinary Studies 1.1 & 1.2 (Theory & Practical) • Nutrition 1 • Food & Beverage Operations 1.1 & 1.2 • (Theory & Practical /Industry)	• Food & Beverage Operations 2.1 & 2.2 • Culinary Studies 2.1 & 2.2 • Nutrition 2.1 & 2.2
Year 3	
• ICT Skills 2.2 (Opera) • Hospitality Law 1.2 • Hospitality Management 3 • Food & Beverage Operations 3 • Culinary Studies 3 • Nutrition 3 • Experiential learning/Work Integrated Learning (WIL)	

5.3.4 Assessment

Assessment shall be in accordance with the general regulations of the Vaal University of Technology and will include tests, assignment, class activities, presentations and examinations. Assessment for practical classes will be done on a continuous basis (CASS).

5.3.5 Work Integrated Learning

Students are required to do six months Work Integrated Learning (WIL) in the third year, after completion of all theoretical modules.

5.3.6 Advanced Diploma: Food Service Management

Admission Requirements:

Upon entry to the Advanced Diploma: Food Service Management, learners should have an average of 60 % for all subjects on NQF levels 5 and 6 for the Diploma: Food Service Management.

5.3.7 Duration:

This degree is only offered full-time over one year.

5.3.8Curriculum:

Year 4
• Advanced Food and Beverage Operations 4 (Module 1 and 2) • Strategic Management (Module 1 and 2) • Culinary studies (Module 1 and 2) • Nutrition 4 (Module 1 and 2) • Research Methodology (Year)

5.3.9 Post Graduate Diploma: Food Service Management

Admission Requirements:

Admission in to the postgraduate diploma will require a student to be in possession of an Advanced Diploma in Food Service Management or Advanced Diploma in Food and Beverage Management with an average of 65% (minimum 120 credits on NQF level 7, which includes a research method component or a relevant qualification.

Duration:

This degree is only offered full-time over one year.

Curriculum:

Year 5
• Advanced Food Service Operations Management (Year)
• Advanced Project Management in Food Service Operations (Year)
• Advanced Strategic Management in Food Service Operations (Year)
• Advanced Culinary studies and Nutrition Operations (Year)
• Conducting and Reporting Research Project in Food Service Management (Year)

5.3.10 Master of Management in Food and Beverage Management / Master of Management in Food Service Management

- Admission Requirements:

An appropriate BTech/Postgraduate Diploma or equivalent qualification as approved by SAQA, with an average pass percentage of 65% or higher and a minimum of 60% for the research methodology module. Students must present a power point presentation of ten minutes defending their desire to study towards a postgraduate qualification. International students will be required to complete an English proficiency test.

Prospective candidates should submit *curriculum vitae* (CV) containing personal particulars, academic history (supply certified copies), academic career, research experience (if any), other achievements and future expectations and aspirations with the application to the Higher Degrees Unit (D016).

- Duration:

Minimum of two years.

- Curriculum:

Research project by dissertation.

5.3.10 Doctor of Management in Food Service Management

- Admission Requirements:

An appropriate MTech, *Laureates* in Technology or an equivalent qualification as approved by SAQA. As this qualification is based on an advanced research project,

proof of previous research experience and the submission of an acceptable research proposal is required. International students will be required to complete an English proficiency test.

This programme comprises of a proposal and the development of an advanced research project linked to a research thesis. In this thesis students must provide evidence of original, creative thinking and problem-solving skills. It is required that a students' research contributes to the solving of a particular problem in the community or industry to which their research applies.

- Duration:

Minimum of three years.

5.3.12 Professional Bodies

The South African Chefs Organisation or Food Service Management Organisation.

South Africans Chefs Association (SACA)

5.3.13 Enquiries

Enquiries may be addressed to:

Head Faculty Administration			
Ms Cleo du Plessis	Tel	:	+27 16 950 6865
Room K103	E-Mail	:	cleodp@vut.ac.za
HOD: Tourism	Tel	:	+27 16 950 9279
& Integrated Communication	Fax	:	+27 16 950 9788
Room M106	E-Mail	:	kudam@vut.ac.za
Faculty of Human Sciences			portiag@vut.ac.za
Vaal University of Technology	Website	:	www.vut.ac.za
Private Bag X021			
VANDERBIJLPARK, 1900			

Or

Postgraduate Office	Tel	:	+27 16 950 9536
Ms N Phume	E-Mail	:	beatricet@vut.ac.za

5.4 Diploma: Public Relations Management (offered from 2017)

Three years full-time of class attendance at the University including six months of Work Integrated Learning (WIL).

5.4.1 What are the Functions of a PR Management Graduate?

Public relations management is versatile, affording student the opportunity to specialise in different spheres of the practice. The subjects introduce the student to this exciting field of communication and public relations. The Public Relations Specialist should be equipped to be a link between the organisation and the stakeholders, be able to communicate effectively with the internal and external public, liaise with the press and manage social media, compile and edit press releases / bulletins / journals / brochures, organise a variety of functions and be responsible for the corporate image of an organisation.

5.4.2 Career Opportunities

Graduates may be employed as Communication, Media Strategist and Public Relations Specialist by commerce / industry, central / provincial / local government, tertiary / other educational institutions, the news media, PR consultancies, advertising agencies and non-government organisations.

5.4.3 Entry Requirement refer to 5.2

5.4.4 Curriculum

Year 1	Year 2
• Applied Communication Skills 1.1 & 1.2 • ICT Skills • ICT Skills Advanced • Communication Science 1.1 & 1.2 • Public Relations 1.1 & 1.2 • Media Studies 1.1 & 1.2 • Business Studies (Sem 1) • Accounting skills 1.1 & 1.2	• Communication Science 2.1 & 2.2 • Public Relations 2.1 & 2.2 • Media Studies 2.1 & 2.2 • Photography (Sem 1) • Videology (Sem 2) • Integrated Brand Communication (Sem 1) • Law for Public Relations 1.1 & 1.2 • Applied Communication Skills 2.1 & 2.2
Year 3	
• Communication Sciences 3.1 & 3.2 • Public Relations 3.1 & 3.2 • WIL (Work Integrated Learning)	

5.4.5 Assessment

Methods of assessment include: tests, assignments, activities, presentations and examinations.

5.4.6 Work Integrated Learning

Students are required to do six months Work Integrated Learning (WIL) during the third year. The Department of Cooperative Education assists in WIL administration and placements. It is also the responsibility of the students to find placement in an organisation that practices Public Relations Management

5.4.7 Advanced Diploma: Public Relations

- Admission Requirements:

Upon entry to the Advanced Diploma: Food Service Management, learners should have an average of 60% for major subjects, level 1-3, (excluding WIL) of a completed ND/Diploma with at least 360 credits in the related field.

- Duration:

This degree is only offered full-time over one year.

- Curriculum:

Year 4
• Research Methodology (Year) • Project Management in Public Relations Management (Theory) (module 1 &2) • Strategic Communication Management (module 1&2) • Media Studies in Public Relations Management (module 1&2)

5.4.8 Master of Management in Public Relations Management

•Admission Requirements:

The minimum requirement is a BTech: Public Relations Management or an equivalent with an average of no less than 65% and a minimum of 60% for the research methodology module. Students must present a power point presentation of ten minutes defending their desire to study towards a postgraduate qualification. International students will be required to complete an English proficiency test.

Prospective candidates should submit *curriculum vitae* (CV) containing personal particulars, academic history (supply certified copies), academic career, research experience (if any), other achievements and future expectations and aspirations with the application to the Higher Degrees Unit (D016).

5.4.9 Professional Bodies

Public Relations Institute of Southern Africa (PRISA).
South African Communications Association (SACOMM).

5.4.10 Enquiries

Enquiries may be addressed to:

Head Faculty Administration

Ms Cleo du Plessis	Tel	:	+27 16 950 6865
Room K103	E-Mail	:	cleodp@vut.ac.za
HOD: Tourism	Tel	:	+27 16 950 9279
& Integrated Communication	Fax	:	+27 16 950 9788
Room M106	E-Mail	:	mokaeaneb@vut.ac.za
Faculty of Human Sciences			portiag@vut.ac.za
Vaal University of Technology	Website	:	www.vut.ac.za

Private Bag X021

VANDERBIJLPARK, 1900

or

Postgraduate Office	Tel	:	+27 16 950 9536
Ms N Phume	E-Mail	:	beatricet@vut.ac.za

or

Postgraduate Office	Tel	:	+27 16 950 9536
Ms N Phume	E-Mail	:	beatricet@vut.ac.za

5.5 Diploma: Tourism Management (offered from 2017)

Two and half years full-time of class attendance at the University and six months of Work Integrated Learning.

5.5.1 What are the Functions of a Tourism Management Graduate?

Tourism is a dynamic industry and in this course the dimensions of tourism, marketing information in South Africa, the nature and scope of tourism planning and exciting destinations around the world will be covered.

5.5.2 Career Opportunities

Successful students can be employed by travel agencies (wholesale and retail), holiday accommodation / resorts, transport and travel organisations, publicity associations in cities and towns and tourist information centres.

5.5.3 Entry Requirement refer to table in 5.2

5.5.4 Curriculum

Year 1	Year 2
• Tourism Development 1.1 & 1.2 • Travel & Tourism Management 1.1 &1.2 • Travel & Tourism Practice 1.1 & 1.2 • Marketing for Tourism 1.1 & 1.2 • Accountancy Skills 1.1 & 1.2 • Applied Communication Skills 1.1 & 1.2 • ICT Skills • Advanced ICT Skills	• Tourism Development 2.1 & 2.2 • Travel & Tourism Management 2.1 & 2.2 • Travel & Tourism Practice 2.1 & 2.2 • Marketing for Tourism 2.1 & 2.2 • Law for Tourism 1.1 & 1.2 • Applied Communication Skills 2.1 & 2.2
Year 3	
• Tourism Development 3 • Travel & Tourism Management 3 • Travel & Tourism Practice 3 • Marketing for Tourism 3 • Introduction to Research Methods 1 • Work Integrated Learning (WIL)	

5.5.5 Assessment

Methods of assessment include: tests, assignments, activities, presentations and examinations.

5.5.6 Work Integrated Learning

Students are required to do six months Work Integrated Learning (WIL) in the third year, after completion of all theoretical modules.

5.5.7 Advance Diploma in Tourism Management (Awaiting Approval)

- Admission Requirements:

Upon entry to the Advanced Diploma: Tourism Management, learners should have an average of 60% for major subjects, level 1-3, (excluding WIL) of a completed ND/Diploma with at least 360 credits in the related field.

- Duration:

This degree is only offered full-time over one year

- **Curriculum:**

Year 4
•

- **Duration:**
  This degree is only offered full-time over one year.

5.5.8 Postgraduate Diploma in Tourism Management

- Admission Requirements:

The minimum requirement is an Advanced diploma in Tourism Management which includes a research component (120 credits on NQF level 7) or an equivalent qualification with an average of 65%.

- **Curriculum:**

Year 5
• Tourism Development 5.1 & 5.2 • Marketing for Tourism 5.1 & 5.2 • Advanced Strategic Management 5.1 & 5.2 • Research Project in Tourism Management

- **Duration:**
  This degree is only offered full-time over one year.

5.4.9 Master of Management in Travel and Tourism Services Management

- Admission Requirements:

BTech Degree in Tourism Management with a research component (120 credits), Bachelor Honours Degree in Tourism Management (120 credits), Postgraduate Diploma in Tourism Management (120 credits), Professional Bachelor's Degree in Tourism Management (480 credits) or equivalent qualification as approved by

SAQA, with an average pass percentage of 65% or higher and a minimum of 60% for the research methodology module. Students must present a power point presentation of ten minutes defending their desire to study towards a postgraduate qualification. International students will be required to complete English proficiency test.

Prospective candidates should submit *curriculum vitae* (CV) containing personal particulars, academic history (supply certified copies), academic career, research experience (if any), other achievements and future expectations and aspirations with the application to the Higher Degrees Unit (D016).

- **Duration:**

Minimum of two years.

- **Curriculum:**

Research project by dissertation.

5.4.9 Professional Bodies

South African Tourism Services Association (SATSA)
South African Institute for Management Scientists (SAIMS)
Tourism Grading Council of South Africa (TGCSA)

5.4.10 Enquiries

5.4.10 Enquiries

Enquiries may be addressed to:

Head Faculty Administration			
Ms Cleo du Plessis	Tel	:	+27 16 950 6865
Room K103	E-Mail	:	cleodp@vut.ac.za
HOD: Tourism	Tel	:	+27 16 950 9279
& Integrated Communication	Fax	:	+27 16 950 9788
Room M106	E-Mail	:	susannab@vut.ac.za
Faculty of Human Sciences			portiag@vut.ac.za
Vaal University of Technology	Website	:	www.vut.ac.za
Private Bag X021			
VANDERBIJLPARK, 1900			
Postgraduate Office	Tel	:	+27 16 950 9536
Ms N Phume	E-Mail	:	beatricet@vut.ac.za

5 Diploma: Ecotourism Management (offered from 2017)

Two and half years full-time of class attendance at the University and six months of Work Integrated Learning.

5.5.1 What are the Functions of an Ecotourism Management Graduate?

This qualification aims to develop theoretical competencies and practical skills for individuals to effectively operate in the field of ecotourism.
The Diploma is specifically tailored to train ecotourism practitioners with a strong focus on management skills. The learner who has achieved this qualification will be able to integrate ecotourism management and leadership knowledge with those of customer service and the operational specifics of a given ecotourism context.

5.5.2 Career Opportunities

Designed for students who endeavour to pursue a career in ecotourism of which the qualification will satisfy the niche areas identified as gaps in ecotourism and can be applied by people that plan to practice as ecotourism managers, field guide, game rangers, conservationists and ecotourism developers.
The curriculum consists of ecotourism, fauna and flora, conservation; detailed interrelations; it will prepare students for careers for both conservation and ecotourism planning in both the private and public tourism sectors in the SADC region and internationally. The curriculum aims to develop specific skills in sustainable tourism programme/project managers, park rangers and interpretation, conservation coordinators, tour guides, ecotourism officers, ecotourism marketing officer and heritage site managers.

5.5.3 Entry Requirement: Refer to table in 5.2

5.5.4 Curriculum

<table>
<tr><th>Year 1</th><th>Year 2</th></tr>
<tr><td>• Principles of Ecotourism (mod 1 & 2)
• Travel & Tourism Management 1 (mod 1 & 2)
• Ecotourism Biology (mod 1 & 2)
• Intro to Natural Resources (mod 1)
• Natural Resources Management (mod 1 & 2)
• Applied Communication Skills 1
• ICT Skills</td><td>• Ecotourism Biology (mod 3)
• Ecotourism Development 1 (mod 1 & 2)
• Ecotourism Marketing (mod 1 & 2)
• Ecotourism Destination and Service Management (mod 2)
• Intro to Field Guiding (mod 1)
• Field Guiding Practice (mod 2)
• Natural Resources Management (mod 3 & 4)
• Applied Communication Skills 2.1 & 2.2</td></tr>
<tr><th colspan="2">Year 3</th></tr>
<tr><td colspan="2">• Ecotourism Bio-geography
• Ecotourism Development 2
• Ecotourism Entrepreneurship
• Applied Field Guiding
• Game Ranch Management
• Work Integrated Learning (WIL)</td></tr>
</table>

5.5.5 Assessment

Methods of assessment include: tests, assignments, activities, presentations and examinations.

5.5.6 Work Integrated Learning

Students are required to do six months Work Integrated Learning (WIL) in the third year, after completion of all theoretical modules.

5.5.7 Professional Bodies

The International Ecotourism Society (TIES)

South African Services Association (SATSA)

South African Institute for Management Scientists (SAIMS)

Tourism Grading Council of South Africa (TGCSA)

5.5.8 Recognition of Prior Learning (RPL)

Ecotourism students from other Higher Education Institutions will be given appropriate and considered recognition as well Ecotourism and Tourism practitioners who have substantial evidence of many years of appropriate service in the relevant field.

5.5.9 Enquiries

Enquiries may be addressed to:

Head Faculty Administration			
Ms Cleo du Plessis	Tel	:	+27 16 950 6865
Room K103	E-Mail	:	cleodp@vut.ac.za
HOD: Tourism	Tel	:	+27 16 950 9279
& Integrated Communication	Fax	:	+27 16 950 9788
Room M106	E-Mail	:	limphol@vut.ac.za
Faculty of Human Sciences			portiag@vut.ac.za
Vaal University of Technology	Website	:	www.vut.ac.za
Private Bag X021			
VANDERBIJLPARK, 1900			

or

Postgraduate Office	Tel	:	+27 16 950 9536
Ms N Phume	E-Mail	:	beatricet@vut.ac.za

Enquiries may be addressed to:
VANDERBIJLPARK, 1900

6. Department of Legal Sciences

6.1 Departmental Staff Details

Surname, Initials & Title	Designation	Highest Qualification
Muswaka, L (Prof.)	Head of Department	LLD
Van der Westhuizen, M (Ms)	Administrator	ND
Joubert, DJ (Dr)	Senior Lecturer	LLD
Maseko TW (Dr)	Senior Lecturer	LLD
Motseki, MM (Dr)	Senior Lecturer	PhD
Röthe, JF (Dr)	Senior Lecturer	DTech
Castelyn, GF (Mr)	Lecturer	MSc
Du Preez, IL (Ms)	Lecturer	LLM
-Japtha, LD (Ms)	Lecturer	LLM
Kalamer JJ (Ms)	Lecturer	LLM
Mabadzhabadzha, MS (Mr)	Lecturer	MEd
Mbedzi NI (Mr)	Lecturer	LLM
Molefe, SN (Ms)	Lecturer	MTech
Mukatuni, L (Adv)	Lecturer	LLM
Nair, BM (Ms)	Lecturer	LLM
Nana, AR (Ms)	Lecturer	LLM
Ndimande, LD (Ms)	Lecturer	LLB
Prinsloo, R (Ms)	Lecturer	LLM
Rantsatsi NP (Mr)	Lecturer	MSc
Sithole, GR (Ms)	Lecturer	BTech
Sowerby, M (Ms)	Lecturer	LLM
Van der Bank, M (Ms)	Lecturer	LLM
Raath, N (Ms)	Junior Lecturer	BProc
Tsubane, TJ (Mr)	Junior Lecturer	BTech

6.2 Entry Requirements

Generic:

NSC: To pass a National Senior Certificate you must have written the following examinations

One Home Language
One Home or First Additional Language
Mathematics or Mathematical Literacy
Life Orientation
3 x other subjects

And achieved 40% in three subjects, one of which is an official language at Home Language level;

Diploma: To qualify for admission to Diploma Studies at a University, you need to pass the National Senior Certificate, with an achievement rating of 3 (moderate achievement, 40%-49%) or better in four recognised NSC 20-credit subjects, and a minimum 30% in the language of learning and teaching of the Higher Education institution concerned.

Bachelors: To qualify for admission to Bachelor`s Degree studies at a University, you need to pass the NSC with an achievement rating of 4 (adequate achievement, 50%-59%) or better in four subjects chosen from the designated subject list determined by Higher Education. with a minimum of 30% in the language of learning and teaching of the Higher Education institution concerned.

Vaal University of Technology:

Applicants will need to meet the **minimum APS** or **fall within the testing band** in order to be considered for a specific program.

To calculate your APS, add your matric subjects points according to VUT's APS table. Regardless of your achievement level in **Life Orientation**, this subject is not taken in account to calculate your points.

The points you get for each course will depend on the percentage you score in that particular subject. The APS score is the **total points** you receive from each course.

The university calculates the APS as indicated in table 1

Table 1: Academic Points Calculation (NSC and SC)

(Please note Life orientation is excluded from all point calculations and Bonus points)

NSC%	NSC score	SCHG %	VUT SC SCORE	SCSG %	VUT SC Score	BONUS POINTS		
						Maths	Language	Other
90% to 100%	8	A	8	A	7	3	2	2
08% to 89%	7	A	7	A	7	3	2	2
70% to 79%	6	B	6	A	6	2	1	1
60% to 69%	5	C	5	B	5	1	0	0
50% t0 59%	4	D	4	C	4	0	0	0
40% to 49%	3	E	3	D	3	0	0	0

NSC%	NSC score	SCHG %	VUT SC SCORE	SCSG %	VUT SC Score	BONUS POINTS		
						Maths	Language	Other
30% to 39%	2	F	2	E	2	0	0	0
0% to 29%	1	G	0	F	0	0	0	0

Table 2: Academic Points Calculation - NC(V)4
(Please note Life orientation is excluded from all points calculations)

Percentage achieved in NCV subject	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-100%
Points rating for % value (VUT)	2	3	4	5	6	7	8

Qualification Specific Requirements

Qualification	Compulsory subjects	Score*	Additional Compulsory subjects	Other subjects	Minimum APS required	Bonus points
Diploma Labour Law (Diploma pass required)	English Other Language Mathematics; or Mathematical Literacy Or technical Maths level	5 3 3 Or 4 4	None	3 other subjects with a minimum score of 12.	23 (Maths) 24 (Maths Lit)	Maths English Physical or Natural sciences
Diploma Legal Assistance (Diploma pass required)	English Other Language Mathematics; or Mathematical Literacy or Technical Maths level	5 3 3 or 4 4	None	3 other subjects with a minimum score of 12.	23 (Maths) 24 (Maths Lit)	Maths English Physical or Natural sciences
Diploma Policing (Diploma pass required)	English Other Language Mathematics; or Mathematical Literacy or Technical Maths level	4 3 3 or 4 4	None	3 other subjects with a minimum score of 10.	20 (Maths) 21 (Maths Lit)	Maths English Physical or Natural sciences
Diploma Safety Management (Diploma pass required)	English Mathematics; or Mathematical Literacy or Technical Maths level	4 3 or 4 4	None	4 other subjects with a minimum score of 14.	21 (Maths) 22 (Maths Lit)	Maths English Physical or Natural sciences
Additional selection criteria for Safety Management working part time students: Applicants of mature age (23 years or older, with Matric Certificate) who do not meet the entry requirements must submit proof of full time permanent employment, working in an Occupational, Health and Safety environment.						

6.3 Diploma: Labour Law

Three years full-time of class attendance at the University.

6.3.1 What are the Functions of a Labour Law Graduate?

- To provide a labour advisory services to unions.
- Administer compensation and benefits.
- Render assistance to unions, CCMA, private practice and corporate, apply labour practice in the HR environment and participate in dispute settlement.

6.3.2 Career Opportunities

To pursue a career in Labour Law and Relations. The qualification will satisfy the niche areas identified as gaps in Labour Law and can be applied by people that plan to practice as labour brokers, human resource practitioners, union officials and labour officials.

6.3.3 Entry Requirement

Check entry requirements as indicated in 6.2.

6.3.4 Curriculum

Year 1	Year 2
• Labour Law I • Labour Relations I • Labour Practice I • Introduction to the Theory of Law • Language and Life Skills • ICT Skills • Law of Contract	• Labour Law II • Labour Relations II • Labour Practice II • Human Resource Administration • Interpretation of Statutes • Law of Civil Procedure • Economics • Law of Evidence • Human Rights Law
Year 3	
• Labour Law III • Labour Practice III • Law of Alternative Dispute Resolution • Law of Delict	

- Occupational Well-being
- Organisational Behaviour Studies
- Entrepreneurial Studies
- Legal Ethics
- Local Government Law

6.3.5 Assessment

Methods of assessment include tests, assignments, activities, presentations, and examinations.

6.3.6 Articulation Options

No options for 2022.

6.3.7 Work Integrated Learning

A Work Integrated Learning component is not integrated into the diploma. However, the programme outline makes provision for Labour Practice.

6.3.8 Professional Bodies

None.

6.3.9 Enquiries

Enquiries may be addressed to:

HoD: Legal Sciences	Tel	:	+27 16 950 9694
Faculty of Human Sciences			+27 16 950 6865
Vaal University of Technology	Fax	:	+27 16 950 9088
Private Bag X021	E-Mail	:	cleodp@vut.ac.za
VANDERBIJLPARK, 1900			melanie@vut.ac.za
	Website	:	www.vut.ac.za

6.4 Diploma: Legal Assistance

Three years full-time of class attendance at the University.

6.4.1 What are the Functions of a Legal Assistance Graduate?

- To provide a legal support service to practicing attorneys, advocates and legal advisors;
- Render service in Legal Aid Departments by giving legal advice and support to clients;

- Work in Police Departments by taking down witness statements;
- Provide support in the Justice Department and the court system; or
- Provide professional and effective service to the public.

6.4.2 Career Opportunities

To pursue a career in legal assistance. The qualification will satisfy the niche areas identified as gaps in industry and can be applied by people that plan to practice as paralegals.

6.4.3 Entry Requirement

Check entry requirements as indicated in 6.2.

6.4.4 Curriculum

Year 1	Year 2
• Legal Profession I • Mercantile Law I • Legal Practice I • Language and Life Skills • Legal History • ICT Skills • Computing for Legal Assistants • Introduction to the Theory of Law • Law of Contract	• Legal Profession II • Mercantile Law II • Legal Practice II • Criminal Law I • Human Rights Law • Law of Evidence • Law of Succession
Year 3	
• Legal Profession III • Mercantile Law III • Legal Practice III • Interpretation of Statutes • Law of Civil Procedure • Law of Persons • Family Law • Law of Criminal Procedure	

6.4.5 Assessment

Methods of assessment include tests, assignments, activities, presentations, and examinations.

6.4.6 Articulation Options

No options for 2021.

6.4.7 Work Integrated Learning

A Work Integrated Learning component is not integrated into the diploma. However, the programme outline makes provision for Legal Practice.

6.4.8 Professional Bodies

None.

6.4.9 Enquiries

Enquiries may be addressed to:

HoD: Legal Sciences	Tel	:	+27 16 950 9694
Faculty of Human Sciences			+27 16 950 6865
Vaal University of Technology	Fax	:	+27 16 950 9088
Private Bag X021	E-Mail	:	cleodp@vut.ac.za
VANDERBIJLPARK, 1900			melanie@vut.ac.za
	Website	:	www.vut.ac.za

6.5 Diploma: Policing

Three years full-time of class attendance at the University.

6.5.1 What are the Functions of a Policing Graduate?

Preventing and combating crime; Protecting and securing the safety of people and their property; Upholding and enforcing the South African criminal and statutory law; Maintaining public order; Gathering of crime-related intelligence; Investigating and solving of crimes; Preparing and producing criminal cases for submission to the Director of Public Prosecutions and Giving evidence in courts.

This is a three year full time course directed at students that aim to join the SAPS, Security Industry, Correctional Services / or the Metro Police as well as students already in industry who want to better their qualifications with the purpose of qualifying for a promotion.

6.5.2 Career Opportunities

South African Police Services; Metropolitan Police Services; The Private Security Sector or Correctional Services.

6.5.3 Entry Requirement

Check entry requirements as indicated in 6.2.

6.5.4 Curriculum

Year 1	Year 2
• Policing I • Investigation of Crime I • Law for Policing I • English Practical: Policing I	• Policing II • Investigation of Crime II • Law of Policing II • ICT Skills
Year 3	
• Policing III • Investigation of Crime III • Law of Policing III • Management Leadership I	

6.5.5 Assessment

Methods of assessment include tests, assignments, activities, presentations, and examinations.

6.5.6 Articulation Options

Advanced Diploma in Policing as from 2017.

6.5.7 Work Integrated Learning

A Work Integrated Learning component is not integrated into the diploma.

6.5.8 Professional Bodies

CRIMSA.

6.5.9 Enquiries

Enquiries may be addressed to:

HoD: Legal Sciences	Tel	:	+27 16 950 9694
Faculty of Human Sciences			+27 16 950 6865

Vaal University of Technology
Private Bag X021
VANDERBIJLPARK, 1900

Fax : +27 86 612 8476
E-Mail : cleodp@vut.ac.za
melanie@vut.ac.za
Website : www.vut.ac.za

6.6 Advanced Diploma: Policing

One year of class attendance at the University.

6.6.1 What are the Functions of a Policing Graduate?

- To be able to apply theory and best practice with regard to management, investigation and policing in a work context.
- To ensure effective workplace relations through the application of theory.
- To fully understand business processes and the application of policing and investigation skills in practice.
- To demonstrate integrated knowledge and understanding of policing, investigation and leadership terms, concepts, principles and theories.
- To be able to evaluate and apply knowledge to solve problems in a policing context.
- To develop the ability to take ethical decisions and to act professionally.
- To gather, evaluate and manage information required for meeting policing goals.
- To develop and communicate ideas and opinions based on appropriate academic and professional arguments.
- To manage relations between individuals and groups in the SAPS and between the SAPS and the community.
- To obtain knowledge and skill to conduct research in the field of policing.

6.6.2 Career Opportunities

This qualification opens avenues for further articulation and promotion within the ranks of the SAPS. It is also the first step in producing researchers in the field of Policing and Investigation.

South African Police Services; Metropolitan Police Services; the Private Security Sector or Correctional Services.

6.6.3 Entry Requirement

60% average for major (level 1-3) subjects of a completed ND/Diploma in relevant field.

6.6.4 Curriculum

Year 1
Investigation of Crime 4.1 & 4.2
Policing 4.1 & 4.2
Electronic Information and Communication Law
Prevention and Combating of Corrupt Activities
Leadership Skills Module 1 & 2
Road Traffic Accident Investigation
Research Methodology

6.6.5 Assessment

Methods of assessment include tests, assignments, activities, presentations, and examinations.

6.6.6 Articulation Options

Post Graduate Diploma in Policing as from 2022.

6.6.7 Work Integrated Learning

A Work Integrated Learning component is not integrated into the advanced diploma.

6.6.8 Enquiries

Enquiries may be addressed to:

HoD: Legal Sciences	Tel	:	+27 16 950 9694
Faculty of Human Sciences			+27 16 950 6865
Vaal University of Technology	Fax	:	+27 86 612 8476
Private Bag X021	E-Mail	:	cleodp@vut.ac.za
VANDERBIJLPARK, 1900			melanie@vut.ac.za
	Website	:	www.vut.ac.za

6.7 Diploma: Safety Management

Three years full-time of class attendance at the University.

6.7.1 What are the Functions of a Safety Management Graduate?

Initiating and formulating policy; Coordination of safety systems; Training and cognition regarding safety aspects; Development and coordination of safety training

programmes; Monitoring different aspects of safety target management systems; Advising line management on safety policy and programmes in respect of legal aspects; Investigate safety incidents; Hazard recognition; Inspections / audits; Fire protection; Regulatory compliance; Health hazard control; Ergonomics; Hazardous material management; Environment protection; Training; Accident and incident investigations; Record keeping; Evaluating; Emergency response and Managing safety programmes.

This is a three-year full time course for students interested in becoming safety officers or safety managers in industry as well as for working students already in industry.

6.7.2 Career Opportunities

Safety Management offers a challenging and exciting career in both the private and the public sectors, with a growing demand for experts in this field.

Entry Level	:	Safety Officer / Loss Control Officer
Middle Management	:	Safety Manager / Loss Control Manager
Top Management	:	Primary Executive Level

6.7.3 Entry Requirement

Check entry requirements as indicated in 6.2.

6.7.4 Curriculum

Year 1	Year 2
• Occupational Health & Safety Law I • Safety Principles & Practice I • Risk Management I • Business Management I • ICT Skills • Computing for Safety Management	• Occupational Health & Safety Law II • Safety Principles & Practice II • The Personnel Function • Quantitative Techniques
Year 3	
• Occupational Health & Safety Law III • Safety Principles & Practice III • Language & Life Skills I • Financial Management I	

6.7.5 Assessment

Methods of assessment include tests, assignments, activities, presentations, and examinations.

6.7.6 Articulation Options

Advanced Diploma in Safety Management as from 2015.

6.7.7 Work Integrated Learning

A Work Integrated Learning component is not integrated into the diploma.

6.7.8 Professional Bodies

SAIOSH.

6.7.9 Enquiries

Enquiries may be addressed to:

HoD: Legal Sciences	Tel	:	+27 16 950 9694
Faculty of Human Sciences			+27 16 950 6865
Vaal University of Technology	Fax	:	+27 86 612 8476
Private Bag X021	E-Mail	:	cleodp@vut.ac.za
VANDERBIJLPARK, 1900			melanie@vut.ac.za
	Website	:	www.vut.ac.za

6.8 Advanced Diploma: Safety Management

One year of class attendance at the University.

6.8.1 What are the Functions of a Safety Management Graduate?

- To be able to apply theory and best practice with regard to management, adherence to safety principles and –legislation in a work context.
- To ensure effective workplace relations through the application of theory.
- To fully understand business processes and the application of safety management skills in practice.
- To demonstrate integrated knowledge and understanding of safety management terms, concepts, principles, relevant legislation and regulations and theories.
- To be able to evaluate and apply knowledge to solve problems in an occupational health and safety context.
- To develop the ability to take ethical decisions and to act professionally.

- To gather, evaluate and manage information required for meeting safety goals, in industry.
- To develop and communicate ideas and opinions based on appropriate academic and professional arguments.
- To manage relations between individuals and groups in an industrial environment.
- To obtain knowledge and skills to conduct research in the field of safety management.

6.8.2 Career Opportunities

This qualification opens avenues for further articulation and promotion in industry. It is also the first step in producing researchers in the field of Safety Management which is non-existent currently.

Safety Management offers a challenging and exciting career in both the private and the public sectors, with a growing demand for experts in this field.

Entry Level	:	Safety Officer / Loss Control Officer
Middle Management	:	Safety Manager / Loss Control Manager
Top Management	:	Primary Executive Level

6.8.3 Entry Requirement

60% average for major (level 1-3) subjects of a completed ND/Diploma in Safety Management.

6.8.4 Curriculum

Year 1
• Entrepreneurship
• Advanced Occupational Health and Safety Law
• Environmental Law
• Research Methodology
• Industrial and Organisational Psychology
• Labour Law
• Advanced Risk Management
• Strategic- and Project Management
• She Management Systems

6.8.5 Assessment

Methods of assessment include tests, assignments, activities, presentations, and examinations.

6.8.6 Articulation Options

No options for 2020.

6.8.7 Work Integrated Learning

A Work Integrated Learning component is not integrated into the advanced diploma.

6.8.8 Enquiries

Enquiries may be addressed to:

HoD: Legal Sciences	Tel	:	+27 16 950 9694
Faculty of Human Sciences			+27 16 950 6865
Vaal University of Technology	Fax	:	+27 86 612 8476
Private Bag X021	E-Mail	:	cleodp@vut.ac.za
VANDERBIJLPARK, 1900			melanie@vut.ac.za
	Website	:	www.vut.ac.za

6.9 Advanced Diploma: Mediation

One year of class attendance at the University.

6.9.1 What are the Functions of a Mediation Graduate?

- The purpose of this qualification is to equip prospective learners with general and specialist knowledge in mediation in regards to family disputes, divorce proceedings and commercial disputes.
- The qualification will enhance the skills of the learner to be equipped as mediator that are able to encourage discussions and assist in gaining a greater understanding of the dispute.

6.9.2 Career Opportunities

This qualification aims to develop theoretical competencies and practical skills for individuals to effectively operate as mediators.

6.9.3 Entry Requirement

Bachelor's degree in any field, or a relevant qualification.

6.9.4 Curriculum

Year 1
• Family Law: Family and Divorce • Family Law: Financial Implications of Divorce • Introduction to the Process of Divorce Mediation • Language and Life Skills • Law of Alternative Dispute Resolution • Mediation Ethics • Mercantile Law • Mediation Practice

6.9.5 Assessment

Methods of assessment include tests, assignments, activities, presentations, and examinations.

6.9.6 Articulation Options

No options for 2020.

6.9.7 Work Integrated Learning

A Work Integrated Learning component is not integrated into the diploma. However, the programme outline makes provision for Mediation Practice.

6.9.8 Enquiries

Enquiries may be addressed to:

HoD: Legal Sciences	Tel	:	+27 16 950 9694
Faculty of Human Sciences			+27 16 950 6865
Vaal University of Technology	Fax	:	+27 86 612 8476
Private Bag X021	E-Mail	:	cleodp@vut.ac.za

VANDERBIJLPARK, 1900 melanie@vut.ac.za
Website : www.vut.ac.za

7. Department of Visual Arts & Design

7.1 Departmental Staff Details

Surname, Initials & Title	Designation	Highest Qualification
Van Staden, H (Dr	HoD	PhD
Moolman, PM (Ms)	Administrator	
Fashion Design		
Scholtz, TE (Ms)	Lecturer	NHD
Van Wyk, AW (Mr)	Lecturer	MTech
Wilken, I (Ms)	Lecturer	MTech
Shibambo, MP (Ms)	Technician	ND
Fine Art		
Makwela M (Mr)	Senior Lecturer	M Tech (Multimedia)
Mazhinye, V (Mr)	Lecturer	MEd (Arts & Design)
Khumalo, N (Ms)	Lecturer	MA Fine Art
Thibudi, PM (Ms)	Lecturer	M Tech (Fine Art)
Radebe, ZL (Ms)	Lecturer	M Tech (Fine Art)
Radebe, ML (Ms)	Jnr Lecturer	B Tech (Fine Art)
Ngcobo, SL (Ms)	Technician	B Tech
Selepe, L (Mr)	Clay Mixer	Senior Certificate

Graphic Design		
Chmela-Jones, KA (Ms)	Senior Lecturer	MTech
Maharajh, R (Ms)	Lecturer	MA (FA)
Kotze, J. (Mr)	Junior Lecturer	MTech (Fine Art)
Thomas, LJ (Ms)	Lecturer	BTech
Van der Walt, D (Ms)	Junior Lecturer	BA Hons
Turner, W (Mr)	Technician	B Tech
Photography & Multimedia		
Bogle, SL (Mr)	Lecturer	BTech
Doman, JA (Mr)	Lecturer	BTech
De Klerk, A (Ms)	Lecturer	PhD
Johnson, EH (Mr)	Senior Technician	BTech

7.2 Diploma: Fashion

Diploma: Fashion Design (Commenced in 2017) - Three years full-time of class attendance at the University.

7.2.1 Fashion Graduates

The Fashion programme focuses on producing skilled graduates to work successfully and influentially in the Fashion and Retail industry. For students to achieve their full potential this course will provide a learning environment in which innovation, invention and originality can be developed to combine practice and research. The course aims to be interdisciplinary where students benefit from learning in an environment where a range of arts and design disciplines are taught.

7.2.2 Career Opportunities

Freelance Designers

Not all fashion companies have designers and there is a growing demand for freelancers. Some freelancers work from home, but many companies expect them to work for short periods with the existing team. Freelance designers may work for very short and intense periods with companies. While this can be exciting, it is also stressful and there is a lack of helpful feedback that allows you to weigh the response and financial success of your designs.

Designers of Women's-, Men's or Knitwear

Only the very talented can expect to start their career as designers of women's- men's- or knitwear. Designers in this sector need an understanding of standards and quality, technical methodologies gathering and an appreciation of the delicate differences in cut and style that can distinguish a brand in the classic market and satisfy the confidence of the client.

Fashion Manufacturing and Production Management

Fashion manufacturing companies require fashion oriented and fashion trained individuals to guide their production, market their merchandise and liaise between their customers and the manufacturing process. Fashion designers with technical knowledge of computer aided design (CAD) and fabric textiles including printing weaving or knitting expertise are well placed to work closely with the manufacturing industry.

Fashion Buying and Retail Merchandising

The fashion buyer may be the owner or employee of a single boutique or a member of a large store team where he / she specialise in a single field or market sector of product, such as ladies' knitwear or eveningwear.

Fashion Public Relations

A Fashion Public Relations Manager's (PR) job is to generate a buzz about a collection and is responsible for linking with magazines, TV, newspapers and radio stations. A PR needs literacy and journalistic skills.

Fashion Journalism

It is the job of the fashion journalist to attend fashion shows and exhibits and to analyse and comment on the trends and news for public utilisation. Desktop publishing and MS Word processing skills are essential and journalists are expected to file copy electronically.

Fashion Stylist

A fashion stylist works closely with fashion magazines and photographers. A stylist is not a designer but an interpreter of fashion who puts together the looks for a photographic shoot.

Fashion Prediction and Forecasting

Fashion predictors and forecasters research the trends that might feed into a prediction company or bureau, which offer a forecasting and reporting service to the fashion industry and put together bias-free information reports that they sell to the fashion companies.

Fashion Illustration

Good commercial fashion illustrators need to have a clear understanding of how clothes and the body work intimately together. Fashion illustrators are more interested in composition, artistic expression and capturing mood than in hands-on design.

Fashion Entrepreneurship

A Fashion Entrepreneur can be defined as a person that takes the initiative to start a business with the aim of making a profit, while accepting the associated risk. Entrepreneurs are also described as unique individuals with an intense commitment and determined perseverance to excel through their sense of opportunity, their drive to innovate and their capacity for accomplishment.

7.2.3 **Curriculum ND Fashion:** (Phasing out from 2017)

Curriculum Diploma: Fashion (Running since 2017)

- Duration:
  The diploma is offered full-time over three years (NQF level 6, 360 credits).

Compulsory subjects		
English	4	**Bonus points**

Mathematical Literacy	3 (40%)	• Mathematics, • Physical Science, • Engineering Graphics and Design • Art (not drama) to the maximum of 2 bonus points if the other 4 subjects counts to 13.
Mathematics	2 (30+%)	
Any other 4 subjects totaling excluding Life Orientation	15	
Recommended subjects: Art, Design, History		
Total	22 (with Math's Lit), 21 (with Math's)	
Matric certificate must indicate admission to Diploma/B-degree		
An additional compulsory selection criteria: Practical interview and portfolio submission		

- Brief Description of Programme:

  The core projection of this course is visual practice with strong entrepreneurial learning. The course aims to provide a learning environment in which innovation, invention and originality can be developed within a range of different but closely related fashion pathways.

- Curriculum:

Year 1	Year 2
Fashion Design 1 Fashion Illustration 1 Garment Construction and Pattern Engineering 1 Fashion Theory 1 Computer Aided Design 1 Textiles 1 Applied Communication Skills I.1 Applied Communication Skills I.2	Fashion Design 11 Fashion Illustration 1 1 Fashion Accessories and Design 1 Business: Fashion 1 Applied Apparel Technology 1 Garment Construction and Pattern Engineering 11 Fashion Theory 11 Computer Aided Design 11 Applied Communication Skills 2.1 Applied Communication Skills 2.2
Year 3	
Fashion Design 111 Fashion Illustration 111 Garment Construction and Pattern Engineering 111	

Fashion Theory 111
Computer Aided Design 111
Business Studies 11
Fashion Accessories and Design 11
Applied Apparel Technology 11

7.2.4 Assessment

Continuous Assessment (CASS) includes formative and summative assessment done continuously throughout both semesters. The marks received for assignments, projects and tests make up a final mark. Students are given an opportunity in June and November to submit a practical (body of works) for evaluation and assessment. Form the third year assessment is done by a panel of external moderators.

7.2.5 Articulation Options

7.2.5.1 Advanced Diploma: Fashion (Start running from 2020)

- Duration:

  The diploma is offered full-time over one year (NQF level 7 120 credits).
- Admission Requirements:

  The minimum requirement is a Diploma: Fashion, with an average of 60% [for the eight (8) exit level subjects in the final year].
- Brief Description of Programme:

  The core projection of this course is to prepare fashion designers for the next stage of their careers. The course has excellent rates of progression leading to the Postgraduate Diploma in Fashion. The students will be able to understand the professional and ethical responsibilities in the local and global contexts to initiate and apply projects to further research.

- Curriculum:

Year 4
• Fashion: Portfolio (50 credits)
• Business: Fashion (30 credits)
• Fashion Theory Module 1: Research methods and techniques (20 credits)
• Fashion Theory Module 2: Written report Fashion (20 credits)

7.2.5.2 Postgraduate Diploma: Fashion (Start running from 2021)

- Duration:

  The Postgraduate Diploma is offered full-time over one year (NQF level 8 120 credits).

- Admission Requirements:

  The minimum requirement is an Advanced Diploma: Fashion, with an average of 60% [for the four (4) exit level subjects of the Advanced Diploma or equivalent].

- Brief Description of Programme:

  The core purpose of this programme aims to provide students with skills and competencies that would contribute throughout fashion design. Students would apply and evaluate existing knowledge in a specialized area of fashion design or garment technology. The purpose of the qualification is to enhance professional and personal development within the fashion industry.

- Curriculum:

Year 4
Professional Practice: computer aided creative and technical fashion drawing (20 credits)
Professional Practice: patternmaking and prototyping (20 credits)
Fashion atelier management (30 credits)
Research Methods and design (20 credits)
Research Project (30 credits)

7.2.5.3 Master of Visual Arts in Fashion (Start running since 2020 NQF 9 180 credits)

- Admission Requirements:

  A completed Postgraduate Diploma in Fashion or an equivalent standard as determined by the Department Committee. A minimum of a 65% average for the subjects obtained in the Postgraduate Diploma [for the five (5) exit level subjects of the Advanced Diploma or equivalent].

- Duration of Programme:

  The programme is offered full-time or part-time.
  Minimum duration: Two years full-time.
  Three years part-time.

- Brief Description of Programme:

The student obtaining this qualification will contribute, through a formal / practice based / leads research dissertation and / or exhibition, to the application and evaluation of new knowledge in a specialised area of fashion design to further promote professional growth and personal development.

Progression of BTech in Master of Visual Arts in Fashion

7.2.5.4 Doctor of Philosophy in Visual Arts (NQF 10 360 credits)

The Doctor of Philosophy in Visual Arts is seen as a terminal academic degree. Within the University of Technology ambit, such a degree should, therefore, attest to the highest level of academic and/or professional competency in the chosen discipline and related professional domain. There is a growing need developing in South Africa in the fields of Visual Art and Design, with specific reference to rise of the Creative Industries, the expansion of Information and Communication Technology (ICT) and the potential these offer for enhanced national and international competitiveness in these domains. More specifically, there is a burgeoning need to development professional thinkers and creators who are (a) steeped in professional and creative capabilities in Photography, Fine Art, Fashion or Graphic Design (b) have the competencies to argue, persuade and justify in an interwoven and complex theoretical and creative way, and (c) have been groomed to be path-finders, leaders and trend-setters both nationally and internationally in these fields and disciplines.

Admission Requirements:

All students entering the PhD programme need to demonstrate the completion of a Research Methods course at least at NQF level 7 in the 10 years prior to application.
Students who wish to be considered for the PhD in Visual Arts need to have completed one of the following:

- An MA in the field of Visual Art and Design, such as Photography, Fashion, Graphic Design and Multimedia, or Fine Arts. The applicant needs to demonstrate at least a 65% in the MA.
- A SAQA accredited MFA that can be benchmarked as the equivalent of NQF level 9. The applicant needs to demonstrate at least a 65% in the MFA.
- A student with a completed DTech in a related field may be considered for entry into the PhD programme.

Any student, irrespective of which degree is seen as the incomes requirements, will need to submit a working research proposal (or project proposal) to the appointed committee in the relevant department. Assessment of such a document will be on three grounds. Firstly, does the applicant demonstrate the necessary research skills, fostered in the MA, to undertake relatively independent research (under the guidance of a promoter); secondly, can the project proposed be seen through to completion by the student; thirdly, does the university have the necessary infrastructure and expertise to shepherd the project to completion.

- Duration:

  Three years full-time

7.2.6 Work Integrated Learning

In the final year of study (the Diploma: Fashion) the student is involved with a six-week period of Work Integrated Learning (WIL) within the various fields of the Fashion Design course and the Fashion Industry. The student, lecturer(s) and mentor(s) are responsible to compile reports on their experience and work progress.

7.2.7 Enquiries

Enquiries may be addressed to:

HoD: Visual Arts and Design
Faculty of Human Sciences
Vaal University of Technology

Private Bag X021
VANDERBIJLPARK, 1900

Tel : +27 16 950 9174/6865
Fax : +27 16 950 9465
E-Mail : cleodp@vut.ac.za

Website :www.vut.ac.za

or

Postgraduate Office
Ms N Phume

Tel : +27 16 950 9536
E-Mail :beatricet@vut.ac.za

7.3 Diploma: Fine Art

Three years full-time of class attendance at the University.

Admission Requirements: NSC

A Grade 12 certificate allows application. This is followed with a selection interview and fine art drawing competence test to secure placement in the programme.

Compulsory subjects		
English	4	**Bonus points** • Mathematics, • Physical Science, • Engineering Graphics and Design • Art (not drama) to the maximum of 2 bonus points if the other 4 subjects counts to 13.
Mathematical Literacy	3 (40%)	
Mathematics	2 (30+%)	
Any other 4 subjects totaling excluding Life Orientation	15	
Recommended subjects: Art, Design, History		
Total	22 (with Math's Lit), 21 (with Math's)	
Matric certificate must indicate admission to Diploma/B-degree		
An additional compulsory selection criteria: Practical interview and portfolio submission		

Requirements SC

A minimum rating of E (40-49%) for HG and D (50-59%) for SG subjects. English and Mathematics are compulsory. A total of 24 on the Swedish scale is required.

Requirements: N3-N6

A complete N6 related/appropriate qualification in the field of study. Exemption may be awarded for equivalent subjects scored (50-59%) with a 60% similarity in content.

Requirements: NASCA/NCV (4)

To register and complete the Extended programme in the specific discipline with VUT, subject to the admission requirements for the Extended programme for this specific discipline.

Academic Points Calculation

(Please note Life orientation is excluded from all points calculations and Bonus points)

NSC%	NSC score	SCHG %	VUT	SCLG %	VUT SC	BONUS		
						Maths	Language	Other

			SC SCORE		Score			
90% to 100%	8	A	8	A	7	3	2	2
80% to 89%	7	A	7	A	7	3	2	2
70% to 79%	6	B	6	A	7	2	1	1
60% to 69%	5	C	5	B	5	1	0	0
50% to 59%	4	D	4	C	4	0	0	0
40% to 49%	3	E	3	D	3	0	0	0
30% to 39%	2	F	2	E	2	0	0	0
0% to 29%	1	G	0	F	0	0	0	0

Requirements: International

All international qualifications will be evaluated by the International Office based on the Swedish scale and SAQA

Requirements: Transfers

Applications from students to transfer from other institutions will be dealt with in terms of the Recognition of Prior Learning and Continuation of Studies policies of VUT

7.3.1 Fine Art Graduates

The Fine Art programme focuses on producing highly versatile graduates who have the necessary technical and creative expertise to work in the Visual Arts and the wider creative industries. The purpose of this qualification is to develop the necessary conceptual and creative-technical skills required for the learners as appropriate to a visual communication professional context. It is intended to as a result provide graduate to operate in multidisciplinary visual arts setting. It is also designed to the add capacity to the qualifying students to create jobs in a formal or informal economy or respond to social relevance. The core of the learning programme anchored around the development of critical making and entrepreneurial visual art practitioners with competence to engage contemporary discourses in a creative industry. The program addresses both theoretical (Art theory and visual studies, applied communication, Art management) and practical (product design, digital imaging, surface printing, sculpture, drawing, painting and ceramics). The programme also allows students to specialise at the third-year level, fourth year level, Masters and PhD level based on their talent and career paths. Fine Art course at the Vaal University of Technology is one of the few courses in South

Africa that offers digital imaging or digital arts as a major elective subject and product design with specific focus on 3D printing and rapid prototyping in a Fine Art setting. As Fine Art section in the Department of Visual Arts and Design we attract international students from Botswana, DRC, Zimbabwe, Lesotho, Ukraine, amongst others. While most of our local students come from Limpopo, Free State, Eastern Cape, Mpumalanga and North West.

7.3.2 Career Opportunities

Graduates of this course may find employment in a wide range of fields, especially those where initiative, creative thinking, critical awareness and hand skills are valued. Many rise to prominence as individual or collaborative professional arts or crafts practitioners. Given the diversity of academic and technical skills the graduate will have, he / she would be able to make an academic and economic contribution to the creative industry. The graduate will also be equipped to operate as an entrepreneur and set up his / her personal workshop or studio and negotiate the art world effectively. Opportunities are available in the, educational institutions, government departments [i.e. Forensic image analysis, identification], and creative industries including: museums, art galleries, publishing houses, ceramic industries, advertising agencies, film/TV production houses, Post production houses, animation and game companies, working in conjunction with architects in decoration of buildings (murals, mosaics or commissioned work).

Our graduates, young and old, are making a meaningful contribution in various Visual arts industries or creative industries and related disciplines. Our living testimony includes, Ernest Kholoza (Art Teacher at Kutlo Tharo Secondary School), Dr Ian Marley, (Head of the Academy of Design and Photography), Jeannette Scheepers (who did SA post office stamp designs and SA bank notes), Richard Strydom (Practicing artist and former lecturer at NWU Potchefstroom), Grace Celica and Heinrich Müller, all three awarded in the New Signatures exhibitions, Paul Webster (lecturer at the University of Aberystwyth in Wales), Ludomo Gqotso (former Senior South African Forensic Image Analyst), Lebogang Motaung (practicing artist), Thato Nhlapo (Creative consultant at Go4IR), Tebogo Ralesai (Assistant curator at Goodman Gallery), Thully Hlatswayo (Production Designer: worked on Single Galz SABC 1 among others), Ivy Rihlamfu (Practicing artsist and entrepreneur), Thapelo Tsotetsi (Entrepreneur), Vincent Khoza (Cultural officer: Free State Department of Sport, Arts, Culture and Recreation), Valarie Sithole (Curator at the National Gallery of Zimbabwe: Harare), Laurence Thibudi (HoD Applied Arts: National School of the Arts), Benny Zulu (HoD Arts: Waverley Girls High School), Avele Fumba (Principal communication officer: Film and Television), Dr Avitha Sooful (Senior Lecturer at University of Pretoria); Bushy Mzizi (HoD Creative Arts: Leratadima Primary School) Naile Molao (Forensic Image Analyst),

Sonwabisi Ngcai (Lecturer: Nelson Mandela University), Mlamuli Eric Zulu (First Prize Winner Thami Mnyele Art competition 2018), Tebogo Malema (HoD Visual Arts, Creative Arts, Business Studies and EMS: Dinwiddie High School), Lindiwe Mahlangu (Creative Arts teacher: Tshepang Primary school), Lesiba Molomo (Sculpture Merit Award Winner Thami Mnyele Art competition 2019) and many more.

7.3.3 Curriculum

Year 1	Year 2
• HDATX1A: Art Theory & Visual Studies 1.1 • HDATY1A: Art Theory & Visual Studies 1.2 • HDARM1A: Art Management 1 • HDDAF1A: Drawing 1.1: Anatomy/Figure Studies • HDDEV1A: Drawing 1.2: Environment/Visualisation • HD2DD1A: 2 Dimensional Studies 1.3: Digital imaging • HD2DP1A: 2 Dimensional Studies 1.2: Painting • HD2DS1A: 2 Dimensional Studies 1.1: Surface printing • HD3DC1A: 3 Dimensional Studies 1.1: Ceramics • HD3DP1A 3 Dim Studies 1.3: Prod.Des.& Tech • HD3DS1A: 3 Dimensional Studies 1.2: Sculpture • HKCOX1A: Applied Communication Skills 2.1 • HKCOY1A: Applied Communication Skills 2.2 •	• HDARM2A: Art Management 2 • HDATX2A: Art Theory & Visual Studies 2.1 • HDATY2A: Art Theory & Visual Studies 2.2 • HDDRA2A: Drawing 2 • HDPDX2A: Product Design & Tech. 2.1: Design • HDPDY2A: Product Design & Tech. 2.2: Development • HKCOX2A: Applied Communication Skills 2.1 • HKCOY2A: Applied Communication Skills 2.2 • **ELECTIVES (CHOOSE ONLY TWO MAJORS SUBJECTS)** • HD2DD2A: 2 Dimensional Studies 2: Digital Imaging (elective) • HD2DP2A: 2 Dimensional Studies 2: Painting (elective) • HD2DS2A: 2 Dimensional Studies 2: Surface printing (elective) • HD3DC2A: 3 Dimensional Studies 2: Ceramics (elective) • HD3DS2A: 3 Dimensional Studies 2: Sculpture(elective)
Year 3	
• HDATX3A: Art Theory & Visual Studies 3.1 • HDATY3A: Art Theory & Visual Studies 3.2 • HDARM3A: Art Management 3 • HDDRA3A: Drawing 3 • HDPDA3A: Product Design &Techniques 3 **ELECTIVES (CHOOSE ONLY ONE MAJORS SUBJECTS)** • HD2DD3A: 2 Dimensional Studies 3: Digital Imaging (elective) • HD2DP3A: 2 Dimensional Studies 3: Painting (elective) • HD2DS3A: 2 Dimensional Studies 3: Surface Printing (elective) • HD3DC3A: 3 Dimensional Studies 3: Ceramics (elective) • HD3DS3A: 3 Dimensional Studies 3: Sculpture (elective)	

7.3.4 Assessment

Assessment is done on a Continuous Assessment (CASS) basis. This is supported by critiques, tests, presentations and assignments which have specific weights. Students are given an opportunity in each term for the critique sessions (formative

assessment) and final evaluations in November for their practical portfolios (summative assessment). At third year level, graduate level and post graduate level assessment is done by a panel of external moderators.

7.3.5 Articulation Options

Advanced Diploma in Fine Art

- Duration:

  One year full-time or two year part-time.

- Admission Requirements:

  Admission requirements for Advanced Diploma Fine Art is a Diploma in Fine Art or equivalent qualification. Minimum entrance requirement: A relevant National Diploma in Fine Art/Diploma Fine Art with an average of 60% for major subjects from level 1-3, excluding WIL of a completed relevant National Diploma or Diploma with at least 360 credits. Students will also go through an interview selection process and the submission of the portfolio.

- Curriculum:

Year 4: Advanced Diploma
• **Visual Studies 4** • **Research Methods 4** • **ELECTIVES (CHOOSE ONLY ONE MAJOR SUBJECT)** • **Painting 4** • **Sculpture 4** • **Printmaking 4** • **Ceramic Arts and Ceramics 4** • **Digital Imaging 4**

7.3.6 Postgraduate Diploma in Fine Art

- Duration:

  One-year full time.

Admission Requirements:

An admission requirement is Advanced Diploma Fine Art or equivalent qualification.

- **Curriculum:**

Year 5 : Postgraduate Diploma
• **Visual Studies 5** • **ELECTIVES (CHOOSE ONLY ONE MAJOR SUBJECT)** • **Painting 5** • **Sculpture 5**

- **Printmaking 5**
- **Ceramic Arts and Ceramics 5**
- **Digital Imaging 5**

7.3.7 Master of Visual Arts in Fine Art Admission Requirements:

The student entering the MA Visual Art in Fine Art may enter through one of the following methods:

- All students need to demonstrate the successful completion (with a 65% sub-minimum) of a Research Methods course at NQF level 7 at least;
- A student who has completed a BA Honours or a four year BAFA in Fine Art or related field of study and has attained a 65% average for the degree, in which the main theoretical component and the Research Methods subjects present a 65% subminimum;
- A student who has completed a BTech degree in Fine Art or related field of study, with subminimum of 65% in the creative domain, the theoretical domain and the Research Methods domain;
- A student who has completed a Post Graduate Diploma in Fine Art or related field of study with subminimum of 65% for all subjects presented in that degree.
- In the case of International students who apply for consideration, the student needs to have the relevant highest qualification's equivalence pegged by SAQA, to demonstrate compatibility with the income requires of the South African degrees and diplomas.
- It should be noted that students who apply for consideration for entrance to the degree, and who have completed any of the abovementioned degrees and diplomas more than 10 years before the date of application may be subjected to a Recognition of Prior Learning process

- Duration:
  Two years full time.
- **Curriculum:**

Year 6: Masters level
The student in the MA Visual Art in Fine Art programme will have the option of completing the qualification by dissertation only, or by integrated dissertation and a body of creative/artistic work, at the requisite level of complexity and substance

7.3.8 Doctor of Philosophy in Visual Arts

The Doctor of Philosophy in Visual Arts is seen as a terminal academic degree. Within the University of Technology ambit, such a degree should, therefore, attest to the highest level of academic and/or professional competency in the chosen discipline and related professional domain. There is a growing need developing in South Africa in the fields of Visual Art and Design, with specific reference to rise of the Creative Industries, the expansion of Information and Communication Technology (ICT) and the potential these offer for enhanced national and international competitiveness in these domains. More specifically, there is a burgeoning need to development professional thinkers and creators who are (a) steeped in professional and creative capabilities in Photography, Fine Art, Fashion or Graphic Design (b) have the competencies to argue, persuade and justify in an interwoven and complex theoretical and creative way, and (c) have been groomed to be path-finders, leaders and trend-setters both nationally and internationally in these fields and disciplines.

Admission Requirements:

All students entering the PhD programme need to demonstrate the completion of a Research Methods course at least at NQF level 7 in the 10 years prior to application.
Students who wish to be considered for the PhD in Visual Arts need to have completed one of the following:

- An MA in the field of Visual Art and Design, such as Photography, Fashion, Graphic Design and Multimedia, or Fine Arts. The applicant needs to demonstrate at least a 65% in the MA.
- A SAQA accredited MFA that can be benchmarked as the equivalent of NQF level 9. The applicant needs to demonstrate at least a 65% in the MFA.
- A student with a completed DTech in a related field may be considered for entry into the PhD programme.

Any student, irrespective of which degree is seen as the incomes requirements, will need to submit a working research proposal (or project proposal) to the appointed committee in the relevant department. Assessment of such a document will be on three grounds. Firstly, does the applicant demonstrate the necessary research skills, fostered in the MA, to undertake relatively independent research (under the guidance of a promoter); secondly, can the project proposed be seen through to completion by the student; thirdly, does the university have the necessary infrastructure and expertise to shepherd the project to completion.

- Duration:

  Three years full-time

7.3.9 Work Integrated Learning

Fine Art does not have a specific niche market so students are introduced into a work simulated environment. Practicing local artists work in studios with students and the Bodutu Gallery is part of a learning work environment. The skills acquired by students allow them into various cultural industries.

7.3.10 Professional Bodies

The Department belongs to various professional bodies and members of staff serve on these structures. The Fine Art section is associated with SANAVA (South African National Association for the Visual Arts), VANSA (Visual Arts Network South Africa) and SAVAH (South African Visual Art Historians).

7.3.11 Enquiries

Enquiries may be addressed to:

HoD: Visual Arts and Design	Tel : +27 16 950 9174/6865
Faculty of Human Sciences	Fax : +27 16 950 9465
Vaal University of Technology	E-Mail : cleodp@vut.ac.za
Private Bag X021	Website : www.vut.ac.za
VANDERBIJLPARK, 1900	

or

Postgraduate Office	Tel : +27 16 950 9536
Ms N Phume	E-Mail : beatrice@vut.ac.za

7.4 Diploma: Graphic Design

Three years full-time class attendance at the University.

Admission Requirements: NSC

A Grade 12 certificate allows application. This is followed with a selection interview to secure placement in the programme.

<table>
<tr><td colspan="2">Compulsory subjects</td><td rowspan="6">Bonus points
Mathematics,
Physical Science,
Engineering Graphics and Design
Art (not drama)
to the maximum of 2 bonus points if the other 4 subjects counts to 13.</td></tr>
<tr><td>English</td><td>4</td></tr>
<tr><td>Mathematical Literacy</td><td>3 (40%)</td></tr>
<tr><td>Mathematics</td><td>2 (30+%)</td></tr>
<tr><td>Any other 4 subjects totaling excluding Life Orientation</td><td>15</td></tr>
<tr><td>Recommended subjects:
Art, Design, History</td><td></td></tr>
<tr><td>Total</td><td>22 (with Math's Lit),
21 (with Math's)</td><td></td></tr>
<tr><td colspan="3">An additional compulsory selection criteria: Practical interview and portfolio submission</td></tr>
</table>

7.4.1 Graphic Design Graduates

The Graphic Design course offers a practical and academic program that aims to empower students with the necessary skills and knowledge to successfully meet the graphic design and related industries. This approach is focused on the integration of conceptual and technical skills. Students are required to master the type of cognitive and problem-solving skills that lead to design solutions. Students are expected to make a contribution to the design field which is value driven. Tools and techniques may quickly become outdated, or even obsolete, but the extended we offer in thinking and communicating becomes more valuable over time.

7.4.2 Career Opportunities

The function of the Graphic Designer is constantly challenged as communication becomes more complex in our technology-driven society. Designers work across several media and venues. This includes manually created images as well as digital images, still images as opposed to time-based communication, from print-oriented problems to communications in cyber-space.

Graphic Designers are professional visual communicators, visually strengthening and augmenting the written word to make abstract ideas more comprehensible. Organisations varying in scale from neighbourhood merchants to the government

sector depend upon the graphic designer to visually clarify their purpose to the public. The VUT program in Visual Communication: History of Graphic Design supports the practical components by developing the aesthetic and critical abilities of each potential student. You will be given the tools that will enable you to understand and analyse art and design: the structure of art, the functions of art, the styles of art and the interaction of medium and meaning. The Graphic Design program at the VUT focuses on print and packaging which, together with an entrepreneurial attitude enable our graduates to become successful contributors to society.

7.4.3 Curriculum

Year 1	Year 2
• Visual Communication 1: History of Design • Design Drawing for Design 1 • Entrepreneurship for Design 1 • Graphic processes 1 • Illustration 1 • Visual Communication 1: Photography • Visual Communication 1: Communication Design • Visual Communication 1: Human perspectives • Digital Literacy 1 • Applied Communication Skills I.1 • Applied Communication Skills 1.2	• Advertising and Brand Development 2 • Digital Literacy 2 • Visual Communication 2: Human Perspectives • Entrepreneurship for Design 2 • Applied Communication Skills 2.1 • Applied Communication Skills 2.2 • Graphic Processes 2 • Illustration 2 • Research Methods 1 • Visual Communication 2: Communication Design • Visual Communication.2: • History and Theory of Design
Year 3	
• Advertising and Brand Development 3 • Visual Communication 3: Human Perspectives • Entrepreneurship for Design 3 • Graphic Processes 3 • Illustration 3 • Research Methods 2 • Visual Communication 3: • Communication Design • Visual Communication 3:	

- History and Theory of Design

7.4.4 Assessment

Assessment in the Graphic Design section is done on a Continuous Assessment (CASS) basis. Students are given an opportunity in June and November to display their practical portfolios for evaluation and moderation. On third year level and above the above assessment is conducted by a panel of external moderators.

7.4.5 Articulation Options

7.4.5.1 Advanced Diploma: Graphic Design

- Duration:
  The qualification is offered full-time over one year.
- Admission Requirements:
  The minimum requirement is a Diploma in Graphic Design, with an average of 60% in the Diploma.
- Curriculum:

Year 4
• Research Methods in Graphic and Communication Design • Visual Communication Human Perspectives • Advanced Visual Communication Design • Advanced Theory of Communication Design • Graphic Design Advanced Production • Graphic Design Portfolio Project

7.4.5.2 Post Graduate Diploma: Graphic Design

To become a professional in the field of study one need to understand both the theory and practice, as well as what informs the practice. The human centered approach which designers are engaged with look to creating design solutions in the field and the impact it has on communities they are engaged in.

- Duration:
  The qualification is offered full-time over one year.
- Admission Requirements:
  The minimum requirement is an Advanced Diploma in Graphic Design, with marks of 65% in the Communication Design, Theory of Communication Design and Research Methods subjects.

- Curriculum:

Duration 1 year Full-Time

- Research Methods in Graphic and Communication Design
- Visual Communication Human Perspectives
- Visual Communication Design
- Theory of Communication Design
- Graphic Design Advanced Production
- Graphic Design Portfolio Project

7.4.5.3 MA Visual Art in Graphic Design

The student in the MA Visual Art in Graphic Design programme will have the option of completing the qualification by dissertation only, or by integrated dissertation and a body of creative/design work, at the requisite level of complexity and substance.

7.4.5.4 Doctor of Visual Arts in Graphic Design

The Doctor Visual Arts in Graphic Design (PhD programme) is seen as a terminal academic degree. Within the University of Technology ambit, such a degree should, therefore, attest to the highest level of academic and/or professional competency in the chosen discipline and related professional domain.

Students who are accepted into the programme need to demonstrate levels of critical and creative competence that are in line with the level and complexity required of entry into an NQF level 10 qualification that engages with the field of Graphic and Communication Design.

7.4.6 Professional Bodies

The Graphic Design section of the Visual Arts & Design Department of the Vaal University of Technology is a member of DEFSA (Design Educators' Forum of South Africa).

7.4.7 Enquiries

Enquiries may be addressed to:

HoD: Visual Arts and Design
Faculty of Human Sciences
Vaal University of Technology
Private Bag X021

Tel : +27 16 950 9174/6865
Fax : +27 16 950 9465
E-Mail : cleodp@vut.ac.za
Website : www.vut.ac.za

VANDERBIJLPARK, 1900
Or

Postgraduate Office
Ms N Phume
Tel :+27 16 950 9536
E-Mail : beatrice@vut.ac.za

7.5 Diploma: Photography

Three years full-time class attendance at the University.

Admission Requirements: NSC

A Grade 12 certificate allows application. This is followed with a selection interview to secure placement in the programme.

Compulsory subjects		**Bonus points** Mathematics, Physical Science, Engineering Graphics and Design Art (not drama) to the maximum of 2 bonus points if the other 4 subjects counts to 13.
English	4	
Mathematical Literacy	3 (40%)	
Mathematics	2 (30+ %)	
Any other 4 subjects totaling excluding Life Orientation	15	
Recommended subjects: Art, Design, History		
Total	22 (with Math's Lit), 21 (with Math's)	
An additional compulsory selection criteria: Practical interview and portfolio submission		

Requirements SC

A minimum rating of E (40-49%) for HG and D (50-59%) for SG subjects. English and Mathematics are compulsory. A total of 24 on the Swedish scale is required.

Requirements: N3-N6

A complete N6 related/appropriate qualification in the field of study. Exemption may be awarded for equivalent subjects scored (50-59%) with a 60% similarity in content.

Requirements: NASCA/NCV (4)

To register and complete the Extended programme in the specific discipline with VUT, subject to the admission requirements for the Extended programme for this specific discipline.

Requirements: International

All international qualifications will be evaluated by the International Office based on the Swedish scale and SAQA

Requirements: Transfers

Applications from students to transfer from other institutions will be dealt with in terms of the Recognition of Prior Learning and Continuation of Studies policies of VUT

7.5.1 Photography Graduates?

This section prides itself in its unique learning environment that is focused on the individual learner. You will be educated for a dynamic and demanding professional photography and media production career that interacts with a wide variety of creative industries.

7.5.2 Career Opportunities

The photography course at VUT is embarking on a ground-breaking shift towards a visual story telling approach. This new media approach incorporates the photograph, video and sound to capture and tell visual stories effectively. The educational shift, away from the traditional commercial photography market, is broadened to include the latest technological advances and market needs. This curriculum is supported by a comprehensive facility portfolio including specialised DSLR video rigs, on-location sound recording gear, stabilizers, a professional sound recording studio, professional video post-production facilities, state-of-art computer laboratories, an in-house professional printing facility, a well-equipped photography studio with a range of specialised lighting options.. The facilities, equipment and staff to student ratio makes it the best return on investment media programme in South Africa Prospective students are required to purchase a smart phone for e-Learning requirements that meet the programme specifications for both stills and motion Camera Image capture, recording and editing. The course fee includes the purchase of some of the basic equipment during the three year course period, but professional equipment and software that students will need to use will be available in the equipment store and laboratories as required in various learning unit outcomes.

7.5.3 Curriculum

Year 1	Year 2
• Applied Media Aesthetics 1	• Applied Media Aesthetics 2
• Media Practice 1	• Media Practice 2
• Theory of Media Technologies 1	• Theory of Media Technologies 2
• Professional Practice	• Professional Practice 2
• Applied Communication Skills I	• Applied Communication Skills 2.1
• Applied Communication Skills 1.2	• Applied Communication Skills 2.1

	•
Year 3	
• Applied Media Aesthetics 3 • Media Practice 3 • Theory of Media Technologies 3 • Professional Practice 3	

7.5.4 Assessment

The institution has regulating policies in place that provide thorough parameters for formative and summative assessment events as well as solid guidelines regarding the maximum duration time allowed for learners to complete the enrolled course. Learners are encouraged to do self-directed and on-going self-evaluation in supplied project planning documentation for each applied photography project. This process enables them to reflect on their own image making skills and progress.

7.5.5 Articulation Options

7.5.5.1 Advanced Diploma: Photography

Photographic technology has changed dramatically in the past 10 years, bringing about a conversion of stills, audio and motion capture media, resulting in the need to redefine photographic practice. The purpose of the Advanced Diploma in Photography (NQF 7, 120 credits) is to equip students with the opportunity to develop specialised knowledge and skills in the broadening photography context. The combination of stills photography, motion capture and sound for story telling is a unique combination of skill sets that is currently scarce in South Africa. The confluence of media in the creative industries and media sector provides for an ideal opportunity to utilise the strengths of related media towards a combined media communication strategy. The Advanced Diploma in Photography serves to equip students with specialised knowledge and skills grounded in the principles of photography, time-line based media production and entrepreneurship. The Advanced Diploma facilitates the development of a deep understanding of codes of conduct and professional media production practice to allow entry into a changing industry. The practice based orientation of the course emphasises the development of craftsmanship in photography, integrating thinking and doing in such a way that the craftsmanship will begin to be internalised as tacit knowledge.

- Curriculum:

Year 4
• Theory of Media Technologies (Semester 1) • Applied Media Aesthetics (Semester 1) • Professional Practice (Semester 2)

• Conceptual Illustration Media Planning (Semester 1)
• Conceptual Illustration Media Production (Semester 2)
• Narrative Media Planning (Semester 1)
• Narrative Media Production (Semester 2)
• Introduction to Research methodology in Photography and Media (Semester 2)

7.5.5.2 Postgraduate Diploma in Photography

The purpose of the Postgraduate Diploma in Photography is to equip students with a research orientation to specialise in the broader context of media production practice. The Post Graduate Diploma in Photography serves to equip students with specialised practice-based research knowledge and skills grounded in the principles of narrative media production. Students are guided towards becoming able to engage independently in a systematic survey of current thinking, practice and research methods that relate to photography and media production. This course will equip students who want to pursue research in photography and media production provided through Masters and Doctoral programmes.

- Curriculum:

Year 5
ɔcial Research Principles and Procedures
heoretical perspectives on Photography and Media practice
formation Literacy and Academic Writing Skills
esearch Proposal Development
ractice-based Project Planning
ractice-based Project Execution

7.5.5.3 Master of Visual Arts in Photography; Master of Arts in Multimedia overview: This qualification applies to persons who wish to further their studies through research within an appropriate discipline related to the multimedia and motion design field.

In order to become a master of your craft, you would need to interrogate your practice through a process of critically identifying, questioning and investigating the theoretical and production related issues surrounding your field of interest. This level of study should make you a master in your field and prepare you for the highest academic level of engagement the doctorate.

- Minimum duration for the MA degrees: One year.

- Curriculum:

The student in the MA Visual Art in Photography / Multimedia programme will have the option of completing the qualification by dissertation only, or by integrated dissertation and a body of creative/design work, at the requisite level of complexity and substance;

A student who opts for the latter needs to integrate the body of creative work into the argument made in the integrated dissertation, either as a reflection on and of the argument, or as a basis for generating the data that will substantiate the argument (as might occur in laboratory work, for example, in other disciplines). As such the assessment of the degree will compose of an integrated assessment of the two bodies of work. Admission requirements for the MA Visual Art in Photography / Multimedia programme are a successfully completed the Postgraduate Diploma with an average result of 65%

7.5.5.4 Doctor of Visual Arts in Photography

The Doctor Visual Arts in Photography is seen as a terminal academic degree. Within the University of Technology ambit, such a degree should, therefore, attest to the highest level of academic and/or professional competency in the chosen discipline and related professional domain.

Students who are accepted into the programme need to demonstrate levels of critical and creative competence that are in line with the level and complexity required of entry into an NQF level 10 qualification that engages with the field of Photography and/ or Media Production. The envisaged learner is one who has already pursued advanced professional and critically creative or creatively critical competencies in the chosen domain, under guidance, and now stands ready to take on the mantle of leadership, trend-setter and pathfinder, in collaboration with relevant promoting expertise. It will be expected of such a student to demonstrate the relevant contributions to the academy, to his or her specific profession within the chosen field, and through this to enhance the discipline, the field, the profession and society. Through this, the holder of a Doctor Visual Arts in Photography from the Vaal University of Technology locates himself or herself on the international stage of cutting edge thinking and creating, positioning himself or herself as an international leader in the area of expertise developed in the doctoral research project.
Entry requirements for Doctor of Visual Arts in Photography are a successfully completed MA or M Tech qualification within a relevant field.

7.5.6 Work Integrated Learning

There is no formal Work Integrated Learning component in the programme. However, students are encouraged to actively start their own business enterprises during the course of their studies. We firmly believe that business practice should be lived in a very practical way. Skills learnt during the course of your studies will enable you to generate income towards self-sustainability while you are still studying.

7.5.7 Professional Bodies

The photography and media production industry is not regulated by a professional body. There are a number of representative associates that aspire to maintain professional work ethics and standards in South Africa. These include photography, sound and motion related associations such as the Professional Photographers of South Africa (PPSA) and Southern African Communications Industries Association (SACIA) of which a campus chapter is currently being

8. Syllabi

2D Studies: Digital Imaging 1-3

elective module or an area of specialisation, in this module the students explore and engage with digital imaging or new media technologies or intermediate multimedia creative tools and artistic visual conceptualisation through experimental moving images and static images within the context of the Fine Art setting/ related field (creative industry).

2D Studies: Painting 1-3

elective module or an area of specialisation, in this module students explore and engage with a variety of surface painting techniques, creative tools, new technologies and artistic visual conceptualisation within the context of the visual/Fine Art setting and related fields.

2D studies: Surface Printing 1-3

Is an elective module or an area of specialisation, in this module students explore and engage with a variety of surface printmaking techniques, creative tools, new technologies and artistic visual conceptualisation within the context of the visual/Fine Art setting and related fields.

3D Studies: Ceramics 1-3

elective module or an area of specialisation, in this module students explore and engage with a variety of ceramics techniques, creative tools, new technologies and artistic visual conceptualisation within the context of the visual/Fine Art setting and related fields.

3D Studies: Product Design & Techniques 1-3

In this module the students will be exposed to the basic product development process and design techniques in Visual Arts/Fine Art setting/related field of study. The purpose of this module is to introduce basic concepts of product development, production processes and commercialisation within the visual arts setting and related disciplines.

3D Studies: Sculpture 1-3

Is an elective module or an area of specialisation, in this module students explore and engage with a variety of sculptural techniques, creative tools, new technologies and artistic visual conceptualisation within the context of the visual/Fine Art setting and related fields.

Administration of Deceased Estates

Introduction; Executor's account; Administration of the deceased estates; and Practical exercises.

Advanced Strategic Management

Advanced Strategic Management in the Tourism Industry.

Advanced Occupational Health and Safety Law (Modules 1 and 2)

To obtain detailed and extensive knowledge on occupational health and safety law not addressed in the diploma e.g. Occupational hygiene, etc. in order to be able to ensure adherence to occupational health and safety law and relevant regulations in industry.

Advanced Risk Management

To be able to analyse and assess current tendencies and apply a range of methods to resolve problems and introduce change in this report. They should be able to analyse current procedures and motivate and create new, more effective methods of effective risk management.

Afrikaans

The theory of the communication process, reports, public speaking, meeting procedures, correspondence and the oral use of language.

Garment Construction and Pattern Engineering I, II & III

This subject deals with the fashion industry and require a professional involvement in all phases of this industry, from textiles to the manufacturing of quality fashion garments, as well as the ability to manually draft, manipulate and grade patterns for these garments.

This subject consists of the following modules:

- Garment Construction
- Pattern Engineering (1/2 scale and full scale)
- Textiles

Applied Communication Skills I

This subject is reading, writing and listening intensive and emphasises various processes, strategies, techniques, audience / reader and message analysis vs intent,

analytical and critical analysis of visual and written material, planning, purpose, fundamentals of different styles of writing, vocabulary, grammar, paraphrasing, comprehension techniques, business correspondence analysis and styles, netiquette, plagiarism, prejudices and barriers vs communication across cultural barriers, write to reflect structure, coherence, understanding, intelligibility, subject exploration, analysis, interpretation and graphic representation of information. Practical applications enable learners to work independently as well as interdependently, with the focus on functioning effectively within the multilingual and multicultural society of South Africa – in a public as well as a professional capacity.

Applied Communication Skills II

This subject is speaking and listening intensive and focuses on speaking and presentation skills, voice projection, vocabulary, intonation, inflection, intelligible pronunciation and PowerPoint presentation skills. Practical and functional application of Business Communication skills: meeting procedures, e-business, argumentative orals and interviews, persuasion, problem solving and negotiation skills, conflict resolution, netiquette, project management, business plans, networking and report writing. Practical applications pertaining to vocation specific requirements enables learners to work independently as well as interdependently, with the focus on functioning effectively within the multilingual and multicultural society of South Africa and in a public as well as a professional capacity.

Applied Media Aesthetics I, II, III,

Aesthetic developments are covered in depth, with an emphasis on audio-visual literacy and audio-visual communication theory as an important component in the holistic education of a prospective professional photographer and media producer. This subject also includes the relevant historical context of the media in which the student will work. On Level four, the Applied Media Aesthetics module serves as contextualisation for the Media Practice projects that the student engages in, thereby encouraging the integration of theoretical and practical knowledge. Students are guided towards discovering relevant, outstanding photography and media practitioners in a relatively new field. Industry aesthetic standards are identified and discussed. Students will be able to assess their own creative practice in relation to these espoused standards.

Art Management 1-3

In this module the students will be exposed to essential art management and Entrepreneurial skills in Visual Arts/Fine Art setting/related field of study. The purpose of this module is to introduce basic concepts and application of art management and Entrepreneurial skills in Visual Arts/Fine Art setting/related field of study.

Art Theory & Visual Studies 1-3

This subject engages with critical theories, critical/contemporary discourses, visual culture, theoretical perspectives in the arts, philosophies of art, art history, writing for arts, cultural studies, and technology in Visual Arts/Fine Art setting/related field of study

Business Management I

Introduction to business, functional division of the enterprise, entrepreneurship, principles relating to management of business, management objectives, formulating policy, the business world and business management, general management principles, entrepreneurship, the informal sector, facilities for the entrepreneur, concluding contracts, taxation, the business plan and financial management for the small business.

Business Studies I & II

This subject deals with the cutting edge and fast-past fashion industry and requires a creative and active professional involvement in all phases of the fashion business, from administration to marketing and producing quality fashion merchandise to consumers, as well as the ability to communicate effectively in an constantly changing fashion business environment.

This subject consists of the following: Human Resources; Retail Merchandising; Entrepreneurship and Business Management.

Clothing Construction (Practical)

Construction of garments applying basic construction principles and techniques.

Communication Design I

The Graphic Designer contributes greatly to the visual environment by designing posters, signs, adverts, publications, packaging and corporate identities. These are created through the use of computer graphics and various electronic and other media skills. The role of the Graphic Designer is constantly expanding as communication becomes more important in our technology driven society. The Graphic Designer is seen as an initiator of creative ideas for the promotion and selling of services and products. A designer is required to combine a command of new technologies and visual languages with an entrepreneurial attitude.

Communication Design II

The conceptualisation, visualisation and presentation of more extended and in-depth Graphic Design and Advertising assignments, emphasising visual problem-solving content and reflecting a more professional wide-ranging commercial approach. Practical classes consist of workshops, demonstrations, visits to exhibitions, exposure, design studies and lectures. Projects are presented to students with a comprehensive brief together with a project launch e.g. slide / talk presentation. In the senior year the emphasis will be on a strong research-based philosophical extended to all practical projects and it will be required of students to present the research in the form of seminars or written documents.

Communication Design III

The conceptualisation, visualisation and presentation of more extended and in-depth Graphic Design and advertising assignments, emphasising visual problem-

solving content and reflecting a more professional, wide-ranging commercial approach.

Communication Sciences I

Introduction to forms of communication, communication models, understanding the concepts of communication, verbal and non-verbal communication and Information & Communication Technology.

Communication Sciences II

The student is introduced to the mass media, its functions and affects, political and persuasive communication and Information and Communication Technology in Politics.

Communication Sciences III

The student is introduced to intercultural communication and strategic communication within the organisation.

Communication Sciences IV

Theoretical perspectives, inter-group relations and negotiations, development communication and social change. A mini-thesis on a specialised area of communication has to be submitted.

Computing for Legal Assistance

In depth training in Office Work, PowerPoint, Excel and Internet usage.

Computing for Safety Management

In depth training in specifically Office Excel, PowerPoint and Word.

Criminal Law 1.1

General Principles, Conduct, Definitional elements, Unlawfulness, Culpability, Participation and accessory, Attempt, conspiracy and incitement.

Criminal Law 1.2

Specific Crimes, Crimes against the Person, Crimes relating to appropriation of Property, Fraud and related crimes, Offences relating to damage to property.

Fashion Design I, II & III

This subject deals with the Creative process: initiated by research, students develop rough sketches and technical drawings from which Creative Designs are further developed. An emphasis is placed on innovation and creativity to develop successful fashion entrepreneurs and designers.

Design Techniques I

The Graphic Design I curriculum aims to equip learners with technical skills and theoretical knowledge. At the end of the first year of study it is excepted that the student would have gained a sound knowledge of the basic procedures and techniques appropriate to communication and information design.

Design Techniques II

Illustration and print techniques for graphic design.

Design Techniques III

An illustration visually explains and interprets any given situation. By definition, illustration is the art of elucidating or decorating anything that needs pictorial clarification. Although techniques have changed through the centuries, the basic purpose of an illustration has not. Today's illustrators expand on the basic concept of illustration by arousing curiosity and infusing their work with entertainment value. This is possible because the spirit of our times encourages freedom of expression and the innovation of multiple media encourages experimentation with different techniques.

Electronic Information and Communication Law

Electronic Communication and –Information Law and Cybercrime.

Economics

Economics as a science, The economic problem, Economists analytical tool kit, Demand, Supply and Prices, Labour Market, Elasticity, Perfect Competition, Monopoly and imperfect competition.

English Practical: Policing

This subject focuses on advanced business communication skills that from an integral part of every professional occupation. Aspects covered include the theory of communication, effective intercultural communication, reading and listening skills, business correspondence, academic writing skills, group dynamics, advanced writing and presentation skills, negotiation and problem solving, report writing, SAP forms and meeting procedures. Practical applications pertaining to vocation specific requirements enable learners to work independently as well as interdependently, with the focus on functioning effectively within the multilingual and multicultural society of South Africa and in a public as well as a professional capacity.

Entrepreneurship

Entrepreneurship defined, Creativity and innovation, Identification and screening of business opportunities. Establishment of forms of ownership, The business plan,

The strategic planning and the business, Entrepreneurship management, The financial plan, and The Marketing plan.

Entrepreneurship (Safety)

The students must demonstrate a satisfactory level of general knowledge in order to perform development, marketing and management functions associated with owning and operating a business.

Environmental Law

The students are expected to demonstrate knowledge of the nature and contents of environmental law and environmental principles for application in industry.

Family Law

Introduction, Types of unions, Divorce Law, Family Law in Practice, Maintenance for a spouse and Maintenance for a minor.

Family Law: Financial Implications of Divorce

Identifying and solving the financial aspects of a divorce by the analysing and completion of practical problems and case studies.

Family Law: Family and Divorce

Equip the learner with the knowledge and understanding of the concept of divorce as well as the legal procedures. Enable the learner to understand and apply the knowledge obtained in how the divorce procedure is dealt with through the SA legal system and courts as well as the effect the procedure AHS on a person's legal status. Demonstrate the application of the changed legislation on the various applicable fields, i.e. childcare, access to children, primary residence and custody. Upon completion of this module the learner will be able to demonstrate that he / she can identify, select and analyse information relevant to family and divorce law.

Financial Management I

Maintaining a firm's liquidity and solvency. It is also concerned with providing the cash flow necessary to satisfy its obligations and to acquire and finance the current and fixed assets needed to achieve the firm's goals. Financial Management is based on the cost-benefit principle, the risk-return principle and the time-value of money principle. It is concerned with where you will get the money to finance your business and how to distribute the money according to the needs of the business. It is also concerned with how to make investment decisions, how to make financing decisions, to ensure a positive cash flow and to ensure solvency.

Graphic Design Drawing I

During the Drawing course, students will receive specialised training in drawing techniques, materials and conceptual development. Developing visual awareness is important in the structure of the course. This course aims to equip the student with the necessary basic knowledge, understanding and skills in different art processes. A positive attitude and commitment is encouraged to enable students to make better decisions relating to future subject choices and to prepare them for the variety of job opportunities and entrepreneurial challenges.

Graphic Design Drawing II

Exploration of drawing skills applicable to graphic design practice.

Graphic Design Drawing III

The aim of this module is not so much to build on the basic skills developed in the first two years of study but to also see what can be added to such skills or indeed how such skills could be changed or overthrown. This is done in an effort to impress upon the student the necessity of critical thinking not only on a theoretical level but also in terms of practice.

History of Art & Design I

The broad-based chronological study of Art & Design enables the student to identify design styles from different periods. Students gain an understanding of historical context that led to certain design phenomena in the past and recent past. This includes the social, political, economic and technological background that feed into Graphic Design as a psychological expression of its time. This supports the practical component by enabling students to anticipate forthcoming design trends. Furthermore, students are more equipped to reason about design judgments and present them orally before an audience or in writing.

History & Theory of Graphic Design II

This subject comprises a subject specific chronological study of graphic design history as well as a generic module which covers topics as diverse as Visual Culture, Semiotics, Design and Feminism.

History & Theory of Graphic Design III

This subject comprises a subject specific chronological study of graphic design history as well as a generic module which covers topics dealing specifically with design theories. The third year focuses on the compilation of a mini-dissertation in preparation of research in the BTech.

Human Resource Administration

Extended and challenges of Human Resource Management, management of diversity and regulatory challenges, information technology in Human Resources HR planning, research and problem-solving, Evaluation of job design and job

analysis, HR administration functions such as recruitment internal staffing and career management issues learning and training process, performance management and appraisal compensation and benefits.

Human Resources Management

The task of the Human Resource Manager, primary human resource activities, provision of human resources and the employment contract.

Human Rights Law

Historical Background, international context and constitutional environment; Application, interpretation and Limitation of the Bill of Rights; Various Rights embodied in the Constitution; Non-judicial enforcement of human rights; and Human Rights Litigation.

ICT Skills

Introduction to macro computer systems, computer terminology, hardware components, different applicable programs, data, information, communication networks, viruses, security, management information systems and purchasing of computer programs.

Industrial and Organisational Psychology

The students obtain relevant theoretical knowledge in order to appreciate individual differences in occupational safety in industry and intra-individual variables, like personality traits, perception, attitudes, values and motivation in order to be able to transform organisational- and individual behaviour in respect of safety consciousness and awareness in industry.

Information Administration for PR

The mastering of typing techniques and skills to do PowerPoint presentations.

Introduction to Research methodology in Photography and Media

The purpose of this module is to introduce the student to basic research principles and methodologies in general. The focus is however on research principles and methodologies that are relevant to research in and for photographic and media production practice. This module will lay the foundation for more in-depth engagement with research in the Postgraduate Diploma in Photography. Within this context it is important to emphasise that knowledge can be contested from different 'centres'.

Introduction to the Process of Divorce Mediation

An ability to conduct or participate appropriately in a mediation process. An ability to participate effectively in meetings, in a range of roles. An ability to work effectively as a member of a team and recognition of the value and constraints of

team work. The ability to separate process of decision-making from the object of the process and the final product that results from the process.

Introduction to the Theory of Law

What is the Law? History of South African Law; Sources; Classification of Law; and Perspectives on Law.

Interpretation of Statutes

Statutes; Functions of the courts; General rules of interpretation; and Presumptions.

Investigation of Crime I, II & III

Develop the meaning and aims of crime investigation and the role of police as investigators. The investigation of a scene of crime; *modus operandi*; the description of a person and direct observation. It requires students to assess the principles of the Scientific method of Investigation.

Investigation of Crime 4.1

Basic knowledge of forensic procedures and the nationally and internationally available forensic methods of obtaining evidence and processing of evidence. "Crime Scene to Court" procedures, investigation methods and forensic analysis to be followed in order to ensure successful prosecution.

Investigation of Crime 4.2

Basic knowledge of forensic procedures and the nationally and internationally available forensic methods of obtaining evidence and processing of evidence. "Crime Scene to Court" procedures, investigation methods and forensic analysis to be followed in order to ensure successful prosecution.

Labour Law 1.1

Introduction; Common Law contract of employment; Basic Conditions of Employment Act; Employment Equity Act; The Unemployment Insurance Act; Compensation for Occupational Injuries and Diseases Act; Occupational Health and Safety Act; and Skills Development Act.

Labour Law 1.2

Labour Relations Act; Collective Bargaining; Worker participation; Dismissals; Unfair Labour Practices; Dispute resolution; and Strikes and Lock-outs.

Labour Law 2.1

Historical Background; Interpretation and application of Labour Legislation; and Dispute resolution.

Labour Law 2.2

Section 23 of the Constitution; Collective bargaining; Access to social security; and Limitation of rights.

Labour Law 3.1

Freedom of association; Collective bargaining and Strikes and Lock-outs.

Labour Law 3.2

Dismissals; and Unfair Labour Practices.

Labour Law

The students must demonstrate a basic knowledge of relevant labour legislation and practice applicable to industry. They must demonstrate the ability to take decisions and act ethically and professionally and the ability to justify those decisions and actions drawing on appropriate ethical values and approaches.

Labour Relations 1.1

Main topics to be covered: Concept of labour relations; uniqueness of labour relationship, interaction of parties to labour relationship, approaches to labour relationship, labour relations system, role of the state, historical development of labour relations in SA, types of trade unions, trade union styles, aims and objectives of trade unions, role, qualities, duties, and power of shop stewards.

Labour Relations 1.2

Main topics to be covered: Policies and practice of trade union federations, worker's charter, corporatism, importance, nature and scope of labour economics, functioning and characteristics of labour market, economic theory, law of demand and supply, labour market perfection, wages and employment level, productivity, labour market regulation, social plan, and skills development.

Labour Relations 2.1

Main topics to be covered: Principles of industrial democracy, forms of worker participation, advantages and disadvantages of workers participation, workplace policies, role of labour relations manager, conflict management, workplace forums, unfair dismissals, affirmative action, employment equity plans, industrial relations systems.

Labour Relations 2.2

Main topics to be covered: Concept and contents of negotiations, variables that influence negotiations, qualities of a good negotiator, preparation for and conduct of negotiations, mediation, arbitration and conciliation, collective bargaining styles, forms and effect of industrial action.

Language & Life Skills I

This subject focuses on advanced business communication skills that form an integral part of every professional occupation. Aspects covered include effective intercultural and non-verbal communication, reading and listening skills, business correspondence, academic writing skills, group dynamics, audience analysis, advanced writing and presentation skills, negotiation and problem solving, small group communication, report writing and meeting procedures. Practical applications enable learners to work independently as well as interdependently, with the focus on functioning effectively within the multilingual and multicultural society of South Africa and in a public as well as a professional capacity.

Language and Life Skills (Labour Law)

Introduction, Writing skills, Research and Practical exercises.

Language and Life Skills (Legal Assistance)

Introduction, Writing skills, Research and Practical exercises.

Language and Life Skills (Mediation)

Empower the learner with the tools to effectively communicate and demonstrate with confidence and attentiveness the skill to listen and express themselves during the mediation process.

Law of Alternative Dispute Resolution

Conflict and disputes, Conciliation and Mediation, Arbitration, Dispute resolution by bargaining and statutory councils, and Practice and procedure.

Law of Alternative Dispute Resolution (Mediation)

Upon completion of this module the learner will demonstrate that he / she can identify, select and analyse information relevant to labour relations issues in the private and corporate sector, and give correct guidance to parties in the mediation process.

Law of Delict

Aquilian action, *Actio injuriarum*, Defence to an action for defamation, and Individuals right to *fama*.

Law of Contract (Labour Law)

Introduction of Law, Basic principles of contract, and Specific business contracts.

Law of Contract (Legal Assistance)

Formation of a valid contract, Lawfulness of contract, Capacity to contract, Serious intention, Offer and Acceptance of contract, certainty of terms of contract, Reality of consent, Possibility of performance, Common contractual provisions and third parties to a contract, and Termination of contract and remedies.

Law of Civil Procedure

Introduction to the Law of Civil Procedure, Court Structure and officers of the Courts, Jurisdiction of the Courts, The Action and Application Procedures, Summons and Service, Pleadings, Trail process, Appeals and Reviews, and Execution.

Law of Criminal Procedure

General concept of Criminal Procedure, Pre-trial Procedure, Rights of the accused, Preparation of trial, Trial procedure, and Post-trial procedure.

Law of Evidence

Introduction and history, Scope and function, Sources, Relevance and Admissibility, Types of Evidence, Onus and Burden of Proof, and Specific Rules.

Law of Persons

The concept of legal subjects; The beginning and end of legal personality; Status; Factors affecting status; Mental Illness; Inability to manage own affairs; Influence of alcohol and drugs; Prodigality; and Insolvency.

Law of Succession

Introduction; Intestate succession; Testate succession; Testamentary capacity; Formalities of a will; Revocation of a will; Capacity to inherit; and Administration of estate.

Law for Policing I, II & III

Law concerned with public or general interest. Criminal law, specific crimes, Law of Criminal Procedure and Law of Evidence.

Law for Public Relations

Introduction to media law, the Bill of Basic Human Rights, Contract Law and Labour Law.

Law for Tourism I

South African legal system, the constitutional order, principals of contracts, mercantile law and legal aspects of tourism industry.

Leadership Skills

Advanced Leadership.

Legal Ethics

Relationships with client; Relationships with other practitioners; Relationships with the Court; Mistakes and Misapprehensions; Communicating and Drafting; Practice Management; Working in the Law; and Miscellaneous.

Legal History

SA Law in historical and comparative perspective; Law in a Subjective Sense; Law in a Subjective Sense: Human Rights; and The Law in a Normative Sense.

Legal Profession 1.1

Mistakes and Misapprehension; Communicating and Drafting; Practice Management; Working in the Law and Miscellaneous.

Legal Profession 1.2

Relationships with client; Relationships with the profession and the community; Relationships with other practitioners; Relationships with the Court; and Mistakes and Misapprehensions.

Legal Profession 2.1

Introduction; Ethics in relations to costs; Non-Litigious matters; Civil Litigious matter; Bill of costs; and Taxation.

Legal Profession 2.2

Preparing to draft documents; Correspondence; Practice Management; Research; Oral communication; Cross-examination; Aims of cross-examination; and Preparing for cross-examination.

Legal Profession 3.1

Preparing to draft documents; Correspondence; Practice Management; Research; Oral communication; Cross-examination; Aims of cross-examination; and Preparing for cross-examination.

Legal Profession 3.2

Introduction; Legal Aid Policy; Legal Aid Procedure; Legal Aid in Criminal Matters; and Rules relating to Legal Aid Matters.

Local Government Law

Legislative Framework; Municipal Values; Financial Systems; Systems and procedures; Communicating and Drafting; Delegations; HR Management; and Miscellaneous.

Marketing & Advertising

Introduction to modern views on marketing and the elements of marketing communication.

Marketing for Tourism II

Introduction to Marketing for Tourism. Marketing information in South Africa, market measurement and forecasting and the marketing mix.

Marketing for Tourism III

The Marketing Plan, Product, Pricing, Distribution and Promotional Strategies.

Management Leadership I

General principles of supervision.

Management Practice IV

Modern perspectives on management, decision making and problem solving, strategic management, entrepreneurship, project management and change management.

Media Practice I, II, III and IV.

The Media Practice modules provide an opportunity for students create photographic and audio-visual content and to develop practical problem solving skills related to creating stills photographs and multimedia procuctions towards specific purposes. The final goal is for students to integrate specialised knowledge in a field of practice that suites their specific strengths. Media related production on includes subfields such as sound, non-linear-editing, camera work, and motion design. The production process, as a holistic, yet core skill, translates into well-conceived and technically proficient personal projects that relate to the current needs of the wider media industries.

Media & Public Relations for Tourism I

The PR process, PR techniques and tools, liaison with management functions, organisational media, design and production, mass media, media liaison and advertising.

Media Studies I

Introduction to the mass media in South Africa and news reporting.

Media Studies II

Writing and layout of newsletters, desktop publishing and photography.

Media Studies III

The role of mass media in society, theoretical perspectives on media, advanced layout and design and writing for the internet.

Mediation Ethics

An ability to respond ethically, and to operate with integrity in professional and other contexts. Learners must demonstrate that they can negotiate ethically and also respond appropriately to unethical behaviour, should that occur.

Mercantile Law 1.1

Contact of Sales; Contract of Agency; Contract of Lease and Occupancy; Law of Insolvency; Credit Agreements; and Contract of Insurance.

Mercantile Law 1.2

The Law of Partnerships, Companies; and Close Corporations.

Mercantile Law 2.1

The company as a separate legal entity; Shares and debentures; Meetings of a company; Role and functions of directors; and Business rescue.

Mercantile Law 2.2

Introduction to intellectual property; Patents; Copyright; Trade Marks; and TRIPS Agreement.

Mercantile Law 3.1

The contract of employment; Statutory legislation governing conditions of employment in business; Maintaining discipline in the workplace; Termination of employment; Resolving disputes over unfair dismissals; Fundamental Rights and labour relations; and Workers rights and collective labour law.

Mercantile Law 3.2

Copyright and the internet; Trade Marks; Domain names and meta tags; Electronic transactions; Privacy and the internet; Freedom of expression and the internet; and Criminal Law and the internet.

Mercantile Law 3.3

Introduction to taxation, Gross income; Exempt income; Fringe benefits; Donations Tax and Estate Duty.

Mercantile Law 4.1

The learner will be able to identify the way the SA Legal system functions and understand the principles of commercial contracts and how it applies to the field of mediation.

Occupational Health & Safety Law I, II, & III

Introduction to the law, exposition of laws, functions of the courts, Criminal Procedure Law, Law on Vocational Health and Safety and Regulations / Laws on Industries.

Occupational Wellness

Health and well-being within organisations; Interventions to improve worker health; Factors influencing health and well-being; The relationship between organisational health and anti-social work behaviour; Organisational employee support strategies; Positive coping skills; Mental health within the work context; Workplace counselling; Coaching and mentoring; The management of HIV / AIDS in the workplace; Combating toxic work environments; The management of employee success / failure; and International strategies for employee well-being and health.

Organisational Behaviour Studies

Core concepts of organisation behaviour; Organisational culture; Ethics and diversity; Individual difference in the workplace; Motivation of the work force; Performance management of knowledge workers; Group and team dynamics, and communication in the information age; Power, empowerment and influence within the work context; Conflict management; Decision making; Leadership and fellowship; Stress management; Organisational structures and design; and Change and Innovation.

Pattern Construction (Practical)

A basic knowledge of figure dimensions with emphasis on the application of pattern construction.

Personnel Function

Statutory compliance with injuries that occur in the workplace.

Policing I, II & III

General orientation towards Policing. Police, Crime and Society in a social and legislative context. Theories, principles and practice of providing service to the community, organising communities and neighbourhoods.

Policing 4

Advanced policing, community policing and crime prevention.

Practice-based Project planning

The Practice-based Project module provides an opportunity for students to further develop specialised skills in a field of practice that suites their specific discipline strengths. Media related production on this level includes subfields such as sound, non-linear-editing, camera work, and motion design. The focus of this module is however on developing reflexive practice as a research method. In this module students will conceptualise and plan a project with which they address a basic problem related to their photographic and/or media production practices. Planning in this context involves practical experimentation as well as piloting ideas.

Depending on the students' individual preference, they can specialise in areas such as narrative non-linear productions or motion graphics productions. At this academic level, the student builds on skills and knowledge that were attained at the NQF7 qualification level towards an individual research related focus. Students will make use of specialised technologies and praxis knowledge to inform their specific applied creative solutions.

Practice-based Project execution

This module, provides an opportunity for students to integrate specialised theoretical, practical and research knowledge in the exploration of a practice-related problem. Through a process of reflection on practice that could include subfields such as sound (recording and editing), non-linear-editing, camera work, and motion design students engage in experimentation, and execution, and documenting this process. In this module students engage in the execution of the planning developed in the Practice-based Project Planning module. Students will produce well-crafted productions that communicate effectively to the desired audience. Students will implement well-motivated technical, aesthetic and conceptual choices in a final, carefully crafted production.

Prevention and Combating of Corrupt Activities

Prevention and investigative measures i.r.o. corruption and related corrupt activities.

Professional Graphic Design Practice: Theory of Business I

This course is an introduction to Graphic Design Business Practice.

Professional Graphic Design Practice: Communication Skills I

An introduction to Communication and writing skills for graphic designers.

Professional Graphic Design Practice: Writing Skills I

An introduction to successful English academic writing skills for graphic designers.

Professional Graphic Design Practice: Theory of Reproduction Processes & Advertising II

The subject Professional Practice consists of two components namely the Theory of Reproduction Processes which covers the print-readiness of design works as well as the Marketing component which deals with Marketing for graphic design.

Professional Graphic Design Practice: Theory of Business II

This course deals with Graphic Design Business Practice.

Professional Graphic Design Practice: Advertising and Marketing III

The advertisers of tomorrow will have to be a person that understands the concepts of marketing, psychology, consumer behaviour and legal regulations as well as the concepts of postmodern culture which exhibits the following traits: a global demand for sophisticated, individualistic, relevant and valuable entertainment with potent imagery especially during increased leisure hours, a revolution in cultural tastes via, television and it's range of imagery.

Professional Graphic Design Practice: Theory of Business III

In South Africa today the process of entrepreneurship is increasingly being promoted and supported. Graduates, who twenty years ago were assured of formal employment, are no longer safe in the certainty of finding jobs. Instead of being seen in a negative way this situation actually presents opportunities and exciting challenges. Self-reliance and self-employment are increasingly common. Working for yourself means that one can do a wider variety of more creative assignments, do more of the types of work you really want to do, with potential to earn more money in the process.

Professional Practice I, II & III

Some professional skills that are improved include the student's verbal and written communication skills and a secure knowledge of proper business practice. The Professional Practice module provides students with the knowledge and practical know-how to get their own photography business up and running. In the South African context, it is imperative that creative professionals understand that permanent employment is scarce and that entrepreneurial ventures are essential for survival. The module positions professional photography as mostly an entrepreneurial profession that enables the individual to establish and manage their own business. This module builds advanced understanding of business related

concepts in order to develop creative approaches to the growth and advancement of their entrepreneurial ventures.

Industry visits will expose the students to functioning businesses within the creative industries. Group discussions will facilitate analysis and examination of various existing business models. The focus of the module is on practical implementation of and experimentation with ideas discovered during class discussions and industry visits.

Public Relations I

The nature of public relations, public relations techniques, functions and public relations programme.

Public Relations II

Public relations budgets and costs, public relations in the different sectors advanced, a public relations programme and research.

Public Relations III

Public relations techniques and strategies, relationships with the media and employees, issues management, environmental scanning and advanced case studies.

Public Relations IV

Theoretical context of public relations, international public relations, political and sociological assessment and strategies for public relations, environmental and community issues and advanced studies of specialised public relations.

Quantitative Techniques

General statistical calculations, probability, regression and correlation.

Research Methodology

Sampling, types of investigations, variance, data collection and analysis. The research process, research problem, literature study and practical application.

Research Methodology (Policing)

To be able to proceed with post graduate studies and research by applying the theoretical knowledge obtained.

Research Methodology (Safety)

To be able to proceed with post graduate studies and research by applying the theoretical knowledge obtained.

Risk Management

The human factor in safety, managing the environment, identification of risk, fundamental principles of risk management, risk management functions, risk evaluation and assessment and financing risk.

Research Proposal Development

The purpose of this module is to facilitate the development of proposal writing skills that incorporate knowledge about research paradigms, principles and methods as well as theoretical perspectives dealt with in previous modules. This module prepares the student to do develop a research project proposal in future Masters level studies with photography and media production domain.

Road Traffic Accident Investigation

Investigation, recording and reporting of Road Traffic Accidents.

Safety Principles & Practice I, II, & III

Regulations on the law of industries, regulations on the law of machinery, setting up of safety committees, regulations on the appointment of safety representatives, investigating accident scenes and reporting thereof to the Department of Labour.

SHE Management Systems

The students must demonstrate that they have the ability to access, process and manage information and demonstrate the ability to develop appropriate processes. To be able to analyse and assess current tendencies and apply a range of methods to resolve problems and introduce change in this respect.

Social Psychology

It provides learners with greater understanding of self and others within the broader theoretical framework of social psychology, thus assisting them to form and maintain effective interpersonal relationships with external stakeholders and internal colleagues in the field of Public Relations. The study of behaviour, interpersonal skills and the forming and maintaining of positive interpersonal relationships forms an integral part of the programme. This course also aims to draw learners' attention to the socio-cultural diversity of our country and emphasises the need for mutual tolerance and respect.

Social Research Principles and Procedures

This module presents an introduction to the basic philosophical categories (i.e. the study of knowledge, the study of being, ethics and aesthetics) which facilitates a more in-depth engagement with the principles of practice-epistemology in order to establish solid foundational reflexive skill as practitioner-researcher. The reflexive skills are necessary when students as practitioners learn from practice in order to reflect towards progress. Theoretical foundations that encourage an understanding of practice as knowledge are established as sound normative knowledge principles.

Distinctions will be drawn between the historical foundations of theoretical knowledge as opposed to practical knowledge. Research methods will be covered extensively to enable the student to design an appropriate research strategy towards a successful research outcome. Topics will include ontological and epistemological perspectives, methodological orientation and methods that can be used to capture appropriate data for discussion

South Sotho

Oral usage of the language, vocabulary, dialogue and group discussions as well as written communication.

Strategic- and Project Management

To demonstrate knowledge in respect of the management of safety strategies and safety projects in industry.

Fashion Theory I, II& III

This subject deals with the theory of Fashion. It includes: the history of costume, visual communication, consumer behaviour, and an array of fashion theories (such as trend movement). Additionally, the subject includes a strong research component.

Fashion Illustration I, II & III

The broad aim of fashion illustration is to facilitate an understanding of design elements such as line, shape, form, colour and texture in relation with the principles of art and design.

Computer Aided Design (CAD)

This module will enable the learner to successful utilize and apply computerized software and technology to generate products in order to support practice.

Textiles I

This subject aims to attain theoretical knowledge, skills and techniques in creating creative crafted textiles for apparel.

Fashion Accessories and Design I & II

This subject introduces two- and three-dimensional projects in appropriate mediums. The aim is directed at acquiring a sound understanding of the varieties of fashion accessories and well as obtaining practical skills in terms of the manufacturing techniques and processes.

Applied Apparel Technology I & II

This subject focusses on the relevant theory, principles and disciplines related to specialized fabrics and techniques. An understanding and practical application of manufacturing processes are demonstrated.

Theory of Media Technologies I, II, III, IV

The purpose of this module is to equip students with the necessary knowledge and understanding of the various complex technologies that media producers use, in order to support their practice. Furthermore the purpose is to expose the student to new technological developments currently used in industry, relevant to their chosen specialisation field. Students are guided in the evaluation of new technology in terms of cost efficiency and functionality.

Theoretical perspectives on Photography and Media practice

The purpose of this module is to provide students with an understanding of the various ways of thinking about photography and media practice and the role media play in society. This module will introduce the students to a number of perspectives from which to approach the making processes that they engage in. Within the context of a university of technology, this would lean towards understanding the technologies used in the various making processes, the processes and the eventual creative outputs from philosophical and socio-political perspectives.

These perspectives provide ways in which students can engage in deep reflection on their own creative practice as well as that of others. A strong emphasis is placed on the understanding technologies, as the photography and media production field operate within constantly changing technological environments. Within this context the module will encourage students to discover and develop Africa-Centred perspectives.

Information Literacy and Academic Writing Skills

The purpose of this module it to provide students with the tools and skills they need to complete the academic writing assignments and projects required in the PGD, but also in future studies.

Tourism Development I

Dimensions of tourism, the tourism industry, tourism markets, tourism supply, geography of tourism and impact of tourism.

Tourism Development II

The nature and scope of tourism planning; typologies of tourism development, tourism resource assessment, sustainable tourism planning and strategies.

Tourism Development III

Tourism development in SA and The White Paper in Tourism.

Tourism Development IV

Anthropology of Tourism, Information Technology, Conservation, HR Development, Economics Sociology and Politics of Tourism.

Tourism Management I

The general management and administrative function, the production / service function, the purchasing / procurement function, human resources, marketing and public relations functions and entrepreneurship.

Tourism Management II

Guest house management, tour operations and the Americas and Europe.

Tourism Management III

The economic environment, entrepreneurship, project identification, the business plan and the viability test.

Travel & Tourism Practice I

Travel agency practice and functions, Fares and Ticketing I and destinations (local and regional): South Africa and Africa.

Travel & Tourism Practice II

Tour operations and procedures, hospitality operations and destinations: Europe and America.

Travel &Tourism Practice III

Conferences, other events and destinations: Australasia and Asia.

Videology

Aspects involving the production of videos and visual communication are studied. The student is introduced to the usage of the electronic media.

Mediation Practice (Based on subjects in Mediation)

Identifying and solving problems are demonstrated in the WIL component by the completion of practical problems and case studies. Working effectively with others is demonstrated in the handling and participation in group assignments and projects. Organising of self is demonstrated in the preparation for classes and assessment as well as time management. Collating information is indicated in the research projects and activities and case studies. Communicating effectively is

demonstrated by way of class presentations, the participation in mock trails and writing skills used in assignments. Utilising science and technology effectively is demonstrated in the ability to make use of e-resources and the library for various projects and research.

9. General Information

9.1 Diploma: Fashion

What do your Fees Include?

All study material and tuition fees, transport cost to numerous fashion competitions and other related industry visits throughout the year. Access is made available for all Fashion students to studios with fashion equipment, latest technological machinery, computers workstations, printers and scanners. We also provide access to the latest software used in the Fashion and clothing manufacturing industry.

What makes Diploma : Fashion a Unique Course?

The course has a strong focus on developing design and technical skills through the acquisition of expertise in creative pattern technology coupled with an understanding of the strategic application of Fashion Business Skills. The programme is characterised by an emphasis on the conceptualisation, development and manufacturing of fashion product ranges.

Does the Fashion Section Exhibit?

Students exhibit their work and participate in various competitions / fashion shows at national level.

9.2 Diploma: Graphic Design

What do your Fees Include?

All study material and tuition fees, transport cost to industry visits throughout the year, access to graphic design and multimedia equipment including computer workstations for all students. We also provide access to the latest software, workshop by industry specialists, access to a well-equipped library and student centre as well as state of the art lecturing facilities.

9.3 Diploma: Photography

What do your Fees Include?

Most study material and tuition fees, transport costs to industry visits throughout the year, access to photographic equipment including: studio lighting equipment (high speed flash, light painting, fibre optic lighting enough for four lighting bays); computer post processing workstations for all students; medium and large format cameras; a number of location light kits and light meters; calibrate archival large format printers; high end scanners; backup digital cameras if student cameras are sent in for repairs; specialised lenses and sturdy tripods. We also provide access to the latest processing software for image capture, editing and specialised enhancements.

Does the Photography Section Exhibit?

Exhibitions are one of our most motivating activities. We exhibit annually in the Bodutu Art Gallery and are normally represented with between 10 and 20 exhibits of staff and student work at the Bi-annual Month of Photography event.

Does the VUT Library Stock Photography Books?

We have one of the most comprehensive photography books selections in South Africa.

Does the VUT Stock Photography Books as Resources Material?

We pride ourselves in comprehensive scientific, critical theory, business and humanities related resources available learners.

Can I do Post Graduate Studies while Working in Industry?

Yes, we try to accommodate any possible scenario. If people want to learn we want to create the opportunity. We will even arrange group contact sessions in the Johannesburg area.

9.4 Diploma: Fine Art

What do your Fees Include?

All study material and tuition fees, transport cost to industry visits throughout the year, access to Fine Art equipment including computer workstations with internet access for all students. We also provide access to the latest software, workshop by industry specialists and experienced staff members, access to a well-equipped printmaking studio, sculpture and ceramics such kilns, library and student centre as well as state of the art lecturing facilities.

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