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MESSAGE FROM THE EXECUTIVE DEAN

What does it mean to be human? What does it mean to be a scholar? How will we contribute to changing our world for the better? These are central questions we engage with as a learning community that is Cornerstone. By choosing to study here, you’ve chosen to continue a life of learning. You’ve also chosen for our mission to advance social justice and dignity for all people. Congratulations for joining our team on this journey!

Our approach to learning and teaching goes beyond a transfer of technical skills to enable you to enter, or continue, your profession. While we work with you to achieve your best professional competencies, we will engage you first and foremost as a scholar in your field, someone who continuously reflects on and makes sense of the social realities they observe; who finds meaningful ways to transform lives sustainably. These are the scholars of Cornerstone.

This is what your learning process at Cornerstone will involve. Firstly, we create the opportunity for you to grow as an individual – to become more human. Secondly, we assist you to learn and mature as a scholar who finds new ways to make sense of the world, and thirdly, we help you develop the capabilities you need to guide a society towards change that gives hope and builds resilience.

We are deeply committed to the value of ‘co-authorship’ in our approach to learning and teaching. We consider our journey together a partnership, where we build your process of learning together, where students and lecturers design together and build and track our shared learning together. With you, we are all
in the process of becoming more human and more scholarly as we learn to change the world.
We are very excited to walk this path with you.

In solidarity,

Rev Dr BR (Rudi) Buys
Executive Dean and Dean of Humanities
PURPOSE

Vision
Teaching and learning in the service of others to advance human dignity and social justice for all.

Mission
Our integrative teaching approach inspires critical engagement, innovation and research to generate knowledge that benefits humanity.

Core Values
● Respect
● Integrity
● Excellence
● Unity
● Creativity
● Inclusivity

PHILOSOPHY OF EDUCATION

We believe that, as all of us, students are on a life-long journey of humanisation; that education must transform oneself and the world – the core of our education philosophy. For us the journey of humanisation is the process to wake up to the capability to reflect critically on life, cultivate the requisite values and skills to make sense of and then change the world. This is what we mean with our motto, Learn to Change the World.

Our philosophy of learning and teaching is rooted in Freirean pedagogy – an approach that rejects the notion of ‘banking education’, which defines students as empty vessels that must be filled by teachers who are the sole purveyors of knowledge – in such a classroom the lecturer
talks and the students are silent. This is not how we think about our students, or how we teach.

Our students arrive with a life’s worth of experience, so that students and lecturers are able to create learning encounters together. This is ‘dialogic pedagogy’, where students learn in dialogue with others, and lecturers facilitate the process. In such a classroom problem-focused questions guide the discussion. Lecturers make important contributions of scholarship and practice to mediate the discussion. Students enrich the experience with additional reading and reflections they prepare on their own initiative. Such a classroom demands and embraces diverse perspectives, where each student must find his or her voice.

However, the classroom is but one space for the learning encounters. Learning in the real world of professional work and citizenship action offers the second space – fieldwork that forms part of all our programmes. With fieldwork you must apply your classroom learning to work in organisations and communities and return to the classroom to reflect on the experience. This means that we follow the notion of ‘praxis’ as an approach to work integrated learning – a method to gain the skill and capacity to simultaneously and continuously reflect and act on the world, and to do so in service of others. This is praxis that will transform societies with human dignity, reconciliation and social justice. This commitment indicates our deep commitment to social values and ethical principles in how we engage our work and our students, and as a priority for the graduate attributes we want our students to gain.
GRADUATE ATTRIBUTES

Graduate attributes are the qualities, attitudes and skills that Cornerstone Institute as a learning community agrees its students should develop during their studies, which in turn will shape how they contribute to society and build professional careers. We measure success not only in students graduating, but also in how they have become known by others for certain values and behaviour. We appreciate that learning does not only take place in the classroom, but through every experience, formal and informal, inside and outside the classroom. As an institution we aim to exemplify these attributes as much as we want our students to gain them.

We want our students to become people known for:

● Servant leadership
● Socially consciousness
● Active citizenship
● Critical thinking
● Professionally capability
● Entrepreneurial spirit

ACCREDITATION AND LEGAL STATUS

Accreditation Status

Legal Status
Cornerstone Institute is a Non Profit Company (NPC). Registration Number: 2004/025078/08
### BOARD OF DIRECTORS

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prof John Volmink</td>
<td>President</td>
</tr>
<tr>
<td>Marcel Golding</td>
<td>Chairperson</td>
</tr>
<tr>
<td>Noel Daniels</td>
<td>Chief Executive Officer</td>
</tr>
<tr>
<td>Edward Boateng</td>
<td>Board Member</td>
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<tr>
<td>Prof Lilian Dudley</td>
<td>Board Member</td>
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<tr>
<td>Dr Bernard Fanaroff</td>
<td>Board Member</td>
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<tr>
<td>Judy Favish</td>
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<tr>
<td>Mansoor Jaffer</td>
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<tr>
<td>Gary Jansen</td>
<td>Board Member</td>
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<tr>
<td>Ncebakazi Mnikwana</td>
<td>Board Member</td>
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<tr>
<td>Dr Adrian Sayers</td>
<td>Board Member</td>
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### SENIOR MANAGEMENT

<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Noel Daniels, MA</td>
<td>Chief Executive Officer</td>
</tr>
<tr>
<td>Rudi Buys, PhD, VDM</td>
<td>Executive Dean</td>
</tr>
<tr>
<td>Crystal Jannecke, PhD</td>
<td>Registrar</td>
</tr>
<tr>
<td>Eugene Brandt, Nat Dip</td>
<td>Operations Manager</td>
</tr>
<tr>
<td>Beverley Dankers, M.Ed</td>
<td>Director of Student Services</td>
</tr>
<tr>
<td>Basier Dramat, B.Com</td>
<td>Finance Manager</td>
</tr>
<tr>
<td>Zeenat Norton, PG Cert. Marketing</td>
<td>Marketing Manager</td>
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<tr>
<td>Tiara Patton, PG Dip Bus. Manag.</td>
<td>Human Resources Manager</td>
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### LECTURERS

<table>
<thead>
<tr>
<th>Name</th>
<th>Qualification</th>
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<tbody>
<tr>
<td>Margaret Gustafason</td>
<td>MA</td>
<td>Emeritus</td>
</tr>
<tr>
<td>Adeel Sambo</td>
<td>MA</td>
<td>Business Studies</td>
</tr>
<tr>
<td>Adeola Poroye</td>
<td>M.Sc</td>
<td>Business Studies</td>
</tr>
<tr>
<td>Rozario Oliver</td>
<td>M.Com</td>
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</tr>
<tr>
<td>Solomon Ola</td>
<td>B.com Hon</td>
<td>Business Studies</td>
</tr>
<tr>
<td>Thandile Mhunqa</td>
<td>B.Tech</td>
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<tr>
<td>Thulani Dube</td>
<td>MBA</td>
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<tr>
<td>Jennifer Feldman</td>
<td>PhD</td>
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<tr>
<td>Melanie Steyn</td>
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<tr>
<td>Mthandeni Khuzwayo</td>
<td>MA</td>
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<tr>
<td>Peter Pedersen</td>
<td>M.HMS</td>
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<tr>
<td>Alexandra Willcox</td>
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<tr>
<td>Anel Coetzee</td>
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<tr>
<td>Linda Pauw</td>
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<tr>
<td>Shireen Orphan</td>
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<tr>
<td>Devon Hoole</td>
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<tr>
<td>Willemien Calitz</td>
<td>MA</td>
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<tr>
<td>Elmarie Venter</td>
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<tr>
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<td>Badise Modise</td>
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<td>Cindy Christian</td>
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<tr>
<td>Geraldine Franciscus</td>
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<tr>
<td>Heidi Witten</td>
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<tr>
<td>Jabulani Chitanga</td>
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<tr>
<td>Janine Senekal</td>
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<tr>
<td>Jenna-Lee Marco</td>
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<tr>
<td>Narissa Philander</td>
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<tr>
<td>Natalie Adams-Adonis</td>
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<td>Nicolette Sobotker</td>
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<td>Cebokazi Mtati</td>
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<tr>
<td>Kirsty Slessenger</td>
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<td>Taryn Little</td>
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<tr>
<td>Neil Henderson</td>
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<td>Gordon Igbokwe</td>
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<td>Henrietta Settler</td>
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<td>Lauren Hermanus</td>
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<td>Tsitsi Mpofu-Mketwa</td>
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<td>AJ van Rooy-Brandt</td>
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<td>Kefas Kure Umaru</td>
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<td>Jacob Meiring</td>
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<tr>
<td>David Smit</td>
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<tr>
<td>Mias Van Jaarsveld</td>
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<tr>
<td>Karel August</td>
<td>D.Th</td>
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<tr>
<td>Leilani Beer van Rooyen</td>
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<td>Nicole Joshua</td>
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<tr>
<td>Laurie Gaum</td>
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<tr>
<td>Mphumeza Hombana</td>
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**ADMINISTRATIVE AND SUPPORT STAFF**

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<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Anthea Gurling</td>
<td>Receptionist</td>
</tr>
<tr>
<td>Emily Jackson</td>
<td>Admission’s Officer</td>
</tr>
<tr>
<td>Elrezea James</td>
<td>Admission’s Officer</td>
</tr>
<tr>
<td>Elana Van Zyl</td>
<td>Deputy Registrar</td>
</tr>
<tr>
<td>Adeola Poroye</td>
<td>Graphic and Web Designer</td>
</tr>
<tr>
<td>Carmelita Blauw</td>
<td>Student Advisor</td>
</tr>
<tr>
<td>Nicollah Bizeki</td>
<td>Student Advisor</td>
</tr>
<tr>
<td>Claudine Salick</td>
<td>Registrar Administrator</td>
</tr>
<tr>
<td>Heinrich Visser</td>
<td>Online Learning and Teaching Technologist</td>
</tr>
<tr>
<td>Name</td>
<td>Position</td>
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<tr>
<td>Gerhard Badenhorst</td>
<td>Instructional Designer</td>
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<tr>
<td>Jeanette Harris</td>
<td>Librarian</td>
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<tr>
<td>Joshua Coleman</td>
<td>Video Editor</td>
</tr>
<tr>
<td>Kenneth Meyer</td>
<td>Network Administrator</td>
</tr>
<tr>
<td>Richmond Butau</td>
<td>Network Administrator</td>
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<tr>
<td>Tyrone Jenneker</td>
<td>Network Administrator</td>
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<tr>
<td>Andrewene Botha-Soma</td>
<td>HR Administrator</td>
</tr>
<tr>
<td>Sanli Spiyers</td>
<td>HR Administrator</td>
</tr>
<tr>
<td>Lindsay Henn</td>
<td>Finance Administrator</td>
</tr>
<tr>
<td>Maryka van Niekerk</td>
<td>Faculty Officer</td>
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<tr>
<td>Jacky Wyngaard</td>
<td>Academic Administrator</td>
</tr>
<tr>
<td>Althea Kettleaust</td>
<td>Academic Administrator</td>
</tr>
<tr>
<td>Merlyn Manuel</td>
<td>Finance Bursar</td>
</tr>
<tr>
<td>Oscar Cloete</td>
<td>Marketing Coordinator</td>
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<tr>
<td>Leanne Meyer</td>
<td>Marketing</td>
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<tr>
<td>Sandisiwe Samuels</td>
<td>Marketing</td>
</tr>
<tr>
<td>Shahieda Arrison</td>
<td>Cleaning Technician</td>
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<tr>
<td>Irfaan Opperman</td>
<td>Cleaning Technician</td>
</tr>
<tr>
<td>Mogamat Siraaj Omar</td>
<td>Operations</td>
</tr>
<tr>
<td>Hawa Shaba Tal</td>
<td>Barista</td>
</tr>
<tr>
<td>Aimee Tshibenji</td>
<td>Barista</td>
</tr>
</tbody>
</table>
PROGRAMME ACCREDITATION

- **Higher Certificate in Community Development** (contact mode): registered by the DHET. Accredited by the CHE as a 120-credit learning programme for higher education at NQF level 5. SAQA ID: 96414. CHE reference: H/PRO96/E001CAN

- **Higher Certificate in Community Counselling** (contact mode): registered by the DHET. Accredited by the CHE as a 122-credit learning programme for higher education at NQF level 5. SAQA ID: 96413. CHE reference: H/PRO96/K002CAN

- **Higher Certificate in Christian Ministry** (contact mode): registered by the DHET. Accredited by the CHE as a 122-credit learning programme for higher education at NQF level 5. SAQA ID: 96412. CHE reference: H/PRO96/K001CAN

- **Higher Certificate in Business Studies** (contact mode): registered by the DHET. Accredited by the CHE as a 120-credit learning programme for higher education at NQF level 5. SAQA ID: 96415. CHE reference: H/PRO96/E003CAN

- **Higher Certificate in Business Leadership** (distance mode): registered by the DHET. Accredited by the CHE as a 120-credit learning programme for higher education at NQF level 5. SAQA ID: 73349. CHE reference: H/PRO96/E012CAN

- **Postgraduate Certificate in Education in Foundation Phase Teaching** (distance mode) registered by the DHET. Accredited by the CHE as a 136-credit learning programme for higher education at NQF level 7. SAQA ID: 101972; CHE reference: H/PRO96/E020CAN
• Postgraduate Certificate in Education in Intermediate Phase Teaching (distance mode) registered by the DHET. Accredited by the CHE as a 135-credit learning programme for higher education at NQF level 7. SAQA ID: 99724. CHE reference: H/PRO96/E013CAN

• Bachelor of Arts (contact and distance modes) registered by the DHET. Accredited by the CHE as a 376-credit learning programme for higher education at NQF level 7. SAQA ID: 87406. CHE reference: H/PRO96/E006CAN

• Bachelor of Theology in Community Leadership (contact and distance modes): registered by the DHET. Accredited by the CHE as a 376-credit learning programme for higher education at NQF level 7. SAQA ID: 57225. CHE reference: H/PRO96/K005CAN; H/PRO96/E019CAN

• Bachelor of Commerce (distance mode): registered by the DHET. Accredited by the CHE as a 374-credit learning programme for higher education at NQF level 7. SAQA ID 99752. CHE reference: H/PRO96/E016CAN

• Bachelor of Arts Honours in Psychology (contact mode): registered by the Department of Higher Education and Training (DHET). Accredited by the Council on Higher Education (CHE) as a 130-credit learning programme for higher education at NQF level 8. SAQA ID: 79046; CHE reference: H/PRO96/E002CAN

• Bachelor of Arts Honours in Community Development (contact mode): registered by the Department of Higher Education and Training (DHET). Accredited by the Council on Higher Education (CHE) as a 120-
ACADEMIC CALENDAR 2020

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**LANGUAGE POLICY**
All classes and communication with students, staff and the public are in English.

**BENCHMARK TESTS**

All new undergraduate students are required to complete the National Benchmark Test (NBT) in order to assess the level of their academic and quantitative literacy. The NBT results determine whether mature age applicants under *Alternative Admission Requirements* require academic development.

**MODE OF INSTRUCTION**

**Contact:**
Contact students experience and engage learning at different levels within the classroom. Here students are exposed to lectures presented by passionate, experienced and knowledgeable faculty; group work where the value of learning from peers is amplified; multimedia presentations; role play; engagement with case studies; and, skills development where students are encouraged to practice certain skills (e.g., communication, presentations, etc.) within the classroom space.

Experiential learning strategies are integrated in the design of modules and can include counselling placements (including interviews with clients, treatment plans, session notes and supervision sessions), psychometric evaluations, quantitative research, self-directed ministry projects, community assessments, focus groups, placements in community projects and envisioning of local community-based initiatives.

**Distance:**
Distance students experience and engage learning at different levels within the virtual learning space enabled
by our e-learning platform, called FUNDA. Students are exposed to learning material presented by passionate, experienced and knowledgeable faculty who understand the needs of the distance student. Learning on the e-learning platform takes the form of video lectures, voice over PowerPoint, readings and discussion forums where student-faculty engagement is facilitated. While learning is primarily self-driven, students have access to experienced faculty and can draw on their classmates as they navigate their learning. The learning experience is vibrant, stimulating and interactive.

Distance students are supported in their studies by inter alia, live, virtual video tutorial sessions, which are broadcast from the Cornerstone main campus. In the tutorials, programme content is unpacked and debated amongst students online. This greatly contributes to peer and content interaction and ultimately promotes student engagement and.

RECOGNITION OF PRIOR LEARNING (RPL) AND CREDIT ACCUMULATION AND TRANSFER (CAT) POLICY

Recognition of Prior Learning (RPL) is rooted within the context of life-long learning and the need to redress inequities of the past as it provides alternative routes of access to higher education. It is the process through which non-formal and/or informal learning is measured, evaluated and “translated” into their perceived formal equivalents for recognition across different contexts. Its intended outcome is the recognition of such prior learning for the purposes of alternative access and admission to higher education learning programmes, or for advancement within qualification programmes.

RPL is used at Cornerstone for Access: To provide an alternative access route into a programme of learning for
those who do not meet the formal entry requirements for admission.

**Procedure for access:**

- No more than 10% of students may be admitted to the bachelor degree or higher certificate programmes on this basis. This includes those with mature age exemption and those who have been disadvantaged because of their inability to obtain formal qualifications or who have inadequate entrance qualifications, but who have obtained work or life experience that qualifies them to be admitted as students.
- The candidate must submit a portfolio (CV/description) of the work experience focusing on the following:
  - length of service
  - amount of hours worked per month
  - responsibilities
  - supervisory tasks/positions
- The English and thinking skills of bachelor and higher certificate applicants are assessed before the commencement of studies through the National Benchmark Test (NBT).
- The application form with academic records, references and RPL portfolio (when necessary) is screened by the Selection Committee, who could request an interview of the applicant. The Selection Committee makes the final decision regarding acceptance. Certain cases might be subject to Senate discretionary approval.
- If an RPL student in the bachelor or higher certificate programmes fails more than 20% of modules taken during the first semester, they are required to take the
first year over two years and to register for the Academic Skills Development modules.

- All students are accepted provisionally for one semester to determine whether they manage academically and financially. The Executive Dean, Registrar, Head of Student Services and Financial Manager give permission for the final acceptance letters. RPL students are assessed particularly at this stage to monitor their academic capabilities.

**Credit Accumulation and Transfer (CAT)**

The purpose of CAT is to provide for mobility of learners and enhance their chances to successfully complete their qualifications. It is the mechanism for promoting articulation between qualifications within a sub-framework of the NQF, and also between studies that do not lead to qualifications (for example, non-degree purpose studies) and those that do. CAT also provides for articulation across two or all three sub-frameworks of the NQF in order to facilitate life-long learning and access to the workplace.

CAT is used at Cornerstone to give students credit for some of the modules in a programme because of acceptable prior learning earned through formal learning.

Credit accumulation can take place intra-institutional (total amount of credits within a specific institution/department) or inter-institutional (recognition of credits between two or more institutions). Credits can be carried either horizontally at the same level of study or vertically from a lower to a higher level of study. Horizontal transfer refers to credits at the same level carried over between institutions where the
outcome/curriculum statements (subject content) are identical or comparable. Vertical transfer is where credits of a preceding level of study at one institution are accepted for entry into the next level of study at another institution.

The recognition of credits for the purposes of transfer from one qualification to another is determined by the nature of the qualifications, the relationship between them, the nature, complexity, and extent of the curricula associated with the specific subjects to be recognised for exemption and/or inclusion, and the nature of the assessment used. A maximum of 50% of the credits of a completed qualification may be transferred to another qualification, provided that no more than 50% of the credits required for the other qualification are credits that have been used for a completed qualification. This principle seeks to protect the integrity of qualifications, by ensuring that the exception does not become the norm.

Credit transfer can take place in the following forms at the discretion of the institution within the guidelines of its admission policies:

- **Block transfer:** The credit is guaranteed by an institution on commencement of a qualification based on previous study and specific articulation agreements between institutions. Agreements between different institutions should specify the number of credits that can be transferred from a programme at one institution, in one block, to another programme at another institution.

- **Specified transfer:** Credits are transferred within or between institutions for similar courses/modules between qualifications based on a comparison of
the qualifications undertaken at another institution. Modules taken previously at another institution will be evaluated on course equivalency to determine relevance and fulfilment of the curriculum objectives/outcomes of the particular module.

- Unspecified transfer: Stand-alone modules or training completed outside of a structured programme of study may be considered for credit transfer. Credits can be transferred within or between institutions which may not be similar but which are deemed relevant to the purpose of the qualification.

Procedure for credit transfer
Applicants requesting credits for certain modules as a result of formal or experiential prior learning, need to have the prior learning assessed to determine whether the applicant has the knowledge and skills that modules require. If the previous work completed is at the same NQF level, then credit for credit is given. If not, the following applies:

- Applicants must submit a portfolio of evidence (e.g. transcript, class notes, and assessments) which is assessed by a qualified assessor. If the assessor is satisfied, full credit is given. If not, step 2 must be followed.
- Applicants are assessed for each module for which credit is sought, by means of an assignment or examination. 25% of the normal tuition for the module is payable.

GENERAL ADMISSIONS POLICY AND RELATED ISSUES
Specific admissions requirements for each programme offered are dealt with under “Programme Content and Particulars”.

**Probationary Acceptance**
Students are accepted for a probationary period of one semester from the time of registration in order to determine whether they meet the financial and academic requirements. The probationary period may be extended at the discretion of the Selection Committee.

**Registration**
Registration occurs annually on campus or online before the commencement of lectures for that academic year.

**Late Registration**
Students may register late at the Registrar’s office during the first week of lectures. A service charge is added to the student’s account for late registration. Students who cannot register during this time may petition the Registrar’s office for permission to register in the second week. Under no circumstances may students register after the close of the third week.

**Module Changes**
After registration has been completed, modules may be added or withdrawn with the approval of the Registrar’s office. No module may be added after the second week of the semester.
See ‘Refund of Fees’ on page 34 for the financial implications of cancelling modules.

A final year student who is granted an extension by the faculty for the Senior Project Paper / Fieldwork / Business Plan / Practical will be charged a continuation fee per semester until the module is completed.

**Orientation**
Orientation occurs during the first three weeks of the academic year for all new students. Students register during this time and are informed in matters of academic and general policies. The computer skills of students are tested and they attend the Academic Skills Development class. In addition, orientation serves as an opportunity to meet the faculty, staff and fellow students.

Withdrawal
Students who withdraw from a programme before its completion need to complete and sign a “Programme Withdrawal Form” obtained from the Registrar’s office. The student must ensure that arrangements are made to settle any accounts.

ACADEMIC ASSESSMENT, CREDIT ACCUMULATION AND PROGRESSION
All modules at Cornerstone are designed to utilise continuous assessment. This includes both formative assessment (i.e. assessment designed primarily to give students feedback as to their progress) and summative assessment (i.e. assessment designed primarily to make a judgment about the student’s achievement of the module outcomes). Such assessments take many forms, including written assignments, examinations, group presentations, quizzes, case studies, etc. A final mark of at least 50% is required to pass each module.

Examinations/Assessments
Final Examinations
Students who are required to write a final examination are expected to write it at the scheduled hours. In the case of serious illness or an emergency, arrangements can be made to write an exam at another time. The Executive
Dean and Department Leader must approve such arrangements.

**Re-Evaluation Examinations (RE)**

Students who achieve a final grade from 45% to 49% for a module qualify and are given the opportunity to show their competence in the module by sitting for a re-evaluation examination. The Re-evaluation examination will take the form of a final examination type assessment. The examination will be set within a reasonable time after the release of semester results to students. These examinations are designed to assess all the stated outcomes of the module and are scheduled for those who qualify. The Faculty Officer informs students of the opportunity to sit for the re-evaluation examination. Students are required to pay for a re-evaluation examination before the examination unless prior arrangements were made with the Bursar. Students who pass the re-evaluation examination will be given a minimum pass mark for the module, whilst students who fail the re-evaluation examination will fail the module and will be required to retake the module at a later time. Results will be released within a reasonable time after the re-evaluation examination is written.

**Dean’s Examinations**

Students (final year students only) who have one outstanding requirement (i.e. one failed module) for graduation will be given an opportunity to sit for a Dean’s Examination. The Dean’s Examination will be a summative examination of the learning material for the module, which the student has not managed to successfully complete and is impeding graduation. This examination will be written prior to graduation and the successful completion thereof will result in the student graduating. In the event that the student is unsuccessful, the student will
be required to re-enroll for the module at a later stage in order to fulfil graduation requirements.

**Progression Policy**

Students who do not pass half (50%) of the modules in which they have enrolled in any semester will be placed on academic probation for the following semester. Failure to meet the minimum pass rate of modules may also jeopardise a student’s bursary status. Prior to the start of the next semester probation students are required to meet with Student Services and/or their Department Leader for academic guidance/advice. In addition, students on academic probation must pass at least 75% of their modules. Failure to do so may result in a student being issued with a Dismissal Letter and asked to either (1) leave Cornerstone immediately with the opportunity to submit a letter of appeal after one semester’s absence; or (2) change to a part-time status; or (3) register for a Higher Certificate. A student’s letter of appeal can be to continue in the same programme. A successful appeal will result in the student being granted an extended probation. Should a dismissed student wish to return after a minimum period of absence of one semester, the student is required to submit a letter of appeal (requesting readmission into the same programme) through the Faculty Officer for attention of the Department Leader and/or Executive Dean. This letter of appeal is to be made no later than four weeks before the next registration date.

Students must complete two thirds (2/3) of the modules for the prior year before enrolling in modules for the following year. Students who have not met this requirement may only enrol in the prior year modules that they have not completed. In addition, students must have completed all of their first-year modules prior to enrolling in any third-year modules. These requirements are in addition to the normal
module sequencing requirements, and are subject to the constraints of the module timetable.

Students who fail to comply with the above requirements may appeal to the Executive Dean in writing at least two weeks prior to the beginning of the following semester, if they wish to be granted special permission to continue. In extraordinary circumstances the Executive Dean, in consultation with the Department Leaders, may grant such requests if there are reasonable grounds to believe that the most recent results are not a true indication of the student's capabilities. The decision of the Executive Dean is final.
ACADEMIC RESPONSIBILITY

Integrity is a core value at Cornerstone and should be reflected in every aspect of teaching and learning. Lecturers and students alike are expected to adhere to the highest standards of integrity in all their work as a reflection of this core value. Such integrity is the basis for mutual trust and open communication within the Cornerstone community, and helps promote the excellence and high standards of quality education for which Cornerstone is known.

Violation of Academic Integrity

Students are expected to demonstrate academic integrity in all their assignments and examinations. Academic integrity requires that one gives proper credit to one’s sources and never represents someone else’s work as one’s own.

Violation of academic integrity can take several forms, the primary ones being plagiarism and cheating, both of which will be treated with appropriate sanctions.

Plagiarism

Plagiarism is committed when a person represents someone else’s work as his or her own, whether unintentionally or deliberately.

Plagiarism is considered theft and thus a serious academic offence. All allegations of plagiarism will be investigated and may result in action taken against the wrongdoer. A charge of plagiarism, depending on the severity and/or recurrence, may result in a zero mark for the assignment or module, suspension or expulsion.
Whenever one quotes directly from another source or uses an idea or structure from another source, that source should be properly acknowledged through the use of quotation marks, reference notes, and bibliographical entries, as appropriate.

- Plagiarism that is deemed to be due to carelessness or negligence will be noted and will result in a lowered grade for the assignment.
- Plagiarism that is deemed to be an intentional attempt to deceive (e.g. copying from the Internet with no acknowledgement of the source) is a serious violation of academic integrity and will result in failure of the module.
- Refer to the Academic Guidelines booklet for information regarding good academic integrity practice and how to avoid plagiarism.

**Cheating**
Cheating on an examination or assignment may also take various forms, such as using unauthorised material during an examination, copying another student’s work, or assisting another student in cheating. Such violations of academic integrity will be considered serious offences and will result in failure of the module.

**Collusion**
Collusion is another form of cheating and is defined as the unacknowledged use of material prepared by two or more persons working together. Copying another student’s work will result in a charge of collusion and action will be taken against both the copier and the person from whom she/he copies. Students are advised to be diligent in protecting their work from possible copying by others.
Penalties
In all serious violations of academic integrity, as so deemed by the lecturer, the lecturer will report the violation to the Executive Dean with a recommended penalty. The penalty may range from lowering of the grade for the paper (in cases of carelessness or negligence), failure of the module (in cases of deliberate covering up of sources), or full disciplinary review (in cases of recurrence of plagiarism). In the case of formative assessments, the lecturer must inform the student of plagiarism and the need to report the matter to the Executive Dean. The student may be allowed the opportunity to resubmit the paper at the discretion of the lecturer. In the case of summative assessments, the matter will be referred directly to the Executive Dean, with no opportunity for the student to resubmit. When necessary, the matter will be reviewed by the faculty to confirm or amend the lecturer’s recommended penalty.
In all cases involving a serious violation of academic integrity, the Dean will issue a warning letter to the student, which will become part of the student’s permanent record.

Unwillingness to adhere to these standards, which are an expression of our institutional values, may result in action for disciplinary and developmental purposes.

Absenteeism and Late Submission of Assignments
Attendance at all lectures is expected of all students. Although 100% attendance is expected, the faculty recognises that circumstances beyond the students' control may sometimes prevent them from attending a lecture. However, students who miss more than 30% of lectures for a module will fail the module.
The following rules apply to the late submission of assignments:

- Marks are deducted for late assignments at a rate of 3% per day.
- Assignments that are more than one week late will not be accepted.
- Assignments will not be accepted beyond the last day of evaluation week.

**LIBRARY**

We have a well-resourced library comprising some 16,000 volumes. The library area includes a computer laboratory with computers for student use, internet access, photocopiers and a reference section with books and journals. There is also access to a number of online resources in all subjects.

Although we encourage students to purchase their own textbooks where possible, a selection of textbooks, in limited numbers, is kept on reserve each term for use in the library only. Students may borrow from a large selection of books on a wide variety of topics in the lending section. New titles are continually being added to update our resources. There will be times, however, when students will need to explore the resources at public or university libraries as well.

There is a full-time librarian and a team of student helpers to assist with student needs.

Library hours:

- **Monday to Thursday** 09h00 – 18h00
- **Friday** 09h00 – 17h00
- **Saturday** 09h00 – 13h00

**COMPUTER AND INTERNET POLICY**
The computer facilities at Cornerstone Institute are for educational purposes and for communicating in an acceptable manner with other users.

Staff and students at Cornerstone are expected to make use of the services only for educational purposes, accessing information, and constructive communication with other Internet users. The use of the computers, and the internet is a privilege and not a right, and may be revoked if abused. The Chief Executive Officer (or her/his appointed delegate) has the right to investigate computer and internet usage of any staff member or student who, in her/his opinion, has transgressed the rules. Offences deemed worthy of automatic suspension of privileges include compromising the security of a Cornerstone computer or network, accessing illicit content via the internet and abuse of time restrictions for computer laboratory usage.

**STUDENT DEVELOPMENT AND SUPPORT SERVICES (SDSS)**

The Office of Student Development and Support Services

The SDSS is responsible for the provision of student leadership development and to give support to the student governance structure. The Office of SDSS works to enhance the experience of students at all stages of their time at Cornerstone Institute through the provision of a range of support services/programming. These are as follows:

- **Academic Development and Support:** This service aims to develop student-centred strategies and interventions that enhance students' academic thinking. It also assists students to achieve their full academic and personal potential.
• **Counselling:** In collaboration with the Psychology Department, this service provides professional and confidential counselling and psychological support for personal, social, familial and other matters. The interventions are usually based on brief-term psychotherapy principles, but utilises referral for longer term or medical support.

• **Student Welfare:** This service provides students with information, advice and assistance on a wide range of practical and personal factors.

**Student Representative Council (SRC)**
The SRC exists to serve the student body by promoting the interests and welfare of students, coordinating student activities, providing leadership and support, directing students toward integrating Cornerstone students’ diverse cultures, representing students on joint faculty/student committees and planning various social events. The student body elects the council each year. The SRC works closely with the Head of Student Services in serving the student community.

**Student Complaints and Conflict Resolution**
Students who have private concerns or grievances with others in the Cornerstone community, should first try to resolve their conflicts with those involved. In most cases, discussion on a one-to-one basis is advised. There are times, however, when a student may feel such an attempt at clarification was inadequate or misunderstood, leaving the conflict unresolved. If this situation occurs, the student may make an appointment with the Head of Student Services, who will address the conflict by following the necessary complaints procedure (See the Student Handbook).
CODE OF CONDUCT

As members of the Cornerstone community and to ensure an atmosphere of community, students are expected to adhere to the general rules and student conduct as outlined below.

General

Integrity
Students are expected to live in a manner that inspires trust and confidence while showing regard for self and others.

Respect
Students are expected to have respect for fellow students, staff, faculty and visitors to CI, as well as the building and all CI property.

Social Obligation
Students are expected to fulfil their role in society in a responsible way and avoid behaviour that is discriminatory, racist, physically harmful and unjust toward others. Students who witness any of the above are required to report incidences. This can be via email or in person but could also be anonymous. Strict confidentiality will be assured.

Criminal Offences
Criminal offences is subject to South African laws of prosecution. Any student who may possess objects that can be used for physical harm will be reported and face disciplinary action.
Responsibility
Adhering to the rules and policies laid down for use of CI resources including internet usage, library and computer facilities and other resources.

Compliance
Students are expected to comply with all written and oral basic instructions and communication from the CI community.

Obstructing Investigations
Students who withhold information deliberately to obstruct investigations will face disciplinary action.

Academic
Academic Policies
Students are required to adhere to all academic policies relating to academic integrity, assessments, attendance and examinations. These are included in the CI Handbook and Yearbook

Classroom Behaviour
Cornerstone is a community that vigorously embraces diversity and encourages students to be mindful and respectful of others regardless of gender, racial, ethnic, doctrinal or political perspectives. Students are expected to follow class rules set out by the lecturer and not disrupt the classroom environment. Disciplinary measures will be taken should a student display or be accused of any unacceptable behaviour in the classroom.

Sexual Misconduct
Cornerstone is committed to creating an environment free of sexual harassment. Wherever sexual harassment occurs it impinges on the basic human rights of the individual and it undermines the values contained in the South African Constitution, as well as the integrity of Cornerstone. Cornerstone expects that all students and staff will refrain from any form of sexual harassment. The Sexual Harassment Policy with full definition and procedures can be found in the CI Student Handbook.

**Substance Use**

**Smoking**

Cornerstone accepts that there is sufficient medical proof that smoking places the health of active as well as passive smokers at risk. Smoking, namely, using tobacco or tobacco like products, including but not limited to electronic vaping devices, are prohibited indoors. Students are expected to adhere to the Smoking Policy which can be found in the CI Student Handbook

**Substance Abuse**

Cornerstone Institute recognises the harmful effects that the use of over the counter and illegal drugs, tobacco products and the misuse of alcohol can have on students. The institution therefore has a responsibility to ensure that all relevant parties including its students, are both drug and alcohol free and protect any other persons (students, employees, public, clients, visitors) that may be affected while on the premises.

**Procedures for Student Discipline**

On occasion, Cornerstone staff may deem it necessary to discipline a student due to actions that are contrary
to the values held by Cornerstone, and which adversely affect the student body and life of the institution. In such circumstances, discipline will be administered through the following procedure:

- The Head of Student Services and/or Executive Dean will meet with the student(s) to determine the facts.
- If needed, the Head of Student Services and/or Executive Dean will meet with further eye-witnesses of the event to gain clarity of the facts given.
- The Head of Student Services will then meet with the CEO and/or the Executive Dean to discuss the matter.
- If further guidance is needed to determine discipline necessary for a given case, the student(s) will be required to attend a hearing with a full disciplinary committee, consisting of the chair or vice-chairperson of the SRC, a senior staff member, a member of the Board of Directors, the Head of Student Services, the Executive Dean and the CEO. This committee will then determine the necessary disciplinary action. Written records are kept of each action taken.
- Prior to a full disciplinary hearing, the SRC is to be informed as to the student(s) concerned and the perceived need for the hearing. This information will be conveyed to the SRC via the Head of Student Services. The matter will be discussed with due respect for confidentiality.

MEDICAL PRECAUTIONS

Universal precautions for managing all blood or body fluid will be strictly adhered to in all circumstances. A fully equipped first-aid kit, including rubber gloves, is available at reception to ensure adequate wound
management. A trained first-aid officer is available. Selected students are also sent on first aid training in case of emergency.

No student or employee may participate in contact games or sports with an open wound, sore, break in the skin or open skin lesions. Open wounds, scratches and skin lesions should be kept covered completely with waterproof dressings and plasters at all times.

Students and employees with infectious illnesses should stay away from Cornerstone to protect all other members of the community.

**HIV/AIDS POLICY**

- This policy aims to reflect the needs, ethos and values of Cornerstone Institute and is based on the framework of the National HIV/AIDS Policy (National Education Policy Act 1996).
- Because of the explosive infection rates worldwide, Cornerstone Institute acknowledges that both its students and employees will increasingly form part of the HIV/AIDS infected population and therefore takes into account those affected and infected by HIV/AIDS.
- Cornerstone, therefore, encourages all employees and students to be partners in the campaign against HIV/AIDS.
- All students and employees, regardless of their HIV/AIDS status, should be treated in a just, humane and life-affirming way. Cornerstone Institute therefore supports all measures that purport to uphold the human rights’ and dignity of its employees and students.
- No student may be denied admission or continued attendance on account of her or his HIV/AIDS status.
• No employee may be denied the right to be appointed in a post, to teach or be promoted on account of her or his HIV/AIDS status or perceived status.

• Compulsory disclosure of HIV/AIDS status will not be advocated. Testing for HIV/AIDS for employment or attendance at Cornerstone is prohibited. Voluntary disclosure of a student’s or employee’s HIV/AIDS status to the appropriate authority should be welcomed and an enabling environment should be cultivated in which the confidentiality of such information is ensured and in which unfair discrimination is not tolerated.

• A counselling facility is available at Cornerstone, in the Student Services Department for students and employees with HIV/AIDS. Medical counselling should be sought in order to assess risks to their own health as well as the risks of HIV/AIDS transmission to others.

• Sexual education, morality, life skills and HIV elements are present in our modules and will be supplemented where necessary with additional programmes/presentations. Lecturers receive training in order to present these programmes/presentations in a meaningful and effective way. Where this is not sufficient, outside professional assistance will be enlisted to meet these needs.

DISABILITY POLICY

In pursuit of upholding our core values of inclusivity and in line with South African legislation, Cornerstone Institute commits to continually improve conditions that will provide universal access and a disability-friendly environment for all students, and specifically for
students with disabilities. A full review of our Disability Policy can be found in the Student Handbook.

HEALTH AND WELLNESS POLICY

Cornerstone Institute acknowledges the importance of promoting the health and wellness of students, which may impact their overall well-being and academic performance. This will be accomplished through a number of support services, which includes but is not limited to psycho-education, workshops and awareness campaigns. For more information, see the Health and Wellness Policy in the Student Handbook.

2020 FEE STRUCTURE AND PROTOCOLS

<table>
<thead>
<tr>
<th>Programme</th>
<th>Max credits per year</th>
<th>Cost per Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Higher Certificate in Community Counselling</td>
<td>122</td>
<td>R250.00</td>
</tr>
<tr>
<td>(minimum 1 year)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Higher Certificate in Community Development</td>
<td>120</td>
<td>R250.00</td>
</tr>
<tr>
<td>(minimum 1 year)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Higher Certificate in Business Leadership</td>
<td>120</td>
<td>R250.00</td>
</tr>
<tr>
<td>(minimum 1 year)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Higher Certificate in Christian Ministry</td>
<td>120</td>
<td>R250.00</td>
</tr>
<tr>
<td>(minimum 1 year)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Note: Any degree modules taken in the higher certificates are charged at degree rates.*
<table>
<thead>
<tr>
<th>Course Description</th>
<th>Duration</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Theology in Community Leadership (minimum 3 years)</td>
<td>128</td>
<td>R450.00</td>
</tr>
<tr>
<td>Bachelor of Arts (minimum 3 years)</td>
<td>128</td>
<td>R450.00</td>
</tr>
<tr>
<td>Bachelor of Commerce (minimum 3 years)</td>
<td>128</td>
<td>R450.00</td>
</tr>
<tr>
<td>Post Graduate Certificate in Education in Intermediate Phase Teaching (minimum 1 year with recommendation to complete over 2 years)</td>
<td>135</td>
<td>R375.00</td>
</tr>
<tr>
<td>Post Graduate Certificate in Education in Foundation Phase Teaching (minimum 1 year with recommendation to complete over 2 years)</td>
<td>136</td>
<td>R375.00</td>
</tr>
<tr>
<td><strong>Note: PGCE additional undergirding modules are charged at Bachelor of Arts rate.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BA Honours in Community Development (minimum 1 year)</td>
<td>130</td>
<td>R455.00</td>
</tr>
<tr>
<td>BA Honours in Psychology (minimum 1 year)</td>
<td>130</td>
<td>R455.00</td>
</tr>
<tr>
<td>BPsych Equivalent: Course Work (12 months)</td>
<td>140</td>
<td>R555.00</td>
</tr>
<tr>
<td>BPsych Equivalent: Practicum and Supervision (6 months)</td>
<td>R14000.00</td>
<td></td>
</tr>
<tr>
<td>--------------------------------------------------------</td>
<td>----------</td>
<td></td>
</tr>
</tbody>
</table>

### 2020 Additional Registration Costs

<table>
<thead>
<tr>
<th>Cost Category</th>
<th>Description</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application Fee</td>
<td>All new students</td>
<td>R300.00</td>
</tr>
<tr>
<td>Student Card</td>
<td>1st Years/Replacement</td>
<td>R100.00</td>
</tr>
<tr>
<td>Technology Fee</td>
<td>All students annually</td>
<td>R500.00</td>
</tr>
<tr>
<td>Student Services Fee</td>
<td>All students annually</td>
<td>R900.00</td>
</tr>
<tr>
<td>Payment Plan Fee</td>
<td>All students annually</td>
<td>R2000.00</td>
</tr>
</tbody>
</table>

### Other Costs

<table>
<thead>
<tr>
<th>Cost Category</th>
<th>Description</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Late Registration Fee</td>
<td>On given day</td>
<td>R500.00</td>
</tr>
<tr>
<td>Withdrawal / Cancellation Fee</td>
<td>Any time during year</td>
<td></td>
</tr>
<tr>
<td>Computer Skills Module Fee</td>
<td>Any time during year</td>
<td>R200.00</td>
</tr>
<tr>
<td>Recognition of Prior Learning (RPL) Fee and Credit Accumulation Transfer (CAT) Fee</td>
<td>Per module</td>
<td>25% of module cost</td>
</tr>
<tr>
<td>Reprint of Transcripts, SACE letters, etc.</td>
<td>Per document</td>
<td>R150.00</td>
</tr>
<tr>
<td>Reprint of Certificates</td>
<td>Per document</td>
<td>R200.00</td>
</tr>
<tr>
<td>Registered Mail for documents</td>
<td>Per document</td>
<td>R50.00</td>
</tr>
<tr>
<td>Continuation Fees: Undergraduate (Senior Project Paper / Fieldwork)</td>
<td>Per annum payment</td>
<td>R1500.00</td>
</tr>
<tr>
<td>PGCE (Teaching Practicals)</td>
<td>Per annum payment</td>
<td>R600.00</td>
</tr>
<tr>
<td>Honours (Research)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Projects)</td>
<td>R2000.00</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>Dean's Assessment (graduating students only)</td>
<td>Per module</td>
<td>R600.00</td>
</tr>
<tr>
<td>Re-evaluation Assessment (payable prior to the assessment)</td>
<td>Per module in advance</td>
<td>R350.00</td>
</tr>
</tbody>
</table>

The above fee structure applies to students from African Countries.

Financial aid is available for students from Africa (SADC Countries).

See [https://cornerstone.ac.za/finance/financial-aid-application/](https://cornerstone.ac.za/finance/financial-aid-application/) or contact the Admissions Office admissions@cornerstone.ac.za

**GENERAL**

- The annual fee is determined by the number of modules the student registers for the academic year (January–November). Each module is assigned a specific credit value which also determines the time needed to do this module. Please plan accordingly.
- Each student (including July intake) is required to register in January each year and pay the initial payment.
- Students who register in July are registered for the second semester of the academic year (July–November).
● Students studying for non-credit purposes (AUDIT) pay half of the tuition fee applicable.
● Tuition fee rate is double for International students (excludes students from African Countries).
● Campus-based students who require a study visa to study at Cornerstone must pay 60% of the tuition fee in advance before a visa letter will be issued (this includes students from African Countries).
● Financial aid applications for new students close at the end of January.
● Financial aid applications for returning students close at the end of October. ([https://cornerstone.ac.za/finance/financial-aid-application/](https://cornerstone.ac.za/finance/financial-aid-application/))

PAYMENT OF FEES
● Students are responsible for the full payment of all fees and expenses according to their annual statement.
● R2000.00 annual payment plan fee will not be applicable with payment of the compulsory non-refundable initial payment made at registration, and the balance of tuition fees paid by the end of February (January Intake).
● R1000.00 Annual payment plan fee will not be applicable with payment of the non-refundable initial payment made at registration and the balance of tuition fees paid by the end of July (July intake).
● If a student is being sponsored, it is the student’s responsibility to contact sponsors to ensure payments are met.
Students must always use their student number as a reference for all correspondence with the financial office.

Statements are sent via email. Copies can be obtained directly from the finance office. Students must ensure that they check their statements. Enquiries can be made at the financial office – bursar@cornerstone.ac.za

Receipts are only issued for cash payments.

When making EFT payments, students should email proof of payment to bursar@cornerstone.ac.za

Promotional discounts may be offered from time to time. Conditions apply.

By the end of the first semester, half of the students’ total outstanding fees for the year must be settled in order for a grade report to be issued.

PAYMENT PLAN

- For the January intake, an Initial Payment of R5000.00 is payable before or at registration. The balance of the fees will be divided into a 10 month payment plan, from February – November.
- For the July intake, an Initial Payment of R5000.00 is payable by the end of June. The balance of the fees will be divided into a 5 month payment plan, from July – November.
- The Initial Payment is applied to the tuition fee.

REFUND OF FEES

- The R5000 initial payment is non-refundable.
- All administration fees due at registration will not be refunded.
- Cancellation AFTER the first 10 (ten) working days at the start of a semester: **only tuition fees in advance** (less non-refundable costs and withdrawal fee) of the student’s current semester will be refunded.
- Non-compliance with withdrawal/cancellation procedure will result in no refunds.

**NON-PAYMENT OF FEES**

Student fee accounts in arrears of more than 30 days will be put on financial suspension, resulting in the following consequences:
- The student may not attend class.
- Access to course material on the student portal will be withheld.
- Examination results and/or qualifications will be withheld.
- Should a student’s first semester fees not be settled by the end of the first semester, the second semester modules will be cancelled and an automatic fee suspension will be applied.
- Registration for the following year is not permitted unless the student’s account is settled in full.
- Failure to meet the agreed payment plan will result in the outstanding fees being handed over for collection with costs.
Banking Details

ACCOUNT NAME: CORNERSTONE INSTITUTE
BANK: NEDBANK
BRANCH NUMBER: 198 765 (universal code)
ACCOUNT NUMBER: 107 503 0269
INTERNATIONAL: Swift No: NEDSZAJJ
INTERNATIONAL IBAN No: NEDSZAJJXXX
REFERENCE: STUDENT NUMBER
STUDENT INITIAL, NAME AND SURNAME
FINANCIAL AID

The Financial Aid Programme is established to assist students to access tertiary study and to succeed at this study through the provision of financial assistance. Financial assistance is usually in the form of partial remission of fees and is dependent on the availability of funds and the criteria below. The responsibility for financing the balance of the fees rests with the student, according to ‘Payment of Fees’ on page 20 and 21. Cornerstone provides financial aid from external funding as well as from internal resources as determined from time to time by Management. External funders include individual funders, organisations, trusts, churches or donors. As a private higher education institution, Cornerstone does not receive any financial assistance or subsidy from the government.

Allocations for current students are prioritised according to the following criteria:
- nearness to completion of studies
- attitude and conduct
- community involvement
- continuing financial need
- academic progress
- indication of their own initiative to secure other funding

Allocations for new students:
- community involvement
- financial need as indicated on the Financial Aid Application Form
- prior academic record
- indication of their own initiative to secure other funding
Additional eligibility criteria may be considered as per a donor’s requirements.

Take note of the following:

- Financial Aid Application forms can be downloaded from the Cornerstone website. Only completed applications with all supporting documents will be considered.
- Only South African students and students from SADC countries may apply for financial aid.
- The student must pay the specified registration fee at registration to activate their approved funding.
- Returning students have to ensure that their student account is up to date before they can be considered for financial aid for the next academic year.
- All financial aid recipients are required to submit a bi-annual Funder Thank-you Letter to the Head of Student Services and to update their Personal Profile, which will be made available for funders.
- The student must commit to complete the qualification (failing which all monies granted must be repaid) and sign an undertaking accordingly.
- Module failures as well as additional modules taken are not eligible for financial aid.
- Failure of an applicant to disclose information that may influence the awarding of financial aid will result in cancellation of funds awarded.
PROGRAMME CONTENT AND SPECIFICATIONS

GENERAL EDUCATION (GenEd)

Mode of delivery: contact and distance

Cornerstone Institute offers a multi-disciplinary series of foundational (core) and academic development modules to new entry students as part of its commitment to realise graduate attributes (page 6) – a programme for general education, or GenEd programme. The programme provides students with a broad philosophical foundation and academic skills to support academic success.

Please note that GenEd modules are required only for bachelor undergraduate students in 2020. Higher Certificates will be included in 2021 and all postgraduate qualifications in 2022. All new entry students must complete five (5) GenEd modules, with three required and two selected from elective modules, or as may be needed for the purposes of academic development.

Required modules form part of the modules of the qualification a student is enrolled and the credits earned count toward the required number of credits to complete a qualification. Elective modules are modules that a student may choose between to complete the minimum number of GenEd modules required, or as
determined by entrance test (in the case of academic development modules).

A student may enroll for any GenEd module as additional learning opportunity for non-degree purposes and gain credit in doing so, which is transferable to full programmes at Cornerstone or other Institutions.

Assessment
Assessments in GenEd include assignments designed per module, and a capstone project as a final assessment across modules to test the integration of learning and the achievement of graduate attributes.

Capstone assessment refers to a combined assessment design, assessed by all lecturers of GenEd modules together as a capstone panel, with the assignment counting as the final mark toward the full grade of each GenEd module individually. Capstone projects as a rule, focuses on practical experience and integrated analysis; touching on all major themes of the GenEd programme as a whole.

Subjects
The main subjects are Citizenship 1 and Academic Development 1, including either term or semester modules to complete the two subjects, as follows:
<table>
<thead>
<tr>
<th>Citizenship I</th>
<th>Required/elective</th>
<th>Academic Development I</th>
</tr>
</thead>
<tbody>
<tr>
<td>Worldviews of the South (6 credits)</td>
<td>Required</td>
<td>Academic Reading and Writing (12 credits)</td>
</tr>
<tr>
<td>Ethics and global citizenship (12 credits)</td>
<td>Required</td>
<td>Required/elective</td>
</tr>
<tr>
<td>South- and African History (6 credits)</td>
<td>Required</td>
<td>Information &amp; Technology Skills (4 credits)</td>
</tr>
<tr>
<td>Change Leadership (6 credits)</td>
<td>Elective</td>
<td>Required/elective</td>
</tr>
<tr>
<td>Economics (6 credits)</td>
<td>Elective</td>
<td></td>
</tr>
<tr>
<td>Conflict Resolution (6 credits)</td>
<td>Elective</td>
<td></td>
</tr>
<tr>
<td>Entrepreneurship (6 credits)</td>
<td>Elective</td>
<td></td>
</tr>
</tbody>
</table>

*GenEd modules form part of the bachelors degree fee structure and cost R450 per module.

Module Descriptions

Citizenship I

Worldviews of the South (6 credits)
This module provides an introduction to worldviews in general with focus on philosophies of the global South, Africa and the West, with the aim to build understanding and appreciation for how these shaped knowledge traditions and the social realities our continent and the world at large.

Ethics and Global Citizenship (12 credits)
This module is designed to help the student build an ethical framework that takes into account a holistic understanding of the human person (head, heart and hands). Students are exposed to ethical theories that enable them to reflect on ways in which to respond to current moral, intellectual and social questions. Students work to integrate ethical theory into their
experience of life and explore how this contributes to the good of the world.

**South and African History (6 credits)**
The module engages critically with the nature of history, including the effects of position, perspective and power reflected in its telling. It does so by exploring the histories of South Africa and the African continent. The module begins with the original peoples and tracing the pre- and post-colonial development, movement and narratives of cultures, and outlines the ideas and events that shaped and continue to shape our nation and continent today.

**Change Leadership: Elective (6 credits)**
The purpose of this module is to provide a theoretically grounded overview of leadership, addressing multiple perspectives on leadership. It aims to develop people who are able to lead in the context in which they find themselves, and engage critically with leadership, especially in the South African and African context. Through the course of this module students will engage in the theory and practice of transformative leadership as well as personal/character development.

**Economics: Elective (6 credits)**
This module introduces students to the basic concepts of formal and informal economics, and the study of the use of scarce resources. Students will engage with issues of the allocation of scarce resources and its effect on human dignity. They will be challenged to think practically and critically about how they personally engage in the allocation of their own resources as well as the production and consumption of goods and services, and the distribution of wealth. Township
economies will serve as a case study for a practical exercise.

**Conflict Resolution (6 credits)**
This module introduces students to the theory and practice of conflict resolution and teaches them specific communication skills to enhance inter-group and interpersonal relationships. Students are provided with the opportunity to explore their attitude towards conflict and to reflect on their own styles and approaches to different types of conflict. The module makes use of case studies to assist students to reflect on the nature of group and other conflict, and strategies, tactics and approaches to engage with during and to resolve conflict situations. The links between communications, behaviour and conflict, with an emphasis on reconciliation are explored.

**Entrepreneurship: Elective (6 credits)**
This module provides an introduction to entrepreneurship focussing on the development of new ideas and the practice of entrepreneurship, including how to mobilise resources and the set-up, launch and growth of a new venture. The module functions as a basic incubator by assisting students with an entrepreneurship project to prepare a venture to apply in real life case.

**Academic Development I**

**Academic Reading and Writing (12 credits)**
This module concentrates on the skills needed for successful tertiary study. Special attention is paid to listening and reading for comprehension, writing clearly
and logically, and giving proper credit to sources utilized. These essential skills will be developed through exposure to readings and talks, and practise these skills in a supportive environment with detailed feedback.

**Information and Technology Skills (4 credits)**
Through this module students will learn to use a computer for emails, internet, word processing, spreadsheet development and electronic presentation suites. This will enable students to access the Virtual Learning Environment (VLE) known as Funda, which is used by Cornerstone for communication with lecturers and administrative purposes, as well as research and submission of assignments.

**HIGHER CERTIFICATE IN BUSINESS STUDIES/LEADERSHIP**
(minimum one year, maximum 3 years, 120/128 credits)

**Mode of delivery:** contact and distance

**Admission Requirements**
- A National Senior Certificate or National Certificate Vocational (with certificate pass)
- A Matriculation Certificate or equivalent
- Mature age of 45 years can be admitted, determined by the Recognition of Prior Learning (RPL) portfolio of evidence provided
- The National Benchmark Test (NBT) results.

**Programme Specific Outcomes**
Students who have completed the qualification should be able to:
- start up their own businesses, be able to develop business concepts and plans that will enable them to qualify for access to capital
• make ethically correct and defensible decisions
• make sound business decisions and solve problems
• gain business management skills
• seamlessly continue with further studies in commerce

Details of the Higher Certificate in Business Studies (NQF5)

<table>
<thead>
<tr>
<th>Leadership Studies (54/48 credits)</th>
<th>Business Studies (48 credits)</th>
<th>Academic Development 1 (16 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethics and Global Citizenship</td>
<td>Introduction to Accounting</td>
<td>Academic Reading and Writing</td>
</tr>
<tr>
<td>Business Communication</td>
<td>Economics</td>
<td></td>
</tr>
<tr>
<td>Leadership Studies</td>
<td>Introduction to Marketing</td>
<td>Information and Technology Skills</td>
</tr>
<tr>
<td>Personal Development in the Workplace</td>
<td>People Leadership, Management and Administration</td>
<td>Practical (10/8 credits)</td>
</tr>
<tr>
<td>Project Management (NSC bachelor pass) OR Introduction to Project Management (diploma or certificate pass)</td>
<td>Business Plan (8 credits for those with NSC diploma or certificate pass)</td>
<td></td>
</tr>
</tbody>
</table>

Module Descriptions
Leadership Studies

Ethics and Global Citizenship (12 credits)
This module is designed to help the student build an ethical framework that takes into account a holistic understanding of the human person (head, heart and hands). Students are exposed to ethical theories that enable them to reflect on ways in which to respond to current moral, intellectual and social questions. Students work to integrate ethical theory into their experience of life and explore how this contributes to the good of the world.

Business Communication (12 credits)
This module explores the basic definition and meaning of the concept of communication, and discusses why good communication is important for people in the workplace. Students analyse the different communication processes, discover the elements of successful communication and investigate how these play out at work. In the South African milieu, culture in particular, plays a significant role in communication processes. This module examines the importance of culture in personal and professional contexts, the influences on and of culture and the significance of effective cross-cultural communication. Throughout this module students’ will have an opportunity to develop and implement their own effective communication skills.

Change Leadership (6 credits)
The purpose of this module is to provide a theoretically grounded overview of leadership, addressing multiple perspectives on leadership. It aims to develop people who are able to lead in the context in which they find themselves, and engage critically with leadership, especially in the South African and African context.
Throughout this module students’ will engage in the theory and practice of leadership as well as personal/character development.

**Introduction to Project Management (6 credits, and for NSC diploma and certificate pass)**
This module introduces students to project management, identifying systematic ways of managing projects effectively. Students are introduced to the basic concepts and terminology of project management, including project planning, scheduling, resource management, monitoring and evaluation and project life cycles. The module lays the theoretical foundation for project management with application of the principles through case studies. OR

**Project Management (for those with an NSC bachelor pass, 12 credits)**
This module is designed to help the student plan bigger undertakings in a systematic way to ensure that the chances of successful implementation are optimised. The project management techniques have become the norm for undertaking bigger projects and initiatives for its thorough and systematic analysis, scheduling and control techniques.

**Personal Development in the Workplace (12 credits)**
This module explores the theory and practice of leadership in the context of the business as well as faith-based organizations. Attention will be given to issues such as understanding ourselves as leaders in light of Scripture, calling and temperament and our role as stewards of those we lead. Specifically, practical discussions will focus on the internal make-up of leaders, managing change – both internal and external, development of human resources, situational leadership styles and working as a team. The module
will focus on helping the students become more self-aware and evaluate their own development priorities.

Business Studies

Introduction to Accounting (18 credits)
This module is designed to introduce students to underlying accounting transactions fundamental to completing the financial accounts of a business. The module focuses on the accounting treatment and disclosure of the transactions related to business activity from small businesses to large companies. In addition students will be introduced to value added tax, the analysis and interpretation of financial statements as well as communication and decision making utilising financial information.

Economics (6 credits)
This module introduces students to the basic concepts of economics, the study of the use of scarce resources. Students will engage with issues of the allocation of scarce resources and the effect on human dignity. They will be challenged to think practically and critically about how they personally engage in the allocation of their own resources as well as the production and consumption of goods and services, and the distribution of wealth.

Introduction to Marketing (12 credits)
This module introduces the fundamental principles of marketing management and emphasises management principles in dealing with such areas a customer service management, and marketing research for decision making. The module is framed in the South African context to help students grasp the fundamental
concepts but it also places emphasis on emerging markets.

**People Leadership, Management and Administration (12 credits)**

People are the most valuable asset in any business and business leaders need to know and understand people issues in a business environment. This includes recruitment and selection, staffing models and requirements, organisational development, remuneration management, morale and motivation management, legal requirements that impact on employing and dismissing staff, as well as administrative requirements and best practice. Moral leadership and values are integrated into this module.

**Academic Development I**

**Academic Reading and Writing (12 credits)**

This module concentrates on the skills needed for successful tertiary study. Special attention is paid to listening and reading for comprehension, writing clearly and logically, and giving proper credit to sources utilized. These essential skills will be developed through exposure to readings and talks, and practise these skills in a supportive environment with detailed feedback.

**Information and Technology Skills (4 credits)**

Through this module students will learn to use a computer for emails, internet, word processing, spreadsheet development and electronic presentation suites. This will enable students to access the Virtual Learning Environment (VLE) known as Funda, which is used by Cornerstone for communication with lecturers and administrative purposes, as well as research and submission of assignments.
Practical

Business Plan (10 credits for those with NSC bachelor pass, 6 credits for others)
This module is a practical application of the business leadership knowledge and skills developed in other modules in this programme. Students will prepare a full business proposal that will enable them to start up or improve the running of a profitable business enterprise, demonstrating sound financial, business and ethical principles.
HIGHER CERTIFICATE IN CHRISTIAN MINISTRY
(minimum one year, maximum 3 years, 120 credits)

Mode of delivery: contact

Admission Requirements
- A National Senior Certificate or National Certificate Vocational (with certificate pass)
- A Matriculation Certificate or equivalent
- Mature age of 45 years can be admitted, determined by the Recognition of Prior Learning (RPL) portfolio of evidence provided
- The National Benchmark Test (NBT) results.

Programme Specific Outcomes
Students who have completed the qualification should be able to:
- Deepen their relationship with the triune God and their trust in Jesus Christ as saviour and friend.
- Develop creative and critical thinkers who are catalysts for growth and renewal.
- Develop basic skills in reading the Bible and showing its relevance to meeting pastoral needs in churches and communities, especially in an African context.
- Understand how people’s worldview influences their concept of God and practice of spirituality.
- Gain a greater critical appreciation of their own theological view.
- Understand the basic principles of Christian leadership.
- Minister to people in different cultural contexts.
- Develop basic communication skills with groups and individuals.
● Have the possibility of further studies (modules can be credited towards our BTh programme).

**Details of the Higher Certificate in Christian Ministry (NQF5)**

<table>
<thead>
<tr>
<th>Biblical Studies (24 credits)</th>
<th>Christian Studies (24 credits)</th>
<th>Practical Theology (48 credits)</th>
<th>Practical (8 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biblical Text and Context</td>
<td>Theology of Mission</td>
<td>Christian Spirituality</td>
<td>Change Leadership</td>
</tr>
<tr>
<td>New Testament Foundations</td>
<td>Introduction to Theology</td>
<td>Christian Worship</td>
<td>Reconciliation and Peacemaking</td>
</tr>
<tr>
<td>Old Testament Foundations A and B</td>
<td>History of Western and African Christianity</td>
<td>Cross-cultural Communication &amp; Education</td>
<td>Pastoral Care and Counselling</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Academic Development I (16 credits)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Academic Reading and Writing</td>
</tr>
<tr>
<td>Worldviews and Philosophies of the South</td>
<td>Homiletics</td>
<td>Youth Issues</td>
<td>Information and Technology Skills</td>
</tr>
</tbody>
</table>

**Module Descriptions**
Biblical Studies

Biblical Text and Context (6 credits)
This module is designed to introduce the student to the nature, purpose and interpretative process related to the Scriptures. Attention is given to the historical backdrop of the Old and New Testaments, and to the development of the biblical canon (Jewish, Protestant and Catholic). Tracing the narrative trajectory of the Bible, this module is designed to equip students with a basic skill set necessary for the artful and faithful interpretation of the biblical text both within the church and public space.

New Testament Foundations (6 credits)
This module is designed to introduce the student to the scope of the New Testament, as the testimony of the early Church, concerning the crucified and resurrected Jesus. The module follows the canonical order of the New Testament and is split over two terms. Attention is given to historical background, interpretive issues related to literary genre, and to the theology and integrity of the New Testament.

Old Testament Foundations A & B (2x6 credits)
This module is designed to introduce the student to the scope of the Old Testament, as a shared testimony, concerning its central character, Yahweh. The module follows the ordering of the Hebrew Bible and is split over two terms. Attention is given to historical background, interpretive issues related to literary genre, and to the theology and integrity of the Old Testament. This module is an important backdrop for New Testament Foundations.

Christian Studies
History of Western and African Christianity (6 credits)
This module reviews the origins and growth of Christianity from the early church through to the 20th century, focusing on the history of theology, the Church and missions in the West and in Africa. The module will emphasise the dynamic process of God’s providence sustaining Christian faith in diverse historical contexts and will bring students to an awareness of how Christianity today has been shaped by history.

Introduction to Theology (6 credits)
This module is designed to introduce the student to the methodology and discourse of systematic theology and provide a framework within which to relate both the various theological disciplines (e.g. biblical theology, historical theology, systematic theology) and the various doctrines of the Christian faith. Special attention is given to the relationship between theology and its cultural contexts, particularly within a South African context.

Theology of Mission (6 credits)
The biblical and theological foundations of mission are studied from creation to Israel and then from Christ to the visions of the eschaton. An understanding of the task of world evangelisation is developed. The influence of key movements and mission paradigms will be explored, focusing in particular on current debates on the nature of missions and evangelism.

Worldviews of the South (6 credits)
This module provides an introduction to worldviews in general with focus on philosophies of the global South, Africa and the West, with the aim to build understanding and appreciation for how these shaped
knowledge traditions and the social realities our continent and the world at large.

**Practical Theology**

**Christian Spirituality (6 credits)**
This module provides an introduction to Christian Spirituality as it has unfolded through time and explores different facets of contemporary spiritual life and practice. This module also includes a compulsory tutorial for spiritual formation. This module also includes a compulsory tutorial for spiritual formation.

**Christian Worship (6 credits)**
This module explores Christian Worship through the scriptures and the different traditions of the church and examines the theory and practice of worship in contemporary churches and life.

**Homiletics (6 credits)**
This module will equip the student with the skills of public speaking and specifically sermon preparation and delivery. Throughout the module attention will be given to increasing the student’s ability to express ideas clearly and competently in both written and oral communication in preaching, giving the student a comprehensive understanding of the theory and praxis of expository preaching.

**Cross-cultural Communication and Education (6 credits)**
This is a foundational course in communication and education introducing the study of the communication process in cross-cultural contexts. The dynamics of interpersonal, intercultural, group and mass communication will be studied, focussing on communication in teaching and learning. This includes
the study of public speaking, audience analysis, listening, speaking and conflict management.

**Pastoral Care and Counselling (6 credits)**
This module is an introduction to the practical theology of pastoral care and counselling. The nature of practical theology, pastoral care and the relation between theology and psychology are explored. Models and techniques of the pastoral conversation are learnt and practiced and a sense of pastoral identity is developed.

**Change Leadership (6 credits)**
The purpose of this module is to provide a theoretically grounded overview of leadership, addressing multiple perspectives on leadership. It aims to develop people who are able to lead in the context in which they find themselves, and engage critically with leadership, especially in the South African and African context. Through the course of this module students will engage in the theory and practice of leadership as well as personal/character development.

**Reconciliation and Peace-making (6 credits)**
The purpose of Reconciliation and Peace-making is to lay the foundation for a biblical and theological approach to conflict management that will guide the church and community leader in responding to interpersonal conflict both in the church and in the community.

**Youth Issues (6 credits)**
The module will enable students to understand the contemporary issues facing South African youth in the context of community and society, such as alcohol and drug abuse, HIV/AIDS, teenage pregnancy, gang violence and malnutrition. The module also encourages
the student to read and evaluate perspectives provided by South African social scientists and psychologists across the racial and cultural spectrum.

**Practical**

**Christian Ministry Fieldwork (8 credits)**
The ministry practical is a practical extension of the academic programme in the Certificate in Christian Ministry programme. It is designed to be a multidisciplinary application of what has been learnt theoretically and measures the practical capabilities of the student within a field or sphere of learning.

**Academic Development I**

**Academic Reading and Writing (12 credits)**
This module concentrates on the skills needed for successful tertiary study. Special attention is paid to listening and reading for comprehension, writing clearly and logically, and giving proper credit to sources utilized. These essential skills will be developed through exposure to readings and talks, and practise these skills in a supportive environment with detailed feedback. This module enables students' to develop their critical thinking ability in order to source and evaluate academic material. Students will understand plagiarism and referencing and learn to write and reference a structured academic paper.

**Information and Technology Skills (4 credits)**
Through this module students will learn to use a computer for emails, internet, word processing, spreadsheet development and electronic presentation suites. This will enable students to access the Virtual Learning Environment (VLE) known as Funda, which is
used by Cornerstone for communication with lecturers and administrative purposes, as well as research and submission of assignments.
HIGHER CERTIFICATE IN COMMUNITY COUNSELING
(minimum one year, maximum three years, 124/130 credits)

Mode of delivery: contact

Admission Requirements
- A National Senior Certificate or National Certificate Vocational (with certificate pass)
- A Matriculation Certificate or equivalent;
- Mature age of 45 years can be admitted, determined by the Recognition of Prior Learning (RPL) portfolio provided
- The National Benchmark Test (NBT) results.

Programme Specific Outcomes
Students who have completed the qualification must be able to:
- Know the historical development and current status of psychology in understanding human behaviour
- Be familiar with marriage development and family issues as part of a developmental psychology framework
- Be familiar with the dynamics of crisis and crisis intervention strategies
- Address issues young people face in the context of certain South African realities i.e. alcohol, teenage pregnancy, AIDS, violence, malnutrition, drug abuse, gangsterism
- Address contemporary contextual social problems and intervention strategies e.g., HIV/AIDS
- Describe personality functioning and have an understanding of personality disorders, causes and effects
- Work in community mental health settings providing services.

**Details of the Higher Certificate in Community Counselling (NQF5)**

<table>
<thead>
<tr>
<th>Psychology (30 credits)</th>
<th>Community Counselling (30 credits)</th>
<th>Family Studies (48/42 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developmental Psychology</td>
<td>Crisis Counselling</td>
<td>Conflict Resolution</td>
</tr>
<tr>
<td>Introduction to Abnormal Psychology</td>
<td>Community and Mental Health Issues</td>
<td>Family and Development</td>
</tr>
<tr>
<td>Introduction to Psychology</td>
<td>Counselling Modalities</td>
<td>Interpersonal Skills and Communication</td>
</tr>
<tr>
<td>Academic Development I (16 credits)</td>
<td>HIV/AIDS Counselling</td>
<td>Life Skills</td>
</tr>
<tr>
<td>Academic Reading &amp; Writing</td>
<td>Electives (6 credits) (one will be offered per cycle)</td>
<td>Youth Issues</td>
</tr>
</tbody>
</table>
| Information and Technology Skills | - Group Counselling  
- Pastoral Care and Counselling  
- Solution Focused Brief Counselling | South and African History |

**Module Descriptions**
Psychology

Developmental Psychology A and B (12 credits)
These modules provide an overview of the major theories of Developmental Psychology. It aims to help the student understand the models of human development from conception to adolescence and early adulthood to death, to address contemporary concerns in life-span development, and to enhance the awareness of methodological approaches by which human development is investigated.

Introduction to Abnormal Psychology (6 credits)
This module focuses on the most frequently encountered types of abnormal behaviour, with an overview of the symptoms, the diagnostic process, and the generally accepted treatment method of various psychological disorders.

Introduction to Psychology (12 credits)
The module is an overview of persons, ideas, and principles in the scientific study of human behaviour. The historical development and current status of psychology and investigative activities and significant findings are reviewed. The module also identifies and explains factors of personality, together with patterns of abnormal behaviour.

Community Counselling

Crisis Counselling (6 credits)
In this module students will gain an understanding of the dynamics of crisis counselling and theories to gain insight into crisis intervention models. They will gain insight into crisis models.

Community and Mental Health Issues (6 credits)
This module seeks to create awareness about various mental health issues in the South African context. Specific focus is given to the local community and interventions that target mental health issues. The role of the mental health worker in South Africa is examined and attention is given to the challenges in mental health care.

**Counselling Modalities (12 credits)**
In this module the student is introduced to counselling theories and approaches. This module will highlight the characteristics of an effective counsellor.

**HIV/AIDS Counselling (6 credits)**
This module examines effective personal and community support structures to enhance the quality of life of the person living with HIV/AIDS. It examines effective personal and community support structures to enhance the quality of life of the person living with HIV/AIDS and focuses on understanding HIV/AIDS in the context of trust, mutual sharing, support and learning.

**Electives:** only one of the three electives will be offered per cohort of registered students

**Group Counselling (6 credits)**
This module aims to provide the student with a basic theoretical understanding of groups, group processes, group dynamics and the stages of in-group development. The module also seeks to provide students with skills to be able to plan and facilitate psycho-educational workshops

**Pastoral Care and Counselling (6 credits)**
This module is an introduction to the practical theology of pastoral care and counselling. The nature of practical theology, pastoral care and the relation
between theology and psychology are explored. Models and techniques of the pastoral conversation are learnt and practiced and a sense of pastoral identity is developed.

**Solution Focused Brief Counselling (6 credits)**
This module is an introduction to the Solution Focused Brief approach. It is a short-term, goal-oriented approach, which focuses on strengths and resources rather than deficits and weaknesses.

**Family Studies**

**Conflict Resolution (6 credits)**
This module introduces students to the theory and practice of conflict resolution and teaches them specific communication skills to enhance their relationships. Students are provided with the opportunity to explore their attitude toward conflict and to reflect on their personal approach to conflict. The module makes use of case studies to assist students to reflect on the strategies, tactics and approaches used during conflict situations and emphasises the link between communications, behaviour and conflict.

**Family and Development (12 credits)**
This module surveys the themes of marriage development and family issues. The student will be introduced to the dynamics of change within marriage and the family as part of a developmental psychology framework.

**Interpersonal Skills and Communication (12 credits)**
This module provides students with inter- and intrapersonal communication skills. Specific focus will be given to the students’ personal development within the
academic context highlighted through goal setting, stress and time management, and life skills development.

Life Skills (6 credits)
The module seeks to provide students with an introduction to life skills and psycho-educational training. Specific focus will be given to facilitation and workshop planning and development.

South and African History (6 credits)
The module engages critically with the nature of history, including the effects of position, perspective and power reflected in its telling. It does so by exploring the histories of South Africa and the African continent. The module begins with the original peoples and tracing the pre- and post-colonial development, movement and narratives of cultures, and outlines the ideas and events that shaped and continue to shape our nation and continent today.

Youth Issues (6 credits)
The module will enable students to understand the contemporary issues facing South African youth in the context of community and society, such as alcohol and drug abuse, HIV/AIDS, teenage pregnancy and gang violence. The module also encourages the student to read and evaluate perspectives provided by South African social scientists and psychologists across the racial and cultural spectrum.

Academic Development I

Academic Reading and Writing (12 credits)
This module concentrates on the skills needed for successful tertiary study. Special attention is paid to
listening and reading for comprehension, writing clearly and logically, and giving proper credit to sources utilized. These essential skills will be developed through exposure to readings and talks, and practise these skills in a supportive environment with detailed feedback. This module enables students’ to develop their critical thinking ability in order to source and evaluate academic material. Students will understand plagiarism and referencing and learn to write and reference a structured academic paper.

**Information and Technology Skills (4 credits)**

Through this module students will learn to use a computer for emails, internet, word processing, spreadsheet development and electronic presentation suites. This will enable students to access the Virtual Learning Environment (VLE) known as Funda, which is used by Cornerstone for communication with lecturers and administrative purposes, as well as research and submission of assignments.
HIGHER CERTIFICATE IN COMMUNITY DEVELOPMENT  
(minimum 2 years, 120 credits)

Mode of delivery: contact

Admission Requirements

- A National Senior Certificate or National Certificate Vocational (certificate pass)
- A Matriculation Certificate or equivalent
- Mature age of 45 years can be admitted, determined by the Recognition of Prior Learning (RPL) portfolio of evidence provided
- The National Benchmark Test (NBT) results
- A minimum of 4 years' experience in the area of community development.

Programme Specific Outcomes

Students who have completed the qualification should be able to:

- Apply effective leadership and management principles in community projects
- Evaluate the nature and sources of conflict and identify and apply methods of appropriate resolution methods.
- Develop monitoring and evaluation processes and frameworks for project analysis.
- Discuss and evaluate the different approaches to rural and urban development among poor communities.
- Identify key role players and resources in communities and identify strategies for mobilising communities and resources.
- Identify and apply best practice community participation methods for specific development projects.
Design and execute a practical community needs analysis leading to a project in which the learner engages through participation and reflection.

### Details of the Higher Certificate in Community Development (NQF5)

<table>
<thead>
<tr>
<th>Sociology (42 credits)</th>
<th>Applied Development Studies (24 credits)</th>
<th>Leadership Studies (18 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Research Methods</td>
<td>Community Mobilisation</td>
<td>Conflict Resolution</td>
</tr>
<tr>
<td>Fundraising and Resource Mobilisation</td>
<td>Leadership in Development Projects</td>
<td>Ethics</td>
</tr>
<tr>
<td>Introduction to Community Development</td>
<td>Monitoring and Evaluation of Community Projects</td>
<td></td>
</tr>
<tr>
<td>Introduction to Sociology of Development</td>
<td>Project Management</td>
<td>Academic Development I (16 credits)</td>
</tr>
<tr>
<td>Perspectives on Social Transformation</td>
<td><strong>Practical</strong> (20 credits)</td>
<td>Academic Reading and writing</td>
</tr>
<tr>
<td>Understanding Poverty</td>
<td>Community Fieldwork</td>
<td>Information and Technology Skills</td>
</tr>
</tbody>
</table>

### Module Descriptions

**Sociology**
Community Research Methods (6 credits)
This module aims to orientate the student to participatory research (i.e. its tools, techniques and methodologies), with the goal of helping a community identify a problem, collect and analyse information, and act upon the problem in order to find solutions and to promote social and political transformation. The module will implement participatory tools of secondary resources, direct observation and semi-structured interviewing.

Fundraising and Resource Mobilisation (6 credits)
The module will introduce students to the fundamental principles and tools for fundraising as well as a framework to understand resource mobilisation. It will outline the important difference between fundraising and resource mobilisation, and why development efforts usually focus on the latter.

Introduction to Community Development (6 credits)
The aim of this module is to lay the conceptual foundation for further in-depth discussions on community development issues. This module introduces a critical review of frequently used and sometimes abused concepts related to the community development discipline. The underlying meaning of popular community development jargon such as bottom-up development, grassroots participation, and good governance will be critically revisited and debated to set the scene for further modules in community development.

Introduction to Sociology of Development (6 credits)
The aim of this module is to broaden the perspective of the student by introducing the student to how societies develop. This module also sensitises the student for the
global perspective and the impact of globalisation on local contexts. Case studies will reveal that development is equated to change, a phenomenon that often has both positive and negative effects on local communities.

**Perspectives on Social Transformation (6 credits)**
This module reviews several perspectives on social transformation processes. The module covers different ways of thinking about development as transformation including people-centred development, development as freedom and development as a response to powerlessness.

**Urban and Rural Development (6 credits)**
This module seeks to explore in depth the dynamics that are involved in cities as unique spaces of social interaction on the one hand, and those involved in rural areas on the other. Urban social development issues are discussed from various perspectives, including economic, social and political factors that impact urban life. The module accords special attention to the impact of urbanisation on the poor, elderly, youth, and other marginalised groups. It also seeks to help students outline the challenges facing rural development in developing countries and in South Africa in particular.

**Understanding poverty (6 credits)**
In this module the student is introduced to poverty, particularly as it relates to community development. Various definitions of poverty and causes of poverty will be explored, as well as models for poverty alleviation.
Applied Development Studies

Community Mobilisation (6 credits)
To “own” something means taking responsibility for it. Ownership of community projects is vital for sustainable development. But how is it done? To mobilise the community in line with positive development activities is an aim of most development projects. This module will look at best practices and bad practices in this regard to highlight the value of community participation as a prerequisite for community mobilisation.

Leadership in Development Projects (6 credits)
This module explores the theory and practice of leadership and management in the context of development projects. At the end of the module students should be able to: discuss the importance of leadership within the community development process, identify their own weaknesses and strengths as a leader, explain various ways in which leadership can be developed in communities and identify and evaluate leadership style and dynamics in an organisation/community of the student’s choice.

Monitoring and Evaluation of Community Projects (6 credits)
This module aims at equipping development workers in government, NGOs and other organisations with skills, knowledge and the necessary attitudes for effective results-based monitoring and evaluation of development programmes. This module highlights the concepts, roles, purposes and processes of monitoring and evaluation in development projects, and seeks to equip learners to engage and plan more effectively with evaluations.

Project Management (6 credits)
This module aims to orientate students' to the field of project management through exploring the principles, methods, tools and techniques required in order to plan, organize, control and direct the activities of a project in an effective manner. The module will be praxis orientated with a focus on how management techniques are adapted to exercise more effective control over existing resources.

Leadership Studies

Conflict Resolution (6 credits)
This module introduces students to the theory and practice of conflict resolution and teaches them specific communication skills to enhance their relationships. Students are provided with the opportunity to explore their attitude towards conflict and to reflect on their personal approach to conflict. The module makes use of case studies to assist students to reflect on the strategies, tactics and approaches used during conflict situations and emphasises the link between communications, behaviour and conflict.

Ethics (6 credits)
This module is designed to help the student develop a practical understanding of ethical issues in community development work. The philosophical and historical bases of ethics are examined and professional rules and policies are evaluated in light of ethical principles. Students are encouraged to examine their personal worldview, values, beliefs, and behaviour related to current moral, social and professional issues.
Intercultural Communication (6 credits)
This module seeks to introduce the student to the fundamentals of intercultural communication, especially as they relate to work in cross-cultural settings. In this module, the concepts of culture, worldview, values and belief systems and power will be examined. A key theme is the reflection on the impact of our interventions in other cultures, and the necessary cultural attitudes required to work effectively in cross-cultural settings.

Practical

Community Fieldwork (20 credits)
Fieldwork is a community-based extension of the academic programme. The fieldwork is designed to be a multi-disciplinary application of what has been learnt theoretically during one’s studies. As such it measures the practical capabilities of the student within a field or sphere of learning.

Academic Development I

Academic Reading and Writing (12 credits)
This module concentrates on the skills needed for successful tertiary study. Special attention is paid to listening and reading for comprehension, writing clearly and logically, and giving proper credit to sources utilized. These essential skills will be developed through exposure to readings and talks, and practise these skills in a supportive environment with detailed feedback. This module enables students’ to develop their critical thinking ability in order to source and evaluate
academic material. Students will understand plagiarism and referencing and learn to write and reference a structured academic paper.

**Information and Technology Skills (4 credits)**
Through this module students will learn to use a computer for emails, internet, word processing, spreadsheet development and electronic presentation suites. This will enable students to access the Virtual Learning Environment (VLE) known as Funda, which is used by Cornerstone for communication with lecturers and administrative purposes, as well as research and submission of assignments.
BACHELOR OF ARTS
(Minimum 3 years, 372 credits)

Mode of delivery: contact and distance

Admission Requirements
- National Senior Certificate (NSC) with a bachelor's pass or equivalent
- A Matriculation Certificate (with university exemption) or equivalent
- A Higher Certificate or Advanced Certificate or Diploma in a cognate field
- Matriculation Certificate (with university exemption) or equivalent
- National Benchmark Test (NBT) results

Alternative Admission Requirements (with Senate approval as per Admission’s Policy)
- A National Senior Certificate or National Certificate Vocational with a diploma pass (or equivalent) combined with the NBT results
- Mature age of 23 and over during the first year of studies and a National Senior Certificate (or equivalent). The conditions of the Recognition of Prior Learning (RPL) Policy for access and the results of the NBT are determining factors for admission. Contact the admissions office regarding RPL.
- Mature age of 45 years can be admitted, determined by the RPL conditions and the results of the NBT.

Extended Programme for Academic Development
Applicants in the first category under Alternative Admission Requirements must register for the Extended
Programme for Academic Development. The Programme extends the completion of the prescribed subjects over a minimum of 4 years. Students who are admitted on the basis of prior learning and who want to complete the degree in three years, but who fail more than 20% of modules taken during the first semester, are required to take the first year over two years.

**Target Groups**
The BA aims to provide access for Grade 12 learners to a degree programme equipping them with skills to be more effective leaders in the community in the areas of psychology, theology, Media, sociology, and alternate education. In addition to a career path for sociologists, psychologists, media, and alternative education; the programme is intended to provide students who are considering a career as teachers to advance to a Post-Graduate Certificate in Education with the required teaching subjects at an undergraduate level.

**Programme Specific Outcomes**
BA students must choose between a major in Psychology, Sociology, Theology, Media Studies, or alternate education. Each focus has its own specified core and elective modules from the curriculum below. Outcomes are set for each area of focus, as outlined below. Each module within the curriculum also has its own set of outcomes.
Psychology students who have completed the qualification must be able to:

- Identify psycho-social problems and understand the insights and methods psychology and sociology provide for dealing with them.
- Understand how psycho-social insights and methods should be utilised in the various spheres of mental health in South Africa.
- Have an understanding of how and when to refer people to other agencies more suited to handling problems of a psycho-social nature.
- Develop, implement and evaluate psychologically-based training programmes.
- Conduct appropriate basic research into psycho-social questions.

Sociology students who have completed the qualification must be able to:

- Understand the principles, concepts, history and major approaches to the study of society.
- Understand sociological theory as it is applied to important institutions in society such as the family, religion, government and community life.
- Understand their own culture and appreciate the values of other cultures.
- Understand the psycho-social problems facing Africa today, with an emphasis on poverty and poverty alleviation.
- Analyse economic systems from a sociological perspective and identify the debates around the prevalent economic systems in the African context.
- Engage critically with contemporary examples of social, cultural, economic and political oppression.
and injustice within our region, continent and globally.

- Illustrate an in depth understanding of contemporary sociological theory and be able to evaluate and analyse these theories with reference to issues such as globalisation, conflict, the environment, gender and poverty, with a special focus on South Africa and the African continent.

- Conduct research into social issues. This includes the acquisition of skills such as: participatory research methodologies, evaluation research, report writing and proposal writing.

Theology students who have completed the qualification must be able to:

- Demonstrate an ability to engage with theological lenses and techniques in addressing real world questions and crises.

- Understand the principles, concepts, history and major approaches to the study of theology.

- Demonstrate skill in interpreting the Bible and showing its relevance to all of life, including pastoral needs in churches and communities, especially in an African context.

- Understand how people's worldview influences their concept of God and practice of spirituality and be able to minister to and serve people in different cultural contexts.

- Articulate a personal sense of vocation, meaning and purpose in life, largely through engagement in theory that has a practical outworking.
● Demonstrate the necessary skills for understanding and engaging with a diverse and complex society.
● Understand a broad set of the contextual issues facing South Africa today and develop an integrative response (employing psychological, theological, sociological and/or other theories of practise) for engaging these challenges.

**Media Study students who have completed the qualification must be able to:**

● Apply critical and theoretical models for analysing a variety of media content and practices in relation to relevant political, economic, technological, social and historical contexts.
● Trace the development of media and relate current practices to historical antecedents in South Africa and globally.
● Demonstrate an ability to apply and defend professional ethics and the laws that govern the media industry in South Africa.
● Conduct independent research, drawing on both primary and secondary visual and written materials, to develop and present a cohesive argument using appropriate academic and professional discourse.
● Compose coherent visual and text-based media messages, adapted to clearly defined audiences, contexts and purposes, showing knowledge of fundamental media production principles.
● Engage in critical analysis and evaluation of personal creative work in a reflexive mode.
● Collaborate with peers to produce media content that demonstrates an ability to both provide and apply critical feedback within a group context.
### BACHELOR OF ARTS (NQF 7, 372 credits)

**OPTION 1: PSYCHOLOGY**

<table>
<thead>
<tr>
<th>BASIC LEVEL (first year)</th>
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<tbody>
<tr>
<td>Academic Development I GenEd (16 credits)</td>
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<tr>
<td>Citizenship I GenEd consisting of <strong>three</strong> required and <strong>two</strong> elective modules (36 credits)</td>
<td>124</td>
</tr>
<tr>
<td>Psychology I (major) (24 credits)</td>
<td></td>
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<tr>
<td>Counselling I (24 credits)</td>
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</tr>
<tr>
<td>Choose <strong>one</strong> other subject from Sociology I, English I, Biblical Studies I, Theology I Media Studies I or TESOL I (24 credits)</td>
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<table>
<thead>
<tr>
<th>INTERMEDIATE LEVEL (second year)</th>
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<tbody>
<tr>
<td>Psychology II (major) (32 credits)</td>
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<tr>
<td>Counselling II (32 credits)</td>
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<tr>
<td>Leadership Studies II (32 credits)</td>
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<tr>
<td>Continue with the other subject chosen in first year: Sociology II, English II, Biblical Studies II, Theology II, Media Studies II or TESOL II (32 credits)</td>
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<th>ADVANCED LEVEL (third year)</th>
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<tbody>
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<td>Psychology III (major) (48 credits)</td>
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<tr>
<td>Counselling III (48 credits)</td>
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<tr>
<td>Practical (24 credits)</td>
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### OPTION 2: SOCIOLOGY AND COMMUNITY DEVELOPMENT

<table>
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<tr>
<th>BASIC LEVEL (first year)</th>
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</thead>
<tbody>
<tr>
<td>Academic Development I GenEd (16 credits)</td>
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<tr>
<td>Citizenship I GenEd consisting of <strong>three</strong> required and <strong>two</strong> elective modules (36 credits)</td>
<td>124</td>
</tr>
<tr>
<td>Sociology I (major) (24 credits)</td>
<td></td>
</tr>
<tr>
<td>Choose <strong>two</strong> other subjects from Psychology I, English I, Counselling I, Biblical Studies I, Theology I, Media Studies I or TESOL I (24 credits)</td>
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</tbody>
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<table>
<thead>
<tr>
<th>INTERMEDIATE LEVEL (second year)</th>
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<tbody>
<tr>
<td>Sociology II (major) (32 credits)</td>
<td>128</td>
</tr>
<tr>
<td>Leadership Studies II (32 credits)</td>
<td></td>
</tr>
<tr>
<td>Community Development II (32 credits)</td>
<td></td>
</tr>
<tr>
<td>Continue with one subject taken in first year from: Psychology II, English II, Counselling II, Biblical Studies II, Theology II, Media Studies II or TESOL II (32 credits)</td>
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<tr>
<th>ADVANCED LEVEL (third year)</th>
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<tbody>
<tr>
<td>Sociology III (major) (48 credits)</td>
<td>120</td>
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<tr>
<td>Community Development III (48 credits)</td>
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</tbody>
</table>
## OPTION 3: THEOLOGY

### BASIC LEVEL (first year)
- Academic Development I GenEd (16 credits)
- Citizenship I GenEd consisting of **three** required and **two** elective modules (36 credits)
- Biblical Studies I (24 credits)
- Theology I (24 credits)
- Sociology I (major) or Psychology I (major) (24 credits)
- Media Studies I and TESOL I (24 credits) can be taken as extra subjects only

### INTERMEDIATE LEVEL (second year)
- Biblical Studies II (32 credits)
- Theology II (32 credits)
- Choose Counselling II and Psychology II (major) (2x32 credits) **OR**
  - Community Development II and Sociology II (major) (2x32 credits)

### ADVANCED LEVEL (third year)
- Choose Biblical Studies III OR Theology III (48 credits)
- Continue with Sociology III (major) OR Psychology III (major) (48 credits)
- Practical (24 credits)

## OPTION 4: MEDIA STUDIES

### BASIC LEVEL (first year)
- Academic Development I GenEd (16 credits)
- Citizenship I consisting of **three** required and **two** elective modules (36 credits)
- Media Studies I (24 credits)
- English I (24 credits)
- Sociology I (major) or Psychology I (major) (24 credits)
- TESOL I (24 credits) can be taken as an extra subject only

### INTERMEDIATE LEVEL (second year)
- Leadership Studies II (32 credits)
- Media Studies II (32 credits)
- English II (32 credits)
Module Descriptions

Basic Level (1st Year)

Academic Development I

Academic Reading and Writing (12 credits)
This module concentrates on the skills needed for successful tertiary study. Special attention is paid to listening and reading for comprehension, writing clearly and logically, and giving proper credit to sources utilized. These essential skills will be developed through exposure to readings and talks, and practise these skills in a supportive environment with detailed feedback. This module enables students' to develop their critical thinking ability in order to source and evaluate academic material. Students will understand plagiarism and referencing and learn to write and reference a structured academic paper.

Information and Technology Skills (4 credits)
Through this module students will learn to use a computer for emails, internet, word processing, spreadsheet development and electronic presentation suites. This will enable students to access the Virtual Learning Environment (VLE) known as Funda, which is used by Cornerstone for communication with lecturers and administrative purposes, as well as research and submission of assignments.
Citizenship 1

Economics: Elective (6 credits)
This module introduces students to the basic concepts of formal and informal economics, and the study of the use of scarce resources. Students will engage with issues of the allocation of scarce resources and its effect on human dignity. They will be challenged to think practically and critically about how they personally engage in the allocation of their own resources as well as the production and consumption of goods and services, and the distribution of wealth. Township economies will serve as a case study for a practical exercise.

Change Leadership: Elective (6 credits)
The purpose of this module is to provide a theoretically grounded overview of leadership, addressing multiple perspectives on leadership. It aims to develop people who are able to lead in the context in which they find themselves, and engage critically with leadership, especially in the South African and African context. Through the course of this module students will engage in the theory and practice of transformative leadership as well as personal/character development.

Worldviews of the South (6 credits)
This module provides an introduction to worldviews in general with focus on philosophies of the global South, Africa and the West, with the aim to build understanding and appreciation for how these shaped
knowledge traditions and the social realities our continent and the world at large.

**Ethics and Global Citizenship (12 credits)**
This module is designed to help the student build an ethical framework that takes into account a holistic understanding of the human person (head, heart and hands). Students are exposed to ethical theories that enable them to reflect on ways in which to respond to current moral, intellectual and social questions. Students work to integrate ethical theory into their experience of life and explore how this contributes to the good of the world.

**South and African History (6 credits)**
The module engages critically with the nature of history, including the effects of position, perspective and power reflected in its telling. It does so by exploring the histories of South Africa and the African continent. The module begins with the original peoples and tracing the pre- and post-colonial development, movement and narratives of cultures, and outlines the ideas and events that shaped and continue to shape our nation and continent today.

**Conflict Resolution: Elective (6 credits)**
This module introduces students to the theory and practice of conflict resolution and teaches them specific communication skills to enhance inter-group and interpersonal relationships. Students are provided with the opportunity to explore their attitude towards conflict and to reflect on their own styles and approaches to different types of conflict. The module makes use of case studies to assist students to reflect on the nature of group and other conflict, and strategies, tactics and approaches to engage with during and to
resolve conflict situations. The links between communications, behaviour and conflict, with an emphasis on reconciliation are explored.

**Entrepreneurship: Elective (6 credits)**
This module provides an introduction to entrepreneurship focussing on the practice of entrepreneurial activity and the development of new ideas, including how to mobilise resources and the set-up, launch and growth of a new venture. The module functions as a basic incubator by assisting students with an entrepreneurship project to prepare a venture to apply in real life. case.

**Psychology I**

**Developmental Psychology 1 (12 credits)**
This module provides an overview of the major theories of Developmental Psychology. It aims to help the student understand the models of human development from conception to late adulthood and death and dying. This module addresses contemporary concerns in life-span development, and enhances the awareness of methodological approaches by which human development is investigated.

**Introduction to Psychology (12 credits)**
A survey of persons, ideas, and principles in the scientific studies of human behaviour is given. The historical development and current status of psychology and investigative activities and significant findings are reviewed. The module identifies and explains factors of personality, together with patterns of abnormal behaviour. The module also examines the interface between sociology and social psychology.
Counselling I

Counselling and Life Skills (12 credits)
In this module the student is introduced to counselling theories and approaches, along with life skills interventions. The module explores how to design life skills programmes and how to facilitate training groups.

Family and Development (12 credits)
This module will survey the themes of marriage development and family issues. The student will be introduced to the dynamics of change within marriage and the family as part of a developmental psychology framework.

Sociology I

Introduction to Sociology (12 credits)
The module introduces students to the principles, concepts, history, and major approaches to the study of society. It provides an overview of what sociologists study, the methods they use, the different ways of thinking (paradigms) within sociology as well as the key terminology (concepts) that serve as analytical tools to understand social systems and the social construction of human life.

Diversity Studies (Sociology majors only) (12 credits)
This module explores the ways identity shapes and is shaped by diversity in terms of race, culture, class, gender, sexual orientation and disability, and how the social construction of difference can have a significant impact on people’s life opportunities. A fundamental objective of the module will be to develop critical diversity literacy and identify ways to promote mutual understanding, tolerance and cooperation among communities.
Family and Development (Psychology majors only) (12 credits)
This module surveys the themes of marriage development and family issues. The student will be introduced to the dynamics of change within marriage and the family as part of a developmental psychology framework.

Biblical Studies I

Biblical Studies IA (12 credits)
The first half of this module is designed to introduce the student to the nature, purpose and interpretative process related to the Scriptures. Attention is given to the historical backdrop of the Old and New Testaments, and to the development of the biblical canon (Jewish, Protestant and Catholic). Tracing the narrative trajectory of the Bible, this module is designed to equip students with a basic skill set necessary for the artful and faithful interpretation of the biblical text both within the church and public space.
In the second half of this module, students are introduced to the scope of the New Testament, as the testimony of the early Church, concerning the crucified and resurrected Jesus. The module follows the canonical order of the New Testament. Attention is given to historical background, interpretive issues related to literary genre, and to the theology and narrative integrity of the New Testament.

Biblical Studies IB (12 credits)
In this module focus is given to tracing the scope of the Old Testament, as a shared testimony, concerning its central character, Yahweh. The module follows the ordering of the Hebrew Bible. The first part of the module gives particular attention to the Torah and Early
Prophets. The second half of the module traces out the meaning and theological significance of the remaining books of the Old Testament, giving particular attention to Israel’s counter-testimony as recounted in the Latter Prophets and Writings. Attention is given throughout to historical background, interpretive issues related to literary genre, and to the theological frame and narrative integrity of the Old Testament.

**Theology I**

**Theological Integration (6 credits)**
This module is designed to introduce students to the concept of integration and its implications both for Christian faith and praxis, and for the relationship between the disciplines of theology, psychology, and community development. The module frames these disciplines within their respective branches of knowledge, inviting students to consider how each discipline operates within a particular worldview. Students explore the necessity of moving from a compartmentalised understanding of their faith and vocation to thinking and living in ways that reflect integration between their faith life and their work life.

**Introduction to Public Theology (6 credits)**
This module provides students with an introduction to the discipline of Public Theology, focusing on the contact points between the Christian faith and public life. Students learn about the interdisciplinary and trans-disciplinary nature of Public Theology, exploring how theological discourse demands intellectually and practically rigorous engagement with the range of contextual issues in contemporary society.

**Introduction to Theology (12 credits)**
This module is designed to introduce the student to the methodology and discourse of both systematic and practical theology and provide a framework within which to make sense of these disciplines, how they overlap and intersect, what specific angles of vision they offer the church in its engagement, theologically and practically, with the world. Special attention is given to the relationship between theology and its cultural contexts, particularly within a South African context.

**English I**

**Introduction to Literary Studies (12 credits)**
This module introduces students to key concepts and terminology in literary studies and examines various approaches to the subject. The module explores the relationship between text and context using representative texts from different literary genres and diverse historical contexts. Students will develop their critical thinking and writing skills by engaging analytically with the literature studied.

**Academic and Creative Writing (12 credits)**
Academic Writing is designed to help students develop academic writing skills as preparation for further writing successes in varsity and the student’s chosen career. The module will focus on analysing one’s audience, developing thesis statements and arguments, and developing a variety of rhetorical skills. Creative Writing is designed to introduce students to creative writing skills in a variety of literary genres, including poetry, fiction and blogs. The module includes instruction in literary techniques and conventions and exposure to exemplary texts by selected authors. Students will learn to give and receive constructive
feedback through peer and lecturer evaluation of short creative writing texts.

**Media Studies I**

**Media and Society (12 credits)**

Media and Society introduces students to a theoretical framework for analysing mass media in its historical and contemporary contexts. The role of the media in society will be interrogated in terms of media ethics and ideological influence. Students will develop a critical lens through which to examine how meaning is constructed and communicated across various platforms in a media-saturated world. The module will also give students the opportunity to practise basic writing and editing skills that complement those acquired in other first semester modules.

**Digital and Visual Media (12 credits)**

The module offers students a critical introduction to different media forms and genres with a particular focus on digital and visual media. Provided with the basic vocabulary for the production and critique of film, television and photography, students will analyse content from various critical perspectives, including genre, spectatorship, framing and narrative theory. Digital media will be approached with an emphasis on evolving technology, user interactivity, problems of intellectual property, and the role of social media.

**TESOL I**

**1A. TESOL Introduction (12 credits)**

This is designed as a stand-alone module as well as an introduction to TESOL elective within the BA and BTh. Students are introduced to the four language skills, namely, listening, speaking, reading and writing, as well
as grammar and vocabulary systems. Method, language learning theory, classroom dynamics and learner needs are explored. While the focus is primarily on teaching adults some attention will be given to teaching young learners. Trainees learn to plan, execute and evaluate a short lesson. Students will be required to spend at least 10 hours observing in a language classroom.

1B. TESOL Methodology (12 credits)
Language teaching methods as they have developed in the 20th and 21st centuries will be presented and evaluated. Students will develop their own eclectic teaching philosophy. Learner needs will be examined with particular reference to the South African and African contexts. Prescribed books and other teaching tools will be introduced. Students will produce and evaluate their own materials. Students will learn how to apply their understanding of methodology, learner needs and teaching tools, to plan and execute lessons that meet learner needs. Students will spend time in a language class observing and teaching with the help of an experienced teacher.

Prerequisites: TESOL 1A introduction, or a recognised 120 hour equivalent or PGCE with language didactics.

Intermediate Level (2nd Year)

Leadership Studies II

Peace Studies (8 credits)
The purpose of this module is to lay the foundation for contemporary theoretical approaches to reconciliation and peace-making. While this module introduces students' to the various models of peace-making at interpersonal levels, it is more specifically aimed at exploring reconciliation in social and political settings.
The module will be squarely located in the concrete realities of South Africa, paying specific attention to South Africa’s Truth and Reconciliation Commission (TRC). It will also explore themes such as forgiveness, restitution and re-humanisation.

**Conflict Mediation (8 credits)**
The purpose of this module is to introduce students to a foundation for conflict management that will guide community leaders in responding to interpersonal conflict. Students are introduced to the theory and practice of conflict resolution, equipping them with specific communication skills to enhance their relationships (interpersonal and intrapersonal). Students explore personal attitudes and approaches to conflict. This module makes use of case studies to assist students to reflect on the strategies, tactics and approaches used during conflict situations and emphasises the link between foundational beliefs, communication, behaviour and conflict.

**Leadership and Empowerment (16 credits)**
In this module students engage in the application of leadership theory as it relates to the three majors, namely Theology, Psychology and Community Development. Here students explore the practice of leadership in the context of the church, faith-based organisations and the public sector. Attention is given to issues such as the process of effectively utilising and developing human resources, sharing control and responsibility, teamwork, conflict management, strategic planning and managing diverse communication styles in the three areas of Theology, Psychology and Community Development.
Psychology II

Introduction to Research Methods and Statistics (16 credits)
This foundational module is designed to introduce students to basic concepts in research methodology and quantitative statistics. Students will be able to select appropriate statistical techniques for various research situations, execute these techniques and interpret these results making appropriate inferences.

Psychotherapy (16 credits)
This module provides students with an introduction to the theories and principles of various current approaches to psychotherapy and brief therapy.

Counselling II

Family Counselling (16 credits)
This module provides a theoretical and practical overview of Family Systems Theory and Family Counselling. Dynamics and dimensions of healthy and unhealthy family functioning, with special emphasis on the South African context will be explored. We will also explore various dysfunctional family situations and see how to practically provide support and assistance through family systems theory and family counselling, utilising systemic integration of family dynamics.

Crisis Intervention and Trauma Counselling (16 credits)
In this module students will gain a theoretical understanding of the dynamics of crisis intervention, crisis and trauma counselling. As a result of this module students should be able to understand counselling
principles and apply practical skills in crisis intervention and trauma debriefing.

**Sociology II**

**Perspectives on Social Change and Transformation (16 credits)**

This module reviews several perspectives on community development and social transformation processes. The overall objective is to acquire an understanding of social transformation as it relates to community development and the ability to apply this understanding in working with diverse communities.

**Sociology of Institutions (16 credits)**

Sociological theory is applied to important institutions in society such as the family, media institutions, religion, education and political institutions.

**Community Development II**

**Sociology of Development (16 credits)**

Sociology of Development aims to introduce the debate on the development question in Africa. It lays the conceptual foundation for further in-depth discussions on two fields of development research and practice: industrial development, and community development in Africa. The module will, therefore, introduce both macro theories pertaining to development, and the basics of what we understand by industrial development, and community development. The underlying meaning of popular development concepts and strategies will be critically revisited and debated to set the scene for further modules in development. The module explores poverty
Community and Resource Mobilisation (16 credits)
The module introduces students to resources and community mobilisation, which are key elements within most development projects and programmes. Students will explore real cases of community and resource mobilisation, highlighting the value of community participation as key components of the development process.

Biblical Studies II

Hermeneutics (16 credits)
This module is comprised of two parts, namely Applied Hermeneutics and Theoretical Hermeneutics.

Part 1: Applied Hermeneutics: Reading from the Margins
Here students are introduced to the importance and value of reading the Bible with others (i.e., the marginalised, whether women, children, the poor, the illiterate). The module enables the student both to recognise the value of being a trained reader and the responsibility to use such training in transformative, public, connected, dialogic and integrated ways. The module combines both theoretical and practical outcomes. The theoretical outcome of the module is achieved by defining who the others are and by laying the conceptual framework for what it means to read with others and how practically to do so. The practical outcome is achieved by assigning students to an actual reading site in which they will participate by applying the theoretical framework.

Part 2: Theoretical Hermeneutics
In this part, the branch of knowledge known as hermeneutics is explored in greater detail. Concerned with the art and science of establishing meaning through interpretation, this part provides the necessary orientation for making sense of Scripture. This includes cultivating, in the student, an awareness of the otherness of Scripture, both in its form and in its content; surveying the richness of the many ways in which one might approach the Scriptures and thereby appropriate its meaning; and, offering some guidelines for sensitive engagement with the Scriptures towards establishing meaning. A significant amount of time is dedicated to examining biblical texts within their socio-rhetorical setting.

**Pentateuch/Synoptic Gospels (16 credits)**
These modules will be offered on a rotational basis, with only one module – either Pentateuch or Synoptic Gospels – being offered every alternate year.

**Synoptic Gospels (2020)**
This module is a focused study of one of the Synoptic Gospels (Matthew, Mark, Luke - Acts) within its historical and literary context and places a significant emphasis on the descriptive task (exegesis of representative passages within the specified Gospel) to note distinctive theological themes. Special attention is also given to the synthetic task of locating the Gospel within the broader canon of the NT Gospels.

**Pentateuch (2021)**
This module is a focused study of the Torah (or Pentateuch) with particular attention given to the nature and character of these writings as Israel’s core testimony concerning Yahweh. Some attention is given
to the theological motifs (Law and Justice, Political Deliverance, and Economics and the Poor) embedded within the Torah and to the role of these motifs in community identity formation.

Theology II

Christian Spirituality: Foundations (16 credits)
This module provides an introduction to Christian Spirituality as it has unfolded across time and explores different facets of contemporary spiritual life and practice. It surveys various forms of worship as expressions of the range of biblical and traditional understandings, and also examines the theory and practice of worship in contemporary communities of faith and life. This module also includes a compulsory tutorial for spiritual formation.

Human Identity and Christology (16 credits)
Building on our understanding of God’s story and its trajectory in human history, this module looks at the question of human identity. It works from the premise that the meaning of life, of what it means to be human, to be created, comes into sharper focus when viewed biblically and theologically. Moving from the various biblical, theological and historical responses to the question of human identity, the module looks to the doctrine of Christ for its ultimate answer, unpacking the story of God’s restoration in and through Jesus Christ. Implications of this doctrine are considered in the light of South African contextual realities.

English II

Historical Literature and Culture (16 credits)
This module explores important historical social, political, economic and cultural issues by way of readings in a range of English literature from a variety of historical and cultural contexts prior to the 20th century. The module will focus primarily on two genres: the novel and poetry.

**Contemporary Literature and Culture (16 credits)**
This module explores important contemporary social, political, economic and cultural issues by way of readings in a range of English literature from a variety of historical and cultural contexts since the beginning of the 20th century. The module will include a significant focus on English literature produced in Africa.
Media Studies II

Media, Power & Popular Culture (16 credits)
Students in this module will explore the complex role of media as it relates to both power structures and the entertainment industry. The media’s interaction with social, economic and political power will be discussed with a view to understanding the media’s responsibility and the mutual pressures exerted. The notion of media producers as watchdogs or moral guardians will be contrasted with entertainment media, as well as the balancing act of satire.

Media in South Africa (16 credits)
The role of the media has been crucial in shaping global history over the past century, and the history of South Africa is no exception. This module will trace media influence through the apartheid era from propaganda to instrument of socio-political change, and how it continues to shape our political, social, and economic story as a nation. Practical constraints on media practitioners will also be examined in a particularly South African context, including media ethics, invasions of privacy, betrayal of sources, hate speech, obscenity, incitement, blasphemy, defamation, ‘political correctness’, and codes of conduct, as well as the intersection between government laws and rights to freedom of speech.

TESOL II

TESOL 2A Skills and systems (16 credits)
This is an advanced course in the theory and practice of reading, writing, speaking and listening skills. Vocabulary acquisition theory and practise will be taught. A significant portion of the course will cover English grammar and its role in Language learning.
Students will observe and teach English First Additional Language in a school, specialist language school or NGO.

Prerequisites: TESOL 1A introduction, or a recognised 120 hour equivalent or PGCE with language didactics

**TESOL 2B Language learning and practice (16 credits)**
This module will complete the process of preparing students, to continue to grow as professionals and to make a contribution to the TESOL profession. Some skills needed to thrive in a cross-cultural context will be explored.

Students will understand and evaluate some of the theories and practices that inform language learning, teaching and professional practice. Teaching skills to be explored include language learning and acquisition, socio-linguistics, bilingualism and immersion, as well as language in relation to communication and culture. Skills and ethical issues related to living and teaching in a cross-cultural environment will also be investigated.

Students will complete a practicum.

Prerequisites: 240 hours of TESOL or equivalent training or PGCE with language didactics.

**Advanced Level (3rd Year)**

**Psychology III**

**Abnormal Psychology (12 credits)**
This module examines the diagnosis, symptoms, causes, management and treatment of mental health problems and psychological disorders, referral skills and procedures.

**Group Therapy (12 credits)**
This module aims to provide the student with a basic theoretical understanding of groups, group processes, group dynamics and the stages of in-group development. Theoretical application to group counselling will be examined and students will have a chance to reflect on this theoretical understanding.

**Research Methods and Statistics (12 credits)**
This module presents basic research and statistical methodologies in preparation for graduate studies in Human Sciences. Students will be able to select appropriate statistical techniques for various research situations. They will further be able to execute these techniques and interpret these results making appropriate inferences. Students will also acquire knowledge of research ethics and protocols.

**Theories of Personality (12 credits)**
This module aims to provide an overview of theories concerning the shaping of personality. It will examine the influences – both personal and environmental – that impact on personality development. The module will examine personality traits, and theories behind personality traits.

**Counselling III**

**Community Psychology (12 credits)**
This module will provide an introduction to the field of community psychology. This module focuses on social issues that influence individuals, groups, and organisations. Community psychology as a science seeks to understand the relationships between psycho-social and environmental conditions.

**Psychological Interventions (12 credits)**
The aim of this module is to equip students with a theoretical understanding of counselling and psychological interventions, directed towards an integrated, relevant and appropriate praxis within the South African context. Appropriate intervention strategies for issues such as HIV/AIDS, Crisis Pregnancy, Trauma and Substance Abuse are addressed.

**Advanced Counselling (12 credits)**

This module is designed to introduce students to mainstream theories of counselling and psychology that inform the planning and management of therapeutic interventions. This module aims to enhance the students; academic understanding of what counselling is through careful reflection on the theory.

**Senior Project Paper (12 credits)**

The senior project paper is a literature report and reflection paper based on the third year student's practical fieldwork experience in a community setting. The student will need to demonstrate the mastery of compiling a literature report informed by their research, interviews and experience of working in the community.

**Practical**

**Psychology Fieldwork and Community Interventions (24 credits)**

This module aims to assist students gain practical community and psycho-educational experience within various community settings. It further exposes students to a range of mental health needs and issues in the community. Students will have an opportunity to integrate theoretical knowledge with practical intervention skills. Subsequently, students will become adept in the referral process and broaden their knowledge of sources of help within communities.
Sociology III

Community Research Methods (12 credits)
This module is designed to equip students with skills in community-based research (i.e. tools, techniques and methodologies). The module aims to assist students in helping a community identify an issue or problem, collect and analyse information, act upon the problem to find solutions that promote economic, social and political development/transformation. A key focus of the module will be to train students on how to write a research proposal while being exposed to qualitative and quantitative techniques for data collection and analysis for social research. The module will review methodologies and approaches appropriate to community based participatory research and will provide students with opportunities for practical application of acquired knowledge and skills.

Population and Development (12 credits)
This module focuses on social demography, examining such themes as socio-demographic indicators, population profile, health profile, urbanisation and migration profile, education profile, and human development profile. Students focus on local communities, South Africa and the African continent as they analyse the consequences of social demographic factors for research, policy, planning and development.

Contemporary Sociological Theory in Context (12 credits)
This module provides an in-depth exploration of contemporary sociological theory. The implications of these theories for the challenges faced by contemporary society are debated. Students will be encouraged to engage critically with the opportunity
to apply sociological theory in understanding contemporary issues. Special focus will be given to South Africa and the African continent.

**Senior Project Paper (12 credits)**
The senior project paper is a literature report and reflection paper based on the advanced level student’s practical fieldwork experience in a community setting. Students are encouraged to write an empirical research paper using community based participatory research methodologies. Students may alternatively choose to write a theoretical paper. The senior project paper will need to: demonstrate the student’s mastery of compiling a literature review informed by her/his empirical research, coherently describe the research problem and successfully apply appropriate sociological theories.

**Practical**

**Sociology Fieldwork and Service Learning (24 credits)**
Fieldwork is a practical extension of the academic programme in a defined module. Fieldwork is a multidisciplinary application of what has been learned theoretically. It measures the practical capabilities of the student within a field or sphere of learning.

**Note:** There are two versions: a 24 and 12 credit version of the Fieldwork and Service Learning Module. Sociology majors are required to do the 24 credit version, whilst international students may choose either the 24 or 12 credit version.

**Community Development III**

**Urban and Rural Development (12 credits)**
This module seeks to explore in depth the dynamics that are involved in both cities and rural areas as unique
spaces of social interaction. The module accords special attention to the impact of urbanization on the poor, elderly, youth, other marginalised groups, as well as rural areas. Specific themes discussed are the role of the urban and rural areas in the social and political economy of developing societies, and current approaches toward the management of both rural and urban areas. It also seeks to help students outline the challenges facing urban and rural development in developing countries and in South Africa in particular. Various issues and themes are explored through field-based reflection, lectures and group discussions.

Community Development in Practice (12 credits)
This module looks at community development from a sociological point of view with an emphasis on both the theoretical and practical facets of the developmental process. These themes will be related to current development challenges in South Africa and will be studied against the background of global trends as well as specific community issues. Whilst strong emphasis will be placed on a holistic and people-centred orientation to development theory and praxis, the economic prerequisites and requirements for development will also be stressed. Theoretical insights will be translated into skills required for hands-on community development.

Organisational Development (12 credits)
Organisational Development explores the theory and practice of management in the context of business and community-based organizations. The management component of the module will examine practical issues such as managing change, strategic planning and human resource management issues.
Comparative Studies of Development Challenges in Africa (12 credits)
While post-colonial African is increasingly integrated into the global capitalist economy the challenges of poverty, inequality and environmental degradation continue unabated. The module discusses Africa’s position in the global matrix of economic and political power, which is dominated by the neoliberal and modernist development ideology and practice. The neoliberal/modernist development discourse and practice adopted by (and which characterise) many post-independent African countries’ development trajectories is critiqued. The impact and capitalist globalisation (global economic factors) on Africa’s development and/or underdevelopment. The module will also explore alternative pathways to development in Africa, and the possibility of micro, people-centred and sustainable development. Development theory from an African perspective will be explored, including but not limited to the African renaissance theory, as alternative development discourse and practice. A comparative approach will be embraced by looking at country-specific case studies, including South Africa. The focus on Africa as a continent will help students to appreciate that South Africa is unique in some ways, but other Africa countries share its development challenges.

Biblical Studies III

Old Testament Writings/Prophets (12 credits)
These modules will be offered on a rotational basis, with only one module – either Old Testament Writings or Prophets – being offered every alternate year.

Old Testament Prophets (2020)
This module is comprised of two parts, namely Early Prophets and Latter Prophets. Part 1: Joshua, Judges, Samuel and Kings provide the basis for a survey of Israel's history from conquest to exile. Special emphasis is given to the investigation of the relationship between Israel's historical traditions and its theological appropriation of these traditions around such themes as election, law, land and leadership. Part 2: The literary structure and theological significance of the latter prophets are examined with attention being given to seeing the prophets within their own historical context and in light of the New Testament. Exegesis of representative passages is included.

**Old Testament Writings (2021)**
The study and meaning of wisdom in the literature of the Old Testament are investigated. Special attention will be given to the nature of Hebrew poetry, literary structure and the importance of developing a biblical theology of the wisdom writings. Exegesis of representative passages is included.

**Johannine Writings/Pauline Writings (12 credits)**
These modules will be offered on a rotational basis, with only one module – either Johannine Writings or Pauline Writings - being offered every alternate year.

**Pauline Writings (2020)**
This is a focused module designed to provide students with points of orientation for understanding Paul and the letters attributed to him. The module enables students to navigate the Pauline Writings by setting both Paul (as author, pastor and missionary) and his letters within their historical, socio-cultural, theological, exegetical and ecclesiological setting. Within this matrix, students read
and engage texts within the body of the Pauline Writings.

**Johannine Writings (2021)**
This module is a focused study of the writings attributed to John – the Gospel of John, the Letters of John, and the Apocalypse of John. Students will examine these writings by attending to the testimony they render concerning the crucified and resurrected Christ. Attention is given to the issues of authorship, literary and rhetorical structure and theological motifs, with a view to understanding their vision and purpose both within their ancient and the contemporary church settings.

**Biblical and Contemporary Worldviews (12 credits)**
This module looks to the necessity and importance of an integrative approach to responding to a range of critical issues of relevance for both the church and public space. Within a worldview framework, students wrestle with contemporary issues – including personhood, community belonging, power, economics and education and the intersection of these issues – from a biblical and theological perspective.

**Senior Project Paper (12 credits)**
The senior project paper is a supervised advanced level literature report and reflection paper based on the student’s practical fieldwork experience. The senior project paper provides students with the opportunity to demonstrate the integration of skills acquired in biblical studies (exegesis), systematic theology and practical theology. Students will do this by exploring the relationship between the biblical text and a ministry related topic, integrating exegetical analysis (typical of biblical studies) with either a social science analysis (typical of the practical theology discipline), or a
doctrinal and/or historical analysis (typical of the systematic theology discipline).

Theology III
Choose one from the following three modules: Congregational and Denominational Studies Youth Studies or Pastoral Care and Practical

Congregational and Denominational Studies (12 credits)
This module is designed to orient the student to the theoretical underpinnings of congregational formation and governance. It addresses theories of organisational structure and management and sets the platform for denominational specific studies, offering students denominational specific learning (Methodist, Anglican, Baptist, etc., studies).

Youth Studies (12 credits)
This module exposes students to youth studies. Working from a theoretical framework that locates youth studies and youth ministry within the context of a congregational inclusive model, students are introduced to the nature and role of youth ministry by taking the South African contextual realities into consideration. Students look at such issues as: alcohol and drug abuse, HIV/AIDS, teenage pregnancy, gang violence and malnutrition. The module encourages the student to read and evaluate perspectives provided by South African social scientists and psychologists across the racial and cultural spectrum. The module also looks to the integration of a biblically informed ecclesiology that meaningfully unpacks the ministries of the church in relation to youth.

Pastoral Care and Practical (12 credits)
This module applies the approaches and skills learnt in Pastoral Care Theory to specific crises, such as illness, dying, bereavement, mental illness and family breakdown. Institutional ministries that deal with these issues are visited, providing students with practical experience in one such institution.

**Church in the Power of the Spirit (12 credits)**

Restoration of human identity (and of the cosmos) is signalled in the constitution of a community in Christ, called and empowered by the Spirit to stand as a sign of God’s redemptive purposes. In this module, students wrestle with the role of the Spirit in restoration, enabling, commissioning and empowering, the establishment of a new community and its nature and purpose. The module has as its starting point the continuing work of the Spirit both in the restoration of the cosmos and in the establishment of the church as an expression of the eschatological trajectory of God’s story. Implications of this doctrine are considered in the light of South African contextual realities.

**Contemporary Theology (12 credits)**

In the context of globalisation, this module traces some of the key theological trends and figures in the twentieth and twenty-first century. The module critically assesses the trends and figures by carefully considering how politics, economics, gender, ethnicity etc., inform and shape contemporary theological reflection. In so doing, the module is designed to challenge students to continue in critical theological reflection by returning to the beginning, to the biblical revelation of God, in response to the new challenges confronting the church.

**Christian Spirituality: Formation (12 credits)**
This module is designed to explore how people make meaning out of life's experiences. The primary theory of James W Fowler is given special attention. Consideration is also given to the application of this theory to the general areas of developmental psychology, the theology of Christian formation and maturity. Additionally, students explore meaningful ways in which to bring together the theory and practice of Christian spiritual formation. This module also includes a compulsory tutorial for spiritual formation.

Media Studies III

Media in Practice (24 credits)
Building on the theoretical foundation established in their first two years of study, and with involvement from guest lecturers and industry professionals, students will begin to foster a practical skill set in two modules focusing on media production.

Writing and Editing: This module will follow an intensive programme designed to help students develop the journalistic art of storytelling – from rigorous research and imaginative conception, through to refined execution and delivery. Students will be encouraged to innovate, experiment and find fresh perspectives suitable in writing for online media. They will also learn how to write for newspapers, longer features, creative non-fiction and magazine-style writing for print.

Film and TV: The basic principles of television news, documentary and online video production will be outlined in theory and practice. Students will be introduced to shooting and editing techniques relevant to video production for television and online platforms. Industry experts will develop these skills through short video projects and tutorials.
Supervised Media Project (24 credits)
The media industry in Cape Town and South Africa is growing, but highly competitive. It is essential, therefore, that our students are not only imbued with an intellectual understanding of media theory and ethics, but are also exposed to real-world skills, experience, and industry contacts. All these elements will merge to form the Supervised Media Project in which students will create a significant media product with the support and guidance of a lecturer or industry professional. The project is an opportunity for students to apply elementary skills developed in the first semester and will require regular meetings and feedback sessions on the work in progress.
BACHELOR OF COMMERCE  
(Minimum 3 years, 386 credits)

Mode of delivery: distance

Admission Requirements
- National Senior Certificate (NSC) with a bachelor's pass or equivalent;
- A Matriculation Certificate (with university exemption) or equivalent
- A Higher Certificate or an Advanced Certificate or Diploma in a cognate field
- National Benchmark Test (NBT) results
- The prior qualification must include a minimum of 50% in Mathematics or Maths Literacy.

Alternative Admission Requirements (with Senate approval)
- A National Senior Certificate or National Certificate Vocational with a diploma pass (or equivalent) combined with the results of the NBT;
- Mature age of 23 and over during the first year of studies and a National Senior Certificate (or equivalent). The conditions of the Recognition of Prior Learning (RPL) Policy for Access and the results of the NBT are determining factors for admission. Contact the admissions office regarding RPL.
- Mature age of 45 years can be admitted, determined by the RPL conditions and the results of the NBT.

Extended Programme for Academic Development
Applicants in the first category under Alternative Admission Requirements must register for the Extended
Programme for Academic Development. The Programme extends the completion of the prescribed subjects over a minimum of 4 years.

Students who are admitted on the basis of prior learning and who want to complete the degree in three years, but who fail more than 20% of modules taken during the first semester, are required to take the first year over two years.

Target Groups
This Bachelor of Commerce (BCom) qualification aims to provide students with a well-rounded education in Business, Economics and Management Studies, with ample room for specialisation in several disciplines. It aims to provide access for Grade 12 learners to a degree programme that equips them to be effective business and community leaders with specific skills in human resource management and economics. Students who are considering a career in business related fields to advance to a postgraduate qualification in Business, Economics and Management Studies are to take the required subjects at an undergraduate level.

Programme Specific Outcomes
BCom students must choose between a major in Economics, Entrepreneurship, Industrial Psychology or Marketing Management. Each focus has its own specified core and elective modules from the curriculum below. Learner outcomes are set for each area of focus, as outlined below. Each module within the curriculum also has its own set of learner outcomes.
Economics students who have completed the qualification must be able to:

- Describe the basic concepts of macroeconomics and microeconomic theory.
- Explain how an economy as a whole solves the economic problem and ensure economic growth.
- Analyse and interpret some major macroeconomic issues experienced in South Africa by referring to the composition of the national economy, unemployment, poverty as well as GEAR and NEPAD strategies and the issue of globalisation.
- Analyse and interpret the concepts and modern theories about price discrimination in the market place.
- Reason about macro events and policy issues within the holistic context of Economics as a social science and apply it within their everyday lives.
- Demonstrate ability to interpret and apply concepts in acquisition, interpretation and application of knowledge relating to international and financial markets.
- Describe the process of economic development.
- Identify the common barriers to development and the challenges to overcome these barriers in a South African context.

Entrepreneurship students who have completed the qualification must be able to:

- Explain what entrepreneurship and innovation is.
- Utilise the knowledge and insight gained during the programme to initiate a new entrepreneurial business venture.
• Demonstrate command of the competencies, organisational principles and participative processes required to manage creative and successful innovation.

• Contribute to building a winning organisational culture that nurtures creativity and innovation in a small and medium sized enterprise.

• Apply creativity and innovation management in a business environment, utilising the integration of the individual tools and competencies, organisational principles and processes required to manage innovation.

• Explain the processes and thinking required in the process of new business development and the creative and organisational aspects that need to be considered.

• Differentiate between entrepreneurship and intrapreneurship in medium size enterprises and corporate businesses respectively.

**Industrial Psychology students who have completed the qualification must be able to:**

• Demonstrate thorough knowledge and understanding of the key concepts, principles and contemporary issues related to human behaviour in the world of work, including the foundational components, major theories, models and research techniques in industrial psychology.

• Utilize a variety of theories on vocational choice, career development and management for application in the business sector.

• Challenge and encourage employees to reach their full potential.
• Apply ergonomic principles to design tools, machines, equipment and workstations for optimal human performance in the workplace.
• Use psychometrics, knowledge of the essence of measurement and the development of measuring instruments, as well as measuring procedures, to apply measurement procedures, the statistical analysis of measurements and decision-making based on measurements.
• Analyse aspects that influence purchasing decisions of consumers and the main determinants of consumer purchasing in terms of external factors (e.g., culture, social, lifestyle, reference group, family influence) and internal factors (e.g., personality, motivation, perception, learning, attitude, ethics).
• Utilise the latest techniques, legislation and practices needed to address the challenges in human resource management in the workplace in South African.
• Effectively manage the procurement, development, maintenance and leadership of human resources and the relevant procedures and policies that are implemented to ensure optimal utilisation of the HR function.
• Manage employee relations (labour relations) as an integral part of everyday business management with specific reference to the South African context.
• Identify and analyse training needs, design and implement training programmes and interventions that meet the developmental needs of employers and employees.
Differentiate between various modes of delivering training programmes and the transformational purposes underpinning the skills development legislation in South Africa.

Understand the role and impact that individual behaviour (e.g., emotions, perceptions, values, attitudes, motivation) and group behaviour (e.g., teamwork, communication, leadership, power, politics, conflict, negotiation) have on organizational effectiveness.

Integrate theoretical HR modalities and practical HR skills.

Marketing Management students who have completed the qualification must be able to:

- Develop marketing communications in order to assess strategic and creative strengths of different marketing campaigns, using a myriad of tools to implement strategic marketing campaigns.
- Explain the fundamental principles of marketing management with emphasis on management principles in dealing with such areas as customer service management, and marketing research for decision-making.
- Define marketing problems and use researching tools to structurally execute, analyse and derive meaningful information from marketing research.
- Demonstrate a working knowledge of the retail industry, its challenges and the strategic decision making process in retail.
- Develop strategies to effectively communicate with customers.
- Integrate the cultural and social impact on buying behaviour and the legal and ethical issues confronting retailers into marketing strategies.
• Implement service strategies for competitive advantage across industries considering service quality and service recovery and linking customer management to performance measurement.
• Develop, implement and control marketing strategies for an organisation’s competitive advantage.
• Identify and use appropriate methods and tools to formulate, implement, monitor and evaluate marketing strategies in diverse organisational and market situations.

Rules of Combination for the Bachelor of Commerce (NQF 7, 386 credits)

All Options:

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<tr>
<th>BASIC LEVEL (first year) credits</th>
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Option 1: Economics

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### Option 3: Industrial Psychology

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### Option 4: Marketing Management

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Module Descriptions

Basic Level (1st Year)

Academic Development I
Academic Reading and Writing (12 credits)
This module concentrates on the skills needed for successful tertiary study. Special attention is paid to listening and reading for comprehension, writing clearly and logically, and giving proper credit to sources utilized. These essential skills will be developed through exposure to readings and talks, and practise these skills in a supportive environment with detailed feedback. This module enables students to develop their critical thinking ability in order to source and evaluate academic material. Students will understand plagiarism and referencing and learn to write and reference a structured academic paper.

Information and Technology Skills (4 credits)
Through this module students will learn to use a computer for emails, internet, word processing, spreadsheet development and electronic presentation suites. This will enable students to access the Virtual Learning Environment (VLE) known as Funda, which is used by Cornerstone for communication with lecturers and administrative purposes, as well as research and submission of assignments.

Accounting I
Financial Accounting 1 (20 credits)
This module focuses on understanding the important accounting aspects, the flow of accounting records,
the accounting equation. Application of basic accounting processing of transactions and the closing entry procedures for finalising year end accounting records is also emphasised to ensure full comprehension and application of the accounting cycle. To introduce students to underlying accounting transactions and the accounting treatment and disclosure of partnerships, companies, value added tax, cash flow statements, non-profit organisations, the analysis and interpretation of financial statements as well as the communication and decision making utilising financial information.

Business Management I
Effective Business Communication (12 credits)
This module explores the basic definition and meaning of the concept of communication, and discusses why good communication is important for people in the workplace. Students analyse the different communication processes, discover the elements of successful communication and investigate how these play out at work. In the South African milieu, culture in particular, plays a significant role in communication processes. This module examines the importance of culture in personal and professional contexts, the influences on and of culture and the significance of effective cross-cultural communication. Throughout this module students’ will have the opportunity to develop and implement their own effective communication skills.

Information Literacy and Systems (12 credits)
The module is designed firstly to enable students to develop their critical thinking ability in order to source and evaluate academic material. Students will
understand plagiarism and referencing and learn to write and reference a structured academic paper. Secondly, the module is designed to help students see the vital role that information and information systems play in a business environment. Students are assisted to define information needs and thereafter find, evaluate, use, and communicate information. The third part of the module examines information systems and how businesses can utilise them to achieve business objectives.

**Introduction to Business Management (12 credits)**
This module explores new business development, entrepreneurship, business mission and objectives, forms of business, legal and ethical aspects of business management and planning business resources.

**Statistics (12 credits)**
This course is designed to introduce students to basic concepts in quantitative statistics. Students will be able to select appropriate statistical techniques for various research situations, execute these techniques and interpret these results making appropriate inferences.
Economics I
Introduction to Economics (12 credits)
The main purpose of this module is to introduce students to the basic concepts of microeconomics and microeconomic theory. After completing this module, students will have a working knowledge of how supply and demand influence prices, production decisions of firms, the behaviour of firms in different market types, and market failures and the role of government intervention in this regard. Finally, students will show a working knowledge of labour and factor markets.

Introduction to Macro Economics (12 credits)
The main purpose of this module is to introduce students to macroeconomic thinking and reasoning. In this regard, the module analyses how an economy as a whole solves the economic problem and ensure economic growth. It also highlights some major macroeconomic issues experienced in South Africa by referring to the composition of the national economy, unemployment, poverty as well as GEAR and NEPAD strategies and the issue of globalisation.

Industrial Psychology I
Career Psychology (6 credits)
The scope of this module covers a variety of theories on vocational choice, career development and management, as well as the application thereof in the corporate sector. It also investigates effective ways in which organisations can assist in challenging and encouraging employees to reach their full potential. Attaining job satisfaction, fulfilment and achieving success in one’s career is a dynamic process influenced by the interaction of a range of personal, contextual and organisational factors across the lifespan. It is also important to note that in the modern world of work, one
career is not necessarily followed throughout a person’s lifetime. This is a contemporary theme emerging in career psychology, as the work role influences a person’s purpose, quality of life and sense of achievement.

**Ergonomics (6 credits)**
The field of ergonomics applies principles of biology, psychology, anatomy and physiology in the evaluation of workspace design, task analysis and risk assessment of human-machine systems. This module explains the physical abilities and limitations of people who use different types of machinery and the routes by which ergonomics can help design systems that match the needs of the users and can address their diverse demands in the work environment to improve work performance.

**Introduction to Industrial Psychology (12 credits)**
Industrial Psychology as a discipline is concerned with the application of psychological principles in the workplace deriving from the study of human behaviour in the world of work. In this introductory module students’ will be exposed to contemporary issues in the workplace and current debates in the field, and explore why people behave the way they do in organisations. Students will specifically learn about the major theories, models, research techniques and findings of the science of Industrial Psychology in order to develop a holistic understanding of the fundamentals, aims and goals of this field.

**Intermediate Level (2nd Year)**

**Business Management II**
**Introduction to Financial Management (16 credits)**
Introduction to Financial Management This module focuses on understanding the important principles of financial management including information provided by financial statements, of budgeting and controlling revenue and expenses, the management of working capital, the financing of a business, profit planning and investment analysis. Application of these basic concepts is emphasised through cycle assignments and discussions.

Strategic Management and Ethical Leadership (16 credits)
This module explores the concepts of strategic management and ethical leadership within the context of today’s rapidly changing environments in business organisations. Strategic management and ethical leadership relate to business planning, modelling, analysis, decision-making and influencing others. Strategic management within an organisation must foster a shared culture that is based upon a common vision, mission, and values. Leaders must conceptualise, institute, and impart the vision and mission of the organisation to both internal employees and external constituents. Merging this vision with practical business strategies that best utilise the organisation’s resources is one of the great challenges faced by leaders. This course will enable students to develop an understanding of strategic decisions and leadership required to articulate a bold vision and a clear mission which matches the organisation’s as well as leadership’s personal convictions and shared values, with a strong focus on ethical considerations.

Economics II
Macro Economics (16 credits)
The main purpose of this module is to assess the world of economics from a macroeconomic perspective whereby a student will think and reason about macro events and policy issues within the holistic context of Economics as a social science and apply it within their everyday lives.

**Micro Economics (16 credits)**
The main purpose of this module is to prepare students intellectually for the challenges in an ever-changing global and national framework by acquiring intermediate microeconomic knowledge and skills which will enable them to analyse and interpret the concepts and modern theories about price discrimination in the market place.

**Entrepreneurship II**
**Introduction to Entrepreneurship and Innovation (16 credits)**
This module initially examines the intangibles in entrepreneurship and innovation focussing on what entrepreneurship and innovation is and personal success factors, before exploring the more practical issues of resource mobilisation, the launch of a new venture, building and expanding the venture. The basic steps in starting a new venture are complemented by a real life case study of a small or medium size enterprise to impart the insights and spirit of entrepreneurial reality.

**New Business Development (16 credits)**
This module focuses on understanding the processes and thinking required in new business development. After the tragic burst of the technology bubble of 1999/2000, technology innovation and ventures have led the process of new business development as the field of innovation of the 21st century thus far. This
module examines the creation of new ventures from idea generation to that of establishing viable enterprises using the lead innovator industry as background.

**Industrial Psychology II**  
*Choose Consumer Behaviour or Psychometrics*

**Consumer Behaviour (16 credits)**
This module enables students to gain insight into the customer as the key to market success. There are many aspects that influence how and why consumers make purchasing decisions, thus the focus rests on the main determinants on consumer purchasing in terms of external factors (e.g., culture, social, lifestyle, reference group, family influence) and internal factors (e.g., personality, motivation, perception, learning, attitude, ethics). Marketing companies and departments constantly research these factors and conduct demographic analyses of consumer trends to determine a strategic plan when creating marketing and branding campaigns. These topics and elements will systematically be explored.

**Psychometrics (16 credits)**
Psychometrics testing plays an important role in the modern world of work, since we make crucial decisions based on psychological measurements such as interviews, psychometric tests and assessment centre exercises. The objective of this module is to explain the function of Psychometrics in Industrial Psychology, the essence of measurement, the development of measuring instruments, as well as measuring procedures. The aim is furthermore to equip students with basic skills in the application of measurement procedures, the statistical analysis of measurements and decision-making based on measurements. The
underlying rationale for the course content lies in the theoretical knowledge and practical skills required to make a significant contribution via measurement to the effective utilisation and management of personnel, especially in South Africa.

Human Resource Management (16 credits)
In this module, students are exposed to the latest human resource management functions, responsibilities, techniques, legislation and practices needed to address the current challenges in the South African workplace. The objective of this course is to equip students with the basic knowledge and skills concerning the procurement, development, maintenance and leadership of human resources and the relevant procedures and policies that are implemented to ensure optimal utilisation of the HR function. Emphasis is placed on learning how to deliver a competent workforce that is well equipped and trained for providing high performance and productivity in order to achieve organisational objectives and ensure a sustainable competitive advantage

Marketing Management II
Advertising and Sales (16 credits)
This module explores advertising and sales through an integrated marketing communications approach. The student is equipped with knowledge of developing marketing communications in order to assess strategic and creative strengths of different marketing campaigns. The emphasis will be placed on using a myriad of tools to implement strategic marketing campaigns.

Introduction to Marketing (16 credits)
This module introduces the fundamental principles of marketing management and emphasises management principles in dealing with such areas as customer service management, and marketing research for decision making. The module is framed in the South African context to help students grasp the fundamental concepts but it also places emphasis on emerging markets.

Advanced Level (3rd Year)

Business Management III

Business Ethics (12 credits)
The risk profile of an organisation is no longer just influenced by internal and external factors. The moral integrity of managers and their personal decision making matrix has added to the complexities of ensuring the survival of organisations. Unethical behaviours of managers have led to the downfall of many former Wall Street greats such as Enron, WorldCom and Arthur Andersen and the Bear Sterns, Fannie Mae and Freddie Mac financial debacles of 2008. This module will help managers recognise, analyse and decide on ethical issues in business. They will be equipped with critical learning skills to present and evaluate ethical arguments. Critically, this module will also equip managers to promote ethical behaviour in organisations.

Economics III

Development Economics (24 credits)
The main purpose of this module is to prepare students to understand the process of economic development and to identify not only the common barriers to
development but also the challenges to overcome these barriers in a South African context.

**International Economics and World Trade (24 credits)**
The main purpose of this module is to prepare students intellectually for the challenges created by the continuous changes on the global financial markets by acquiring skills in acquisition, interpretation and application of knowledge relating to international and financial markets.

**Entrepreneurship III**
**Creativity and Innovation Management (24 credits)**
This module focuses on the practical application of creativity and innovation management in a business environment. Special focus is given to cultivating creativity in business environments, translating creativity into innovation, implementing innovative ideas in organisations, protecting innovations and implementing new product development processes. The module will also examine issues such as innovation strategies, projects, timing and collaboration.

**Strategic and Corporate Entrepreneurship (24 credits)**
This module focuses on the practical application of entrepreneurial strategy within medium size enterprises and corporate businesses (intrapreneurship). Students will examine the need for entrepreneurial approaches within the corporate environment, entrepreneurial business strategies, individual tools and competencies, and organisational principles and frameworks required to develop and implement an entrepreneurial business strategy.

**Industrial Psychology III**
**Human Resource Development (12 credits)**
This module will introduce students to the field of training and development and the essence of learning in an organisation, especially in the South African context. It will cover the various approaches to and key learning theories of training and development, helping students understand how training fits into the broader organisational framework in the modern workplace. Students will also gain insight into identifying and analysing training needs as well as the various training delivery modes. Students will also learn about the transformational purpose underpinning the skills development legislation in South Africa.

**Labour Relations (12 credits)**
The objective of this module is to familiarise students with the field of Labour Relations and to expose them to the different role players in the South African Labour system. The various theoretical perspectives of conflict will act as a basis for developing the learner’s framework of thought when studying the dynamic nature of the tripartite relationship, roles and responsibilities between the state, employer and employee. Employee relations are an integral part of everyday business management in South Africa and the global marketplace.

**Organisational Psychology (24 credits)**
This course encapsulates the study of the basic concepts, theories and principles of Organisational Psychology in an attempt to obtain a better understanding of the role and impact that individual behaviour (e.g. emotions, perceptions, values, attitudes, motivation), group behaviour (e.g. teamwork, communication, leadership, power, politics, conflict, negotiation), and organisational structure and processes (e.g. work design, culture, system, policies,
change, stress management) have on organisational effectiveness.

**Marketing Management III**

**Marketing Research (12 credits)**

This module introduces the fundamental understanding of marketing research and its proper place in managerial decision-making. The marketing manager is required to know and understand the language of market research so as to either conduct such research or to guide professional teams who will provide research services for them. This module will equip the senior marketing student to define marketing problems and use researching tools to structurally execute, analyse and derive meaningful information from marketing research.

**Retail Management (12 credits)**

This module introduces the student to the retail industry with the emphasis on the strategic decision-making approach. Students will examine how customers make decisions and will be able to develop strategies to communicate with customers effectively. The module will also focus on the cultural and social impact on buying behaviour and examine the legal and ethical issues confronting retailers.

**Services Management (12 credits)**

The economies of the 21st century are increasingly driven by services. Each year services industries are contributing progressively more to the gross domestic product (GDP) of developing and developed economies. Companies are building strong strategies to retain their customers for the future. It is understood that customer retention determines the long-term
sustainability of the business. This module focuses on the knowledge required to implement services strategies for competitive advantage across industries. The module introduces students to new marketing topics such as management of service quality, service recovery; linking customer management to performance measurement, service blueprint and customer co-creation.

**Strategic Marketing (12 credits)**
This module builds on fundamental marketing concepts already established at NQF level 6 to develop senior students’ ability to develop, implement and control marketing strategies for an organisation’s competitive advantage. Students will learn to identify and use appropriate methods and tools to formulate, implement, monitor and evaluate marketing strategies in diverse organisational and market situations.

**Work-integrated Project**

**Practical in Entrepreneurship and Innovation (18 credits)**
This workplace learning practical assignment integrates all aspects of entrepreneurship disciplines, both the creative idea development, process design and implementation in creating a new business, creating a new business unit within a bigger business or assisting existing businesses to develop.

**Practical in Industrial Psychology (18 credits)**
This practicum comprises 1 week of preparation and assessment and 4 weeks of active engagement with a defined spectrum of operational functions in the field of human resource management in a medium sized business enterprise under the direction of a supervisor in the workplace, supported by a faculty supervisor.
The practicum aims to help students gain practical HR skills in the form of fieldwork experience in a corporate setting. Through workplace learning, students will be given an opportunity to integrate theoretical HR modalities and practical HR skills. This module will expose learners to a variety of practical organizational needs and issues in business and industry.

**Practical in Marketing (18 credits)**
This module brings together all the knowledge gained in the marketing management stream into a workplace practical. The final year students are given an opportunity to be placed at a workplace and conduct marketing related assignments that are strategic to the company. This gives students the opportunity to apply what they have learnt and also get work experience in the marketing industry. The practical will allow students to work under the supervision of an experienced marketing professional and a faculty supervisor.
BACHELOR OF THEOLOGY IN COMMUNITY LEADERSHIP  
(Minimum 3 years, 384 credits)

Mode of delivery: contact and distance

Admission Requirements
- National Senior Certificate (NSC) with a bachelor's pass or equivalent
- A Matriculation Certificate (with university exemption) or equivalent
- A Higher Certificate or an Advanced Certificate or Diploma in a cognate field
- Matriculation Certificate (with university exemption) or equivalent
- National Benchmark Test (NBT) results

Alternative Admission Requirements (with Senate approval)
- A National Senior Certificate or National Certificate Vocational with a diploma pass (or equivalent) combined with the results of the NBT
- Mature age of 23 and over during the first year of studies and a National Senior Certificate (or equivalent). The conditions of the Recognition of Prior Learning (RPL) Policy for Access and the results of the NBT are determining factors for admission. Contact the admissions office regarding RPL
- Mature age of 45 years can be admitted, determined by the RPL conditions
- The results of the NBT

Extended Programme for Academic Development
Applicants in the first category under Alternative Admission Requirements must register for the Extended
Programme for Academic Development. The Programme extends the completion of the prescribed subjects over a minimum of 4 years.

Academic Development concentrates on the skills needed for successful tertiary study. Special attention is paid to listening and reading for comprehension, writing clearly and logically and giving proper credit to sources utilised. Students will develop these essential skills through exposure to readings and talks, and practice these skills in a supportive environment where they will receive detailed feedback.

Students who are admitted on the basis of prior learning and who want to complete the degree in three years, but who fail more than 20% of modules taken during the first semester, are required to take the first year over two years.

Target Groups
The Bachelor of Theology (BTh) in Community Leadership aims to provide access for Grade 12 learners to a degree programme equipping them with skills to be more effective leaders in the community in the areas of psychology, church and parachurch leadership and community development. The programme can be taken part-time (maximum 9 years), for those who are only able to pursue part-time studies.

Programme Specific Outcomes
BTh students must choose between Christian Ministry, Psychology, Sociology/Community Development, Media Studies and Business Studies. Each focus has its own specified core and elective modules from the curriculum below. Outcomes are set for each area of
focus, as outlined below. Each module within the curriculum also has its own set of outcomes.

**Christian Ministry students who have completed the qualification must be able to:**

- Demonstrate skill in interpreting the Bible and showing its relevance to meeting pastoral needs in churches and communities, especially in an African context.
- Understand how people’s worldview influences their concept of God and practice of spirituality and be able to minister to and serve people in different cultural contexts.
- Understand the basic principles of Christian leadership and identify their own leadership style.
- Demonstrate effective communication skills with large and small groups.
- Develop a ministry plan, secure the necessary human and fiscal resources, execute the plan and assess the outcomes.

**Psychology students who have completed the qualification must be able to:**

- Identify psycho-social problems and understand the insights and methods psychology and sociology provide for dealing with them.
- Understand how psycho-social insights and methods should be utilised in the various spheres of mental health in South Africa.
- Have an understanding of how and when to refer people to other agencies more suited to handling problems of a psycho-social nature.
- Develop, implement and evaluate psychologically-based training programmes.
- Conduct appropriate basic research into psycho-social questions.
Sociology/Community Development students who have completed the qualification must be able to:

- Understand their own culture and appreciate the values of other cultures.
- Understand the competing paradigms of Community Development with a strong emphasis on South Africa.
- Demonstrate effective interpersonal communication skills.
- Understand the psycho-social problems facing South Africans today, with an emphasis on poverty and poverty alleviation.
- Identify urban and rural issues facing South Africans and understand how to develop community-based initiatives to address them.
- Develop a ministry plan, secure the necessary human and fiscal resources, execute the plan and assess the outcomes.
- Demonstrate skill in interpreting the Bible and showing its relevance for community development issues in South Africa.
- Develop skills that will help them identify Community Development problems and be able to challenge conventional Community Development practices.

Media Studies students who have completed the qualification must be able to:

- Apply critical and theoretical models for analysing a variety of media content and practices in relation to relevant political, economic, technological, social and historical contexts.
- Trace the development of media and relate current practices to historical antecedents in South Africa and globally.
● Demonstrate an ability to apply and defend professional ethics and the laws that govern the media industry in South Africa.
● Conduct independent research, drawing on both primary and secondary visual and written materials, to develop and present a cohesive argument using appropriate academic and professional discourse.
● Compose coherent visual and text-based media messages, adapted to clearly defined audiences, contexts and purposes, showing knowledge of fundamental media production principles.
● Engage in critical analysis and evaluation of personal creative work in a reflexive mode.
● Collaborate with peers to produce media content that demonstrates an ability to both provide and apply critical feedback within a group context.

Business Studies students who have completed the qualification must be able to:

● Apply creativity and innovation management in a business or ministry environment, utilising the integration of the individual tools and competencies, organisational principles and processes required to manage innovation.
● Utilise the knowledge and insight gained during the programme to take a leadership role in business or ministry ventures.
● Demonstrate command of the competencies, organisational principles and participative processes required to manage creative and successful innovation.
● Contribute to building a winning organisational culture that nurtures creativity and innovation in a small and medium sized enterprise.
- Effectively manage the procurement, development, maintenance and leadership of human resources and the relevant procedures and policies that are implemented to ensure optimal utilisation of the HR function.
- Understand the role and impact that individual behaviour (e.g., emotions; perceptions; values; attitudes; motivation) and group behaviour (e.g., teamwork; communication; leadership; power; politics; conflict; negotiation) have on organizational effectiveness.

Rules of Combination for the Bachelor of Theology in Community Leadership (NQF 7, 384 credits)

Option 1: Christian Ministry

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<thead>
<tr>
<th>BASIC LEVEL (first year)</th>
<th>Credits</th>
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<tbody>
<tr>
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<td>Biblical Studies I (24 credits)</td>
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**INTERMEDIATE LEVEL** (second year)

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**ADVANCED LEVEL** (third year)

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**Option 4: Media Studies**

**BASIC LEVEL** (first year)

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**INTERMEDIATE LEVEL** (second year)

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<td>a Media Project</td>
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Option 5: Business Studies

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<td>Business Management I (24 credits)</td>
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<tr>
<td>Practical: Christian Ministry Fieldwork as a Work-Integrated Business Project (24 credits)</td>
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<td>Biblical Studies III (48 credits)</td>
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<tr>
<td>Business Management III (24 credits)</td>
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**Module Descriptions**

**Basic Level (1st Year)**

**Academic Development I**

**Academic Reading and Writing (12 credits)**

This module concentrates on the skills needed for successful tertiary study. Special attention is paid to listening and reading for comprehension, writing clearly and logically, and giving proper credit to sources utilized. These essential skills will be developed through exposure to readings and talks, and practise these skills in a supportive environment with detailed feedback.
This module enables students to develop their critical thinking ability in order to source and evaluate academic material. Students will understand plagiarism and referencing and learn to write and reference a structured academic paper.

**Information and Technology Skills (4 credits)**
Through this module students will learn to use a computer for emails, internet, word processing, spreadsheet development and electronic presentation suites. This will enable students to access the Virtual Learning Environment (VLE) known as Funda, which is used by Cornerstone for communication with lecturers and administrative purposes, as well as research and submission of assignments.

**Citizenship I**

**Worldviews of the South (6 credits)**
This module provides an introduction to worldviews in general with focus on philosophies of the global South, Africa and the West, with the aim to build understanding and appreciation for how these shaped knowledge traditions and the social realities our continent and the world at large.

**Ethics and Global Citizenship (12 credits)**
This module is designed to help the student build an ethical framework that takes into account a holistic understanding of the human person (head, heart and hands). Students are exposed to ethical theories that enable them to reflect on ways in which to respond to current moral, intellectual and social questions. Students work to integrate ethical theory into their experience of life and explore how this contributes to the good of the world.
South and African History (6 credits)
The module engages critically with the nature of history, including the effects of position, perspective and power reflected in its telling. It does so by exploring the histories of South Africa and the African continent. The module begins with the original peoples and tracing the pre- and post-colonial development, movement and narratives of cultures, and outlines the ideas and events that shaped and continue to shape our nation and continent today.

Systematic Theology I
Introduction to Theology (12 credits)
This module is designed to introduce the student to the methodology and discourse of both systematic and practical theology and provide a framework within which to make sense of these disciplines, how they overlap and intersect, what specific angles of vision they offer the church in its engagement, theologically and practically, with the world. Special attention is given to the relationship between theology and its cultural contexts, particularly within a South African context.

Practical Theology I
Missiology (12 credits)
Laying a foundation for a theology of mission by tracing the biblical (creation to Israel, Israel to Christ, and Christ to the eschaton) and theological (key movements and paradigms) trajectory of mission, this module seeks to develop an understanding of the nature and task of world evangelisation and mission. This foundation informs a more detailed engagement with Urban Mission, by providing an introduction to the theory and practice (locally and globally) of urban mission. And with special attention given to urban mission in cross-
cultural contexts, students are also introduced to some important tools from the social sciences.

**Public Theology I**

**Theological Integration (6 credits)**

This module is designed to introduce students to the concept of integration and its implications both for Christian faith and praxis, and for the relationship between the disciplines of theology, psychology, and community development. The module frames these disciplines within their respective branches of knowledge, inviting students to consider how each discipline operates within a particular worldview. Students explore the necessity of moving from a compartmentalised understanding of their faith and vocation to thinking and living in ways that reflect integration between their faith life and their work life.

**Introduction to Public Theology (6 credits)**

This module provides students with an introduction to the discipline of Public Theology, focusing on the contact points between the Christian faith and public life. Students learn about the interdisciplinary and trans-disciplinary nature of Public Theology, exploring how theological discourse demands intellectually and practically rigorous engagement with the range of contextual issues in contemporary society.

**Change Leadership: Elective (6 credits)**

The purpose of this module is to provide a theoretically grounded overview of leadership, addressing multiple perspectives on leadership. It aims to develop people who are able to lead in the context in which they find themselves, and engage critically with leadership, especially in the South African and African context. Through the course of this module students will engage
in the theory and practice of transformative leadership as well as personal/character development.

**Economics (6 credits)**

This module introduces students to the basic concepts of formal and informal economics, and the study of the use of scarce resources. Students will engage with issues of the allocation of scarce resources and its effect on human dignity. They will be challenged to think practically and critically about how they personally engage in the allocation of their own resources as well as the production and consumption of goods and services, and the distribution of wealth. Township economies will serve as a case study for a practical exercise.

**Biblical Studies I**

**Biblical Studies IA (12 credits)**

The first half of this module is designed to introduce the student to the nature, purpose and interpretative process related to the Scriptures. Attention is given to the historical backdrop of the Old and New Testaments, and to the development of the biblical canon (Jewish, Protestant and Catholic). Tracing the narrative trajectory of the Bible, this module is designed to equip students with a basic skill set necessary for the artful and faithful interpretation of the biblical text both within the church and public space.

In the second half of this module, students are introduced to the scope of the New Testament, as the testimony of the early Church, concerning the crucified and resurrected Jesus. The module follows the canonical order of the New Testament. Attention is given to historical background, interpretive issues
related to literary genre, and to the theology and narrative integrity of the New Testament.

**Biblical Studies IB (12 credits)**
In this module focus is given to tracing the scope of the Old Testament, as a shared testimony, concerning its central character, Yahweh. The module follows the ordering of the Hebrew Bible. The first part of the module gives particular attention to the Torah and Early Prophets. The second half of the module traces the meaning and theological significance of the remaining books of the Old Testament, giving particular attention to Israel’s counter-testimony as recounted in the latter Prophets and Writings. Attention is given throughout to historical background, interpretive issues related to literary genre, and to the theological frame and narrative integrity of the Old Testament.

**Psychology I**

**Developmental Psychology (12 credits)**
This module provides an overview of the major theories of Developmental Psychology. It aims to help the student understand the models of human development from conception to death and dying, to address contemporary concerns in life-span development, and to enhance the awareness of methodological approaches by which human development is investigated.

**Introduction to Psychology (12 credits)**
A survey of persons, ideas, and principles in the scientific studies of human behaviour is given. The historical development and current status of psychology and investigative activities and significant findings are reviewed. The module identifies and explains factors of personality, together with patterns of
abnormal behaviour. The module also examines the interface between sociology and social psychology.

**Counselling I**

**Counselling and Life Skills (12 credits)**
In this module the student is introduced to counselling methodologies and techniques for individual counselling and life skills training. This module explores how to design life skills programmes and how to facilitate training groups.

**Family and Development** *(not for Sociology majors) (12 credits)*
This module will survey the themes of marriage development and family issues. The student will be introduced to the dynamics of change within marriage and the family as part of a developmental psychology framework.

**Sociology I**

**Introduction to Sociology (12 credits)**
The module introduces students to the principles, concepts, history, and major approaches to the study of society. It provides an overview of what sociologists study, the methods they use, the different ways of thinking (paradigms) within sociology as well as the key terminology (concepts) that serve as analytical tools to understand social systems and the social construction of human life.

**Diversity Studies (Sociology majors only) (12 credits)**
This module explores the ways identity shapes and is shaped by diversity in terms of race, culture, class, gender, sexual orientation and disability, and how the
social construction of difference can have a significant impact on people’s life opportunities. A fundamental objective of the module will be to develop critical diversity literacy and identify ways to promote mutual understanding, tolerance and cooperation among communities.

**Social Science I**  
**Counselling and Life Skills (12 credits)**  
In this module the student is introduced to counselling methodologies and techniques for individual counselling and life skills training. This module explores how to design life skills programmes and how to facilitate training groups.

**Family and Development (12 credits)**  
This module will survey the themes of marriage development and family issues. The student will be introduced to the dynamics of change within marriage and the family as part of a developmental psychology framework.

**TESOL I**  
**1A. TESOL Introduction (12 credits)**  
This module is designed as a stand-alone module as well as an introduction to TESOL within the BA and BTh programmes. It also serves as an introduction to teaching additional languages other than English. Students are introduced to the four language skills namely listening, speaking, reading and writing, as well as grammar and vocabulary systems. Method, language learning theory, classroom dynamics and learner needs are explored. Students learn to plan, execute and evaluate a short lesson. Students will be required to spend 10 hours observing in a language classroom.
1B. TESOL Methodology (12 credits)
This module introduces students to language teaching methods as they have developed in the 20th and 21st centuries. Students will evaluate these methods and in the process develop their own eclectic teaching philosophy. The module will examine learner needs within the global context and more particularly within the South African and African contexts. Students will be introduced to prescribed reading material and teaching tools aimed at equipping them to produce and evaluate their own materials. More holistically, students will learn how to apply their understanding of methodology, learner needs, and teaching tools to plan and execute lessons that meet learner needs. Students will spend time in a language class observing and teaching with the help of an experienced teacher.

Media Studies I
Media and Society (12 credits)
Media and Society introduces students to a theoretical framework for analysing mass media in its historical and contemporary contexts. The role of the media in society will be interrogated in terms of media ethics and ideological influence. Students will develop a critical lens through which to examine how meaning is constructed and communicated across various platforms in a media-saturated world. The module will also give students the opportunity to practise basic writing and editing skills that complement those acquired in other first semester modules.

Digital and Visual Media (12 credits)
The module offers students a critical introduction to different media forms and genres with a particular focus on digital and visual media. Provided with the basic vocabulary for the production and critique of
film, television and photography, students will analyse content from various critical perspectives, including genre, spectatorship, framing and narrative theory. Digital media will be approached with an emphasis on evolving technology, user interactivity, problems of intellectual property, and the role of social media.

**Business Studies I**

**Introduction to Business Management (12 credits)**
This module explores new business development, entrepreneurship, business mission and objectives, forms of business, legal and ethical aspects of business management and planning business resources.

**Choose one of the following electives (12 credits):**

**Effective Business Communication (12 credits)**
This module explores the basic definition and meaning of the concept of communication, and discusses why good communication is important for people in the workplace. Students analyse the different communication processes, discover the elements of successful communication and investigate how these play out at work. In the South African milieu, culture in particular, plays a significant role in communication processes. This module examines the importance of culture in personal and professional contexts, the influences on and of culture and the significance of effective cross-cultural communication. Throughout this module students’ will have an opportunity to develop and implement their own effective communication skills.

**Career Psychology (6 credits)**
The scope of this module covers a variety of theories on vocational choice, career development and management, as well as the application thereof in the
corporate sector. It also investigates effective ways in which organisations can assist in challenging and encouraging employees to reach their full potential. Attaining job satisfaction, fulfilment and achieving success in one’s career is a dynamic process influenced by the interaction of a range of personal, contextual and organisational factors across the lifespan. It is also important to note that in the modern world of work, one career is not necessarily followed throughout a person’s lifetime. This is a contemporary theme emerging in career psychology, as the work role influences a person’s purpose, quality of life and sense of achievement.

**Ergonomics (6 credits)**
The field of ergonomics applies principles of biology, psychology, anatomy and physiology in the evaluation of workspace design, task analysis and risk assessment of human-machine systems. This module explains the physical abilities and limitations of people who use different types of machinery and the routes by which ergonomics can help design systems that match the needs of the users and can address their diverse demands in the work environment to improve work performance.

**Intermediate Level (2nd Year)**

**Systematic Theology II**

**Theology in Historical and Eschatological Context (16 credits)**
Christian theology is concerned with the story of God in relation to the world. With God as the subject of theology, students are introduced to the various ways in which the church has sought to speak meaningfully about the God who reveals himself in history and
through the biblical witness. The module thus focuses on the historical development of ‘speech about God,’ and proposes that such speech be rooted within an eschatological framework; that understanding God means tracing the trajectory of his story to its ultimate climax. Implications of this doctrine are considered in the light of South African contextual realities.

**Human Identity and Christology (16 credits)**
Building on our understanding of God’s story and its trajectory in human history, this module looks at the question of human identity. It works from the premise that the meaning of life, of what it means to be human, to be created, comes into sharper focus when viewed biblically and theologically. Moving from the various biblical, theological and historical responses to the question of human identity, the module looks to the doctrine of Christ for its ultimate answer, unpacking the story of God’s restoration in and through Jesus Christ. Implications of this doctrine are considered in the light of South African contextual realities.

**Practical Theology II**

**Christian Spirituality: Foundations (16 credits)**
This module provides an introduction to Christian Spirituality as it has unfolded across time and explores different facets of contemporary spiritual life and practice. It surveys various forms of worship as expressions of the range of biblical and traditional understandings, and also examines the theory and practice of worship in contemporary communities of faith and life. This module also includes a compulsory tutorial for spiritual formation.

**Communication and Homiletics (16 credits)**
This module is designed to introduce the student to the study of the communication process in various contexts, including cross-cultural contexts. The dynamics of interpersonal, intercultural, group and mass communication are explored, with special focus on communication in teaching and learning. This includes the study of public speaking, audience analysis, listening, speaking, and conflict management. With the basic theoretical framework in place, students are equipped with the necessary skills for effective sermon preparation and delivery. Attention is given to increasing the student’s ability to express ideas clearly and competently, in both written and oral forms of communication, giving the student a comprehensive understanding of the theory and praxis of expository preaching. Students are also exposed to a variety of topical and evangelistic preaching models in order to increase their awareness of the importance of these homiletical methods in the preaching process.

Pastoral Care Theory (8 credits)
This module is both a theoretical and praxis-oriented introduction to pastoral care and counselling. Some attention is given to the historical development of our understanding of cura animarum (care of the soul). Models and techniques of the pastoral conversation are learnt and practiced and a sense of pastoral identity is developed.

Public Theology II
Peace Studies (8 credits)
The purpose of this module is to lay the foundation for contemporary theoretical approaches to reconciliation and peace-making. While this module introduces to students the various models of peace-making at interpersonal levels, it is more specifically aimed at
exploring reconciliation in social and political settings. The module will be squarely located in the concrete realities of South Africa, paying specific attention to South Africa’s Truth and Reconciliation Commission (TRC). It will also explore themes such as forgiveness, restitution and re-humanisation.

**Conflict Mediation (8 credits)**
The purpose of this module is to introduce students to a foundation for conflict management that will guide church and community leaders in responding to interpersonal conflict. Students are introduced to the theory and practice of conflict resolution, equipping them with specific communication skills to enhance their relationships (interpersonal and intrapersonal). Students explore personal attitudes and approaches to conflict. This module makes use of case studies to assist students to reflect on the strategies, tactics and approaches used during conflict situations and emphasises the link between foundational beliefs, communication, behaviour and conflict.

**Leadership Studies II (8 credits)**
In this module students engage in the application of leadership theory as it relates to the three majors, namely Theology, Psychology and Community Development. Here students explore the practice of leadership in the context of the church, faith-based organisations and the public sector. Attention is given to issues such as the process of effectively utilising and developing human resources, sharing control and responsibility, teamwork, conflict management, strategic planning and managing diverse communication styles in the three areas of Theology, Psychology and Community Development.
Biblical Studies II
Hermeneutics (16 credits)
This module is comprised of two parts, namely Applied Hermeneutics and Theoretical Hermeneutics.

Part 1: Applied Hermeneutics: Reading from the Margins
Here students are introduced to the importance and value of reading the Bible with others (i.e., the marginalised, whether women, children, the poor, the illiterate). The module enables the student both to recognise the value of being a trained reader and the responsibility to use such training in transformative, public, connected, dialogic and integrated ways. The module combines both theoretical and practical outcomes. The theoretical outcome of the module is achieved by defining who the others are and by laying the conceptual framework for what it means to read with others and how practically to do so. The practical outcome is achieved by assigning students to an actual reading site in which they will participate by applying the theoretical framework.

Part 2: Theoretical Hermeneutics
In this part, the branch of knowledge known as hermeneutics is explored in greater detail. Concerned with the art and science of establishing meaning through interpretation, this part provides the necessary orientation for making sense of Scripture. This includes cultivating, in the student, an awareness of the otherness of Scripture, both in its form and in its content; surveying the richness of the many ways in which one might approach the Scriptures and thereby appropriate its meaning; and, offering some guidelines for sensitive engagement with the Scriptures towards
establishing meaning. A significant amount of time is dedicated to examining biblical texts within their socio-rhetorical setting.

Pentateuch/Synoptic Gospels (16 credits)
These modules are offered on a rotational basis, with only one module – either Pentateuch or Synoptic Gospels – being offered every alternate year.

Synoptic Gospels (2020)
This module is a focused study of one of the Synoptic Gospels (Matthew, Mark, Luke, Acts) within its historical and literary context and places a significant emphasis on the descriptive task (exegesis of representative passages within the specified Gospel) to note distinctive theological themes. Special attention is also given to the synthetic task of locating the Gospel within the broader canon of the NT Gospels.

Pentateuch (2021)
This module is a focused study of the Torah (or Pentateuch) with particular attention given to the nature and character of these writings as Israel’s core testimony concerning Yahweh. Some attention is given to the theological motifs (Law and Justice, Political Deliverance, and Economics and the Poor) embedded within the Torah and to the role of these motifs in community identity formation.

Psychology II
Introduction to Research Methods and Statistics (16 credits)
This foundational module is designed to introduce students to basic concepts in research methodology
and quantitative statistics. Students will be able to select appropriate statistical techniques for various research situations, execute these techniques and interpret these results making appropriate inferences.

**Psychotherapy (16 credits)**
This module provides students with an introduction to the theories and principles of various current approaches to psychotherapy and brief therapy.

**Counselling II**
**Family Counselling (16 credits)**
This module provides a theoretical overview of family development and dimensions of healthy family functioning. These concepts are applied to the student’s family of origin. This module also addresses family intervention strategies and family models.

**Crisis Intervention and Trauma Counselling (16 credits)**
In this module students will gain a theoretical understanding of the dynamics of crisis intervention, crisis and trauma counselling

**Sociology II**
**Perspectives on Social Change and Transformation (16 credits)**
This module reviews several perspectives on community development and social transformation processes. The overall objective is to acquire an understanding of social transformation as it relates to community development and the ability to apply this understanding in working with diverse communities.

**Sociology of Institutions (16 credits)**
Sociological theory is applied to important institutions in society such as the family, media institutions, religion, education and political institutions
Community Development II
Sociology of Development (16 credits)
Sociology of Development aims to introduce the debate on the development question in Africa. It lays the conceptual foundation for further in-depth discussions on two fields of development research and practice: industrial development, and community development in Africa. The module will, therefore, introduce both macro theories pertaining to development, and the basics of what we understand by industrial development, and community development. The underlying meaning of popular development concepts and strategies will be critically revisited and debated to set the scene for further modules in development. The module explores poverty and exclusion as a developmental concern for Africa, and South Africa in particular.

Community and Resource Mobilisation (16 credits)
The module introduces students to resources and community mobilisation, which are key elements within most development projects and programmes. Students will explore real cases of community and resource mobilisation, highlighting the value of community participation as key components of the development process.

Media Studies II
Media, Power & Popular Culture (16 credits)
Students in this module will explore the complex role of media as it relates to both power structures and the entertainment industry. The media’s interaction with social, economic and political power will be discussed
with a view to understanding the media’s responsibility and the mutual pressures exerted. The notion of media producers as watchdogs or moral guardians will be contrasted with entertainment media, as well as the balancing act of satire.

**Media in South Africa (16 credits)**
The role of the media has been crucial in shaping global history over the past century, and the history of South Africa is no exception. This module will trace media influence through the apartheid era from propaganda to instrument of socio-political change, and how it continues to shape our political, social, and economic story as a nation. Practical constraints on media practitioners will also be examined in a particularly South African context, including media ethics, invasions of privacy, betrayal of sources, hate speech, obscenity, incitement, blasphemy, defamation, ‘political correctness’, and codes of conduct, as well as the intersection between government laws and rights to freedom of speech.
Business Studies II

Choose one of the following electives (16 credits):

Introduction to Financial Management (16 credits)
Introduction to Financial Management This module focuses on understanding the important principles of financial management including information provided by financial statements, of budgeting and controlling revenue and expenses, the management of working capital, the financing of a business, profit planning and investment analysis. Application of these basic concepts is emphasised through cycle assignments and discussions.

Introduction to Marketing (16 credits)
This module introduces the fundamental principles of marketing management and emphasises management principles in dealing with such areas as customer service management, and marketing research for decision making. The module is framed in the South African context to help students grasp the fundamental concepts but it also places emphasis on emerging markets.

Choose one of the following electives (16 credits):

Strategic Management and Ethical Leadership (16 credits)
This module explores the concepts of strategic management and ethical leadership within the context of today’s rapidly changing environments in business organisations. Strategic management and ethical leadership relate to business planning, modelling, analysis, decision-making and influencing others. Strategic management within an organisation must
foster a shared culture that is based upon a common vision, mission, and values. Leaders must conceptualise, institute, and impart the vision and mission of the organisation to both internal employees and external constituents. Merging this vision with practical business strategies that best utilise the organisation’s resources is one of the great challenges faced by leaders. This course will enable students to develop an understanding of strategic decisions and leadership required to articulate a bold vision and a clear mission which matches the organisation’s as well as leadership’s personal convictions and shared values, with a strong focus on ethical considerations.

**Human Resource Management (16 credits)**

In this module, students are exposed to the latest human resource management functions, responsibilities, techniques, legislation and practices needed to address the current challenges in the South African workplace. The objective of this course is to equip students with the basic knowledge and skills concerning the procurement, development, maintenance and leadership of human resources and the relevant procedures and policies that are implemented to ensure optimal utilisation of the HR function. Emphasis is placed on learning how to deliver a competent workforce that is well equipped and trained for providing high performance and productivity in order to achieve organisational objectives and ensure a sustainable competitive advantage
Advanced Level (3rd Year)

Systematic Theology III
Church in the Power of the Spirit (12 credits)
Restoration of human identity (and of the cosmos) is signalled in the constitution of a community in Christ, called and empowered by the Spirit to stand as a sign of God’s redemptive purposes. In this module, students wrestle with the role of the Spirit in restoration, enabling, commissioning and empowering, the establishment of a new community and its nature and purpose. The module has as its starting point the continuing work of the Spirit both in the restoration of the cosmos and in the establishment of the church as an expression of the eschatological trajectory of God’s story. Implications of this doctrine are considered in the light of South African contextual realities.

Contemporary Theology (12 credits)
In the context of globalisation, this module traces some of the key theological trends and figures (Northern and Southern hemisphere) in the twentieth and twenty-first century. The module critically assesses the trends and figures by carefully considering how politics, economics, gender, ethnicity etc., inform and shape contemporary theological reflection. In so doing, the module is designed to challenge students to continue in critical theological reflection by returning to the beginning, to the biblical revelation of God, in response to the new challenges confronting the church.

Practical Theology III

Pastoral Care and Practical (for Christian Ministry majors only) (12 credits)
This module applies the approaches and skills learnt in Pastoral Care Theory to specific crises, such as illness, dying, bereavement, mental illness and family breakdown. Institutional ministries that deal with these issues are visited, providing students with practical experience in one such institution.

**Christian Spirituality: Formation (12 credits)**
This module is designed to explore how people make meaning out of life's experiences. The primary theory of James W Fowler is given special attention. Consideration is also given to the application of this theory to the general areas of developmental psychology, the theology of Christian formation and maturity. Additionally, students explore meaningful ways in which to bring together the theory and practice of Christian spiritual formation. This module also includes a compulsory tutorial for spiritual formation.

**Biblical Studies III**
**Old Testament Writings/Prophets (12 credits each)**
These modules are offered on a rotational basis, with only one module – either Old Testament Writings or Prophets – being offered every alternate year.

**Prophets (2020)**
This module is comprised of two parts, namely Early Prophets and Latter Prophets. Part 1: Joshua, Judges, Samuel and Kings provide the basis for a survey of Israel's history from conquest to exile. Special emphasis is given to the investigation of the relationship between Israel's historical traditions and its theological appropriation of these traditions around such themes as election, law, land and leadership.
Part 2: The literary structure and theological significance of the latter prophets are examined with attention being given to seeing the prophets within their own historical context and in light of the New Testament. Exegesis of representative passages is included.

**Old Testament Writings (2021)**
The study and meaning of wisdom in the literature of the Old Testament are investigated. Special attention will be given to the nature of Hebrew poetry, literary structure and the importance of developing a biblical theology of the wisdom writings. Exegesis of representative passages is included.

**Johannine Writings/Pauline Writings (12 credits each)**
These modules are offered on a rotational basis, with only one module – either Johannine Writings or Pauline Writings - being offered every alternate year.

**Pauline Writings (2020)**
This is a focused module designed to provide students with points of orientation for understanding Paul and the letters attributed to him. The module enables students to navigate the Pauline Writings by setting both Paul (as author, pastor and missionary) and his letters within their historical, socio-cultural, theological, exegetical and ecclesiological setting. Within this matrix, students read and engage texts within the body of the Pauline Writings.

**Johannine Writings (2021)**
This module is a focused study of the writings attributed to John – the Gospel of John, the Letters of John, and the Apocalypse of John. Students will examine these writings by attending to the testimony they render concerning the crucified and resurrected Christ.
Attention is given to the issues of authorship, literary and rhetorical structure, theological motifs, with a view to understanding their vision and purpose both within their ancient and the contemporary church settings.

**Biblical and Contemporary Worldviews (12 credits)**
This module looks to the necessity and importance of an integrative approach to responding to a range of critical issues of relevance for both the church and public space. Within a worldview framework, students wrestle with contemporary issues – including personhood, community belonging, power, economics and education and the intersection of these issues – from a biblical and theological perspective.

**Senior Project Paper (12 credits)**
The senior project paper is a supervised advanced level literature report and reflection paper based on the student’s practical fieldwork experience. The senior project paper provides students with the opportunity to demonstrate the integration of skills acquired in biblical studies (exegesis), systematic theology and practical theology. Students will do this by exploring the relationship between the biblical text and a ministry related topic, integrating exegetical analysis (typical of biblical studies) with either a social science analysis (typical of the practical theology discipline), or a doctrinal and/or historical analysis (typical of the systematic theology discipline).

**Psychology III**
**Abnormal Psychology (12 credits)**
This module examines the diagnosis, symptoms, causes, management and treatment of mental health problems and psychological disorders, referral skills and procedures.
Research Methods and Statistics (12 credits)
This module presents basic research and statistical methodologies in preparation for graduate studies in Human Sciences. Students will be able to select appropriate statistical techniques for various research situations. They will further be able to execute these techniques and interpret these results making appropriate inferences. Students will also acquire knowledge of research ethics and protocols.

Theories of Personality (12 credits)
This module aims to provide an overview of theories concerning the shaping of personality. It will examine the influences – both personal and environmental – that impact on personality development. The module will examine personality traits, and theories behind personality traits.

Senior Project Paper (12 credits)
The senior project paper is a literature report and reflection paper based on the advanced level student’s practical fieldwork experience in a community setting. The student will need to demonstrate the mastery of compiling a literature report informed by their research, interviews and experience of working in the community.

Sociology III
Community Research Methods (12 credits)
This module is designed to equip students with skills in community based research (i.e. tools, techniques and methodologies). The module aims to assist students in helping a community identify an issue or problem, collect and analyse information, act upon the problem to find solutions that promote economic, social and political development/transformation. A key focus of the module will be to train students on how to write a
research proposal while being exposed to qualitative and quantitative techniques for data collection and analysis for social research. The module will review methodologies and approaches appropriate to community based participatory research and will provide students with opportunities for practical application of acquired knowledge and skills.

**Community Development in Practice (12 credits)**
This module covers the field of development from a sociological point of view with an emphasis on both the theoretical and practical facets of the developmental process. These themes will be related to current development challenges in SA and will be studied against the background of global trends as well as specific community issues. Whilst strong emphasis will be placed on a holistic and people-centred orientation to development theory and praxis, the economic prerequisites and requirements for development will also be stressed. Theoretical insights will be translated into skills required for hands-on community

**Organisational Development (12 credits)**
Organisational Development explores the theory and practice of management in the context of business and community-based organizations. The management component of the module will examine practical issues such as managing change, strategic planning and human resource management issues.

**Senior Project Paper (12 credits)**
The senior project paper is a literature report and reflection paper based on the advanced level student’s practical fieldwork experience in a community setting. Students are encouraged to write an empirical research paper using community based
participatory research methodologies. Students may alternatively choose to write a theoretical paper. The senior project paper will need to: demonstrate the student’s mastery of compiling a literature review informed by her/his empirical research, coherently describe the research problem and successfully apply appropriate sociological theories.

**Media Studies III**  
**Media in Practice (24 credits)**

Building on the theoretical foundation established in their first two years of study, and with involvement from guest lecturers and industry professionals, students will begin to foster a practical skill set in two modules focusing on media production.

Writing and Editing: This module will follow an intensive programme designed to help students develop the journalistic art of storytelling – from rigorous research and imaginative conception, through to refined execution and delivery. Students will be encouraged to innovate, experiment and find fresh perspectives suitable in writing for online media. They will also learn how to write for newspapers, longer features, creative nonfiction, and magazine-style writing for print.

Film and TV: The basic principles of television news, documentary and online video production will be outlined in theory and practice. Students will be introduced to shooting and editing techniques relevant to video production for television and online platforms. Industry experts will develop these skills through short video projects and tutorials.
Choose one of the following electives (24 Credits):

**Creativity and Innovation Management (24 credits)**
This module focuses on the practical application of creativity and innovation management in a business environment. Special focus is given to cultivating creativity in business environments, translating creativity into innovation, implementing innovative ideas in organisations, protecting innovations and implementing new product development processes. The module will also examine issues such as innovation strategies, projects, timing and collaboration.

**Strategic and Corporate Entrepreneurship (24 credits)**
This module focuses on the practical application of entrepreneurial strategy within medium size enterprises and corporate businesses (intrapreneurship). Students will examine the need for entrepreneurial approaches within the corporate environment, entrepreneurial business strategies, individual tools and competencies, and organisational principles and frameworks required to develop and implement an entrepreneurial business strategy.

**Human Resource Development (6 credits)**
This module will introduce students to the field of training and development and the essence of learning in an organisation, especially in the South African context. It will cover the various approaches to and key learning theories of training and development, helping students understand how training fits into the broader organisational framework in the modern workplace. Students will also gain insight into identifying and
analysing training needs as well as the various training delivery modes. Students will also learn about the transformational purpose underpinning the skills development legislation in South Africa.

**Labour Relations (6 credits)**
The objective of this module is to familiarise students with the field of Labour Relations and to expose them to the different role players in the South African Labour system. The various theoretical perspectives of conflict will act as a basis for developing the learner's framework of thought when studying the dynamic nature of the tripartite relationship, roles and responsibilities between the state, employer and employee. Employee relations are an integral part of everyday business management in South Africa and the global marketplace.

**Practicals**

**Christian Ministry Fieldwork (24 credits)**
This module is a practical and generally community-based extension of the academic programme in Christian Ministry. Fieldwork is designed to be a multi-disciplinary application of what has been learnt theoretically during the programme. As such it measures both the practical capabilities of the student within a field or sphere of learning and the ability to integrate theory and praxis.

**Community Development Fieldwork (24 credits)**
The module is designed to be a community-based extension of the academic programme completed thus far. It involves the practical application of what has been learned theoretically. Fieldwork students take up placements in community development organisations
and are guided in systematically reflecting on their experience.

**Psychology Fieldwork and Community Interventions (24 credits)**
This module aims to assist students gain practical community and psycho-educational experience within various community settings. It further exposes students to a range of mental health needs and issues in the community. Students will have the opportunity to integrate theoretical knowledge with practical intervention skills. Subsequently, students will become adept in the referral process and broaden their knowledge of sources of help within communities.

**Christian Ministry Fieldwork as a Media Project (24 credits)**
The media industry in Cape Town and South Africa is growing, but highly competitive. It is essential, therefore, that our students are not only imbued with an intellectual understanding of media theory and ethics, but are also exposed to real-world skills, experience, and industry contacts. All these elements will merge to form the Media Project in which students will create a significant media product with the support and guidance of a lecturer or industry professional. The project is an opportunity for students to apply elementary skills developed in the first semester and will require regular meetings and feedback sessions on the work in progress. This project should reflect an understanding of media as Christian ministry and community leadership.

**Christian Ministry Fieldwork as a Work-Integrated Business Project (24 credits)**
This workplace learning project integrates all aspects of the BTh, including Theology, Biblical Studies and Business Management. The practicum aims to help students gain practical skills in the form of fieldwork experience in a corporate or ministry setting that reflects their vocation. Students will undertake tasks assigned to them within the organization and will be required to reflect an understanding of business management principles in any organization as Christian ministry and community leadership.
POSTGRADUATE CERTIFICATE IN EDUCATION
IN FOUNDATION PHASE TEACHING
(PGCE FP)
(recommended completion time 2 years part-time,
minimum completion time 1 year full-time, maximum 4
years part-time) (minimum 136 credits)

Mode of delivery: distance

Admission Requirements

- A candidate must have complied with all the
  requirements of a bachelor’s degree (or an
  approved diploma of minimum 360 credits at NQF
  level 6) from a DHET registered higher education
  institution before the beginning of the academic
  year for which he/she has been selected.
- The prior bachelor’s degree (or approved
  national diploma) must include a selection of
  subjects/disciplines that will provide a teacher
  with appropriate disciplinary knowledge to
  effectively teach Literacy, Numeracy and Life
  Skills to young learners and lay foundations for
  learning in future grades.
- Holders of multidisciplinary degrees (or approved
  diplomas) without a main focus in a single field
  related to teaching could be allowed into the
  PGCE FP, provided that the disciplines underpin
  the learning requirements for the foundation
  phase and, where relevant, the subjects to be
  taught are taken to NQF 6 at least.
- As per the RPL Policy, no more than 10% of mature
  applicants can be admitted. These are those who
  have been disadvantaged because of their
  inability to obtain formal qualifications or who
have inadequate entrance qualifications, but who have obtained work or life experience that qualifies them to be admitted as students.

Subjects offered at Cornerstone in 2020 outside the PGCE FP that provide a broad knowledge base adequate for teaching in the Foundation Phase:

For English Didactics
Choose one of the following:

- **English for Education** (NQF 5)
  This module offers future educators an insight into areas of English usage that are important for communication and accurate writing. It is a practical course that covers aspects of grammar, written and spoken communication in an education context and a paper on a local variety of English, to be submitted by the student.

- **English I: Introduction to Literary Studies and Academic and Creative Writing** (NQF 5, see under BA)

For Afrikaans Didactics

**Afrikaans vir Onderwys** (NQF 5)
Hierdie module bied aan toekomstige onderwysers ‘n insig en oorsig in kommunikatiewe Afrikaans en beklemt een die belangrikheid van die korrekte grammatikale skryfvaardigheid, asook begriplees- en praatvaardighede. Dit is ‘n praktiese kursus wat handel oor die volgende aspekte: grammatika, skryf-, praat-, begripleesvaardighede asook simboliek en navorsing in ‘n onderwys konteks.

For Mathematics Didactics

Both of the following:
• **Introduction to Research Methods and Statistics** (NQF 6, see under BA or BTh)
• **Research Methods and Statistics** (NQF 7, see under BA or BTh)

**For Life Skills Didactics**
A combination of at least two fields, of which one must be Psychology/Counselling, from the following subjects in the BA over two semesters:

- Psychology I
- Counselling I
- Sociology I
- Citizenship I

**Programme Specific Outcomes**
Students who have completed this qualification must be able to:

- Demonstrate competence in reading, writing and speaking the language/s of instruction in ways that facilitate their own academic learning and learning in their classrooms.
- Demonstrate competence in interpreting and using numerical and elementary statistical knowledge to facilitate their own academic learning, and manage teaching, learning and assessment.
- Demonstrate competence with regard to the knowledge base underpinning the learning areas or subjects they will be teaching.
- In their area/s of specialisation (foundation phase and subject/learning area), demonstrate competence in planning, designing, and reflecting on learning programmes appropriate for their learners and learning context.
- Demonstrate competence in selecting, using and adjusting teaching and learning strategies in ways that meet the needs of the learners' and the context.
- Demonstrate competence in managing and administering learning environments and supporting learners in ways that are sensitive, stimulating, democratic and well organised.
- Demonstrate competence in monitoring and assessing learner progress and achievement in their specialisation.
- Demonstrate that they can function responsibly within the education system, the institution where they are working, and the community in which the institution is located.
- Demonstrate a respect for and commitment to the educator profession

### Details of the PGCE in Foundation Phase Teaching (NQF 7)

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<th>First Additional</th>
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Module Descriptions

The Study of Education and its Foundations

Educational Psychology (12 credits)
This module is designed to help students understand how psychological theory informs the educational process. Students will explore the cognitive, linguistic, personal, social, and moral development of children as well as individual and group differences; and relate these to various views of learning theory, intrinsic and extrinsic motivation, and informal and formal assessments; with special attention given to the influence of environmental factors on learning processes. Students completing this module should acquire a better understanding of learners and how they learn (metacognition) and better understand how to teach effectively. This module will assist students in their roles as learning mediators, and interpreters and designers of learning programmes and materials.

History of Education (10 credits)
This module is designed to help students understand present educational theory and practice by exploring the historical, social, political and cultural factors that have shaped the development of education, particularly in the South African school context. The module will briefly examine educational developments globally and then extensively in South-Africa since before the colonial era until after 1994. Sociology and its relationship with Education are also addressed.
Students completing this module will be able to reflect critically on the practice of education in South Africa in order to constantly improve it and adapt it to the needs of students. This module will assist students in their roles as interpreter and designer of learning programmes and materials; and as a scholar, researcher and lifelong learner. Students will also study the history of Early Childhood education as it is related to the Grade R to Grade 3 context.

**Philosophy of Education (10 credits)**
This module is designed to provide students with an overview of the major philosophical viewpoints in history and particularly those that underpin current learning theory. Current trends in educational thinking and practice, and their impact in the classroom are debated. The module will inter alia examine such theories as behaviourism, constructivism, multiple intelligences, and brain-based learning, in the context of understanding how learning progresses from one level to the next. To arrange effective learning experiences it is important to be aware of sociological issues, and Sociology of Education is therefore also highlighted in the module. Ultimately the student should be able to develop and defend her/his own researched philosophy of education. This module will assist students in their roles as learning mediators and as interpreter and designer of learning programmes and materials.

**Didactics**
**Conversational isiXhosa I (5 credits)**
This module aims to help students develop conversational competencies in speaking and listening in isiXhosa in order to help teachers assist students in the
learning context. Special focus will be given to vocabulary related to the teaching and learning process. Students completing this module should have conversational competence in isiXhosa for educational purposes. This module will assist students in their roles as learning mediators.

**English Home Language (8 Credits)**
The aim of this module is to provide the student with the knowledge and skills necessary to teach English as a home language. This will include teaching methodologies and assessments of learners’ listening, speaking, reading and writing skills, as well as their grasp of the structure of the language and the ability to think in the language. Students completing this module should be able to help learners develop their English language skills. This module will assist students in their roles as subject and phase specialists, learning mediators, assessors and interpreters and designers of learning programmes and materials.

**First Additional Language English and Afrikaans (2x8 credits)**
The aim of these modules is to provide the student with the knowledge and skills necessary to teach English and Afrikaans as a first additional language. This will include teaching methodologies and assessments of learners’ listening, speaking, reading and writing skills. The difference between mother tongue and additional language teaching is addressed, and students will be assisted in their roles as subject and phase specialists, learning mediators, assessors and interpreters and designers of learning programmes and materials.
Life Skills (12 credits)
The aim of this module is to provide the student with an in-depth grasp of curriculum, teaching methods and assessment of Foundation Phase Life Skills. This includes emphasis on Beginning Knowledge, Creative Arts, Physical Education and Personal and Social Well-being. Students completing this module should have an advanced knowledge of how to teach Life Skills in the Foundation Phase. This module will also assist students in their roles as subject and phase specialists, learning mediators, assessors and interpreters and designers of learning programmes and materials.

Mathematics (12 credits)
The aim of the Mathematics Didactics module is to provide students with an in-depth understanding of the methods, activities and assessment of Mathematics competency. Specific attention is given to constructivism in problem-solving. The module informs the student regarding the different content areas of Mathematics knowledge at the Foundation Phase, viz.: Numbers, Operations and Relationships; Patterns, Functions and Algebra; Space and Shape (Geometry); Measurement; and Data Handling. Attention will also be paid to the teaching of Numeracy in Grade R.

The module specifically equips the student with skills and resources for effective teaching and learning at the Foundation Phase as set out in the CAPS document. Students will learn how to draw up lesson plans to teach different content; adjusting curriculum to make provision for the diverse needs of learners; applying effective assessment tools; and using technology for Mathematics teaching. In addition the student will be introduced to professional resources that are available
for the Mathematics learning area. Students completing this module should have a sound knowledge of Mathematics, should have highly developed numeracy skills, should be able to assess learners reliably, and should know how to best approach the teaching of Mathematic concepts at the Intermediate Phase. This module will assist students in their roles as subject and phase specialists, learning mediators, assessors and interpreters and designers of learning programmes and materials.

General Pedagogical Knowledge
Instructional Methods (8 credits)
The aim of this specialised pedagogical module is to introduce students to effective strategies and methodologies for instructional planning and delivery of learning content. This module will cover a broad range of methods and concepts which the student will be able to apply in the classroom viz.: from theory to practice; cooperative learning; whole class instruction; instructional strategies; long- and medium-term planning; overcoming barriers to learning; inclusive classrooms; and multi-level teaching. Attention will also be paid to the more informal teaching methodologies in the Grade R context. Students completing this module should better know how to teach their subjects and be able to identify learning or social problems among learners. This module will assist students in their roles as learning mediators, and interpreters and designers of learning programmes and materials.

Situational Learning
Education and Ethics in Social Context (8 credits)
This module aims to prepare students as educators in their roles as community builders and facilitators of
change in the life of the learner, in the social context of the local and global communities, and especially in Africa. The environment of educational institutions is a complex one and various issues like gender, social background, language, and technology interplay in a complex social milieu. Sociology of Education issues is thus also addressed in this module and the different roles played by the teacher at micro level. This is a module in situational learning and ethics. Meta-skills in the didactics of Social Science are highlighted to empower the student to prepare learners as ethical leaders through the critical study of change and development in society and the environment over time.

Work Integrated Learning

Study Praxis and Classroom Management (8 credits)
The module aims to provide students with an overview of classroom logistics and equip them with various tools and methods for successful self and classroom management. There will also be a section covering the informal play method as a vehicle for learning as applicable to Grade R education. This module further includes managing and administrating a classroom; discipline; assessment techniques; parental involvement; and awareness of legal issues related to classroom management in South Africa. Students completing this module should be able to manage classrooms effectively across diverse contexts in order to ensure a conducive learning environment. Students should be able to apply what was learnt in educational theory; including utilizing reliable and varied learner performance assessment methods. This module will assist students in their roles as leaders, administrators, managers and assessors.

**Teaching Practice: Schools A (6 credits) and B (9 credits)**

These two modules aims to prepare the student as an educator by doing teaching practical for 2 (School A) and 3 (School B) weeks at accredited schools, with a focus on structured observation for the first school visit and basic teaching assignments for the second school visit with a strong emphasis on Grade R teaching. At least one of these two practical sessions must be in an underserved school in the local community or “special needs” school. The student must ensure that the school for Teaching Practice B does have at least a Grade R class. The module lecturer together with the tutor-educator will guide, oversee, monitor and assess the student during the practical. Students completing this module should better know how to teach their subjects,
be able to manage classrooms effectively, and be able to assess learners reliably, through observing experienced teachers and making theory practical. An accredited school is defined as a school registered and recognised by the Department of Basic Education. The module lecturer is the term used within the programme i.e. presenter of the module. This module will assist students in their roles as learning mediators, assessors, and interpreters and designers of learning programmes and materials. In order to gain as wide an experience as possible, students must attend a different school during each Teaching Practice. As the programme follows the South African education curriculum, Teaching Practice modules must be done in South Africa.

Teaching Practice: School C (12 credits)
This module aims to prepare the student as an educator via a field practical for 4 weeks at an accredited school, with a focus on Foundation Phase classroom procedures and multiple learning-areas practice. The module lecturer together with the tutor-educator will guide, oversee, monitor and assess the student during the practical. An accredited school is defined as a school registered and recognised by the Department of Basic Education. The module lecturer is the term used within the programme i.e. presenter of the module. Students completing this module should have gained adequate first-hand experience in how to teach their subjects, the management of classrooms effectively, and the assessment of learners’ progress. This module will assist students in their roles as learning mediators, assessors, and interpreters and designers of learning programmes and materials. In order to gain as wide an experience as possible, students must attend a
different school during each Teaching Practice. As the programme follows the South African education curriculum, Teaching Practice modules must be done in South Africa.
POSTGRADUATE CERTIFICATE IN EDUCATION
IN INTERMEDIATE PHASE TEACHING
(PGCE IP)
(recommended completion time 2 years part-time, minimum completion time 1 year full-time, maximum 4 years part-time) (minimum 136 credits)

Mode of delivery: distance

Admission Requirements

● A candidate must have complied with all the requirements of a bachelor’s degree (or an approved diploma of minimum 360 credits at NQF level 6) from a public or private higher education institution accredited by a recognised local or foreign accrediting body before the beginning of the academic year for which he/she has been selected. The prior bachelor’s degree (or approved national diploma) must provide a broad knowledge base adequate for teaching in the intermediate phase (IP) i.e. English, Afrikaans and two IP teaching subjects, at NQF level 5 (university degree studies at first year level) or NQF level 6 (second year degree level). The IP teaching subjects are mathematics, science and technology, social science and life skills.

● Conversational competency in an official African language. Conversational isiXhosa is offered as a 5 credit module for those without this competency.

● Holders of multidisciplinary degrees (or approved diplomas) without a main focus in a single field related to teaching could be allowed into the programme, provided that the disciplines
underpin the learning requirements for the IP and the subjects to be taught are taken to NQF 5 or NQF 6.

- Holders of focused degrees (or approved diplomas) that lack an adequately broad knowledge base or an adequate specialisation in IP subjects may be required to enrol simultaneously in teaching subjects (minimum NQF 5) whilst enrolling for the PGCE IP. See below for the subjects offered at Cornerstone the can be taken to meet entrance requirements, if necessary.

**Subjects offered at Cornerstone in 2020 outside the PGCE IP that provide a broad knowledge base adequate for teaching in the Intermediate Phase:**

**For English Didactics**
Choose one of the following:

- **English for Education** (NQF 5)
  This module offers future educators an insight into areas of English usage that are important for communication and accurate writing. It is a practical course that covers aspects of grammar, written and spoken communication in an education context and a paper on a local variety of English, to be submitted by the student.

- **English I: Introduction to Literary Studies and Academic and Creative Writing** (NQF 5, see under BA)

**For Afrikaans Didactics**

**Afrikaans vir Onderwys** (NQF 5)
Hierdie module bied aan toekomstige onderwysers ‘n insig en oorsig in kommunikatiewe Afrikaans en beklemtroon die belangrikheid van die korrekte
grammatikale skryfvaardigheid, asook begriplees- en praatvaardighede. Dit is 'n praktiese kursus wat handel oor die volgende aspekte: grammatika, skryf-, praat-, begripleesvaardighede asook simboliek en navorsing in 'n onderwys konteks.

For Mathematics Didactics
Both of the following:

- **Introduction to Research Methods and Statistics** (NQF 6, see under BA or BTh)
- **Research Methods and Statistics** (NQF 7, see under BA or BTh)

For Life Skills Didactics
A combination of at least two fields, of which one must be Psychology/Counselling, from the following subjects in the BA or BTh over two semesters:

- Psychology I
- Sociology I
- Counselling I
- Citizenship I

Social Science Didactics: No subjects offered at Cornerstone in this field.

Programme Specific Outcomes
Students who have completed this qualification must be able to:

- Demonstrate competence in reading, writing and speaking the language/s of instruction in ways that facilitate their own academic learning and learning in their classrooms.
- Demonstrate competence in interpreting and using numerical and elementary statistical knowledge to facilitate their own academic
learning, and manage teaching, learning and assessment.

- Demonstrate competence with regard to the knowledge base underpinning the learning areas or subjects they will be teaching.
- In their area/s of specialisation (intermediate phase and subject/learning area), demonstrate competence in planning, designing, and reflecting on learning programmes appropriate for their learners and learning context.
- In their area of specialisation, demonstrate competence in selecting, using and adjusting teaching and learning strategies in ways that meet the needs of learners and the context.
- Demonstrate competence in managing and administering learning environments and supporting learners in ways that are sensitive, stimulating, democratic and well organised.
- Demonstrate competence in monitoring and assessing learner progress and achievement in their specialisation.
- Demonstrate that they can function responsibly within the education system, the institution where they are working, and the community in which the institution is located.
- Demonstrate a respect for and commitment to the educator profession.
## Details of the PGCE in Intermediate Phase Teaching (NQF 7)

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<td>Teaching Practice School A, B and C</td>
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### Module Descriptions


The Study of Education and its Foundations

Educational Psychology (12 credits)
This module is designed to help students understand how psychological theory informs the educational process. Students will explore the cognitive, linguistic, personal, social, and moral development of children as well as individual and group differences; and relate these to various views of learning theory, intrinsic and extrinsic motivation, and informal and formal assessments; with special attention given to the influence of environmental factors on learning processes. Students completing this module should acquire a better understanding of learners and how they learn (metacognition) and better understand how to teach effectively. This module will assist students in their roles as learning mediators, and interpreters and designers of learning programmes and materials.

History of Education (10 credits)
This module is designed to help students understand present-day educational theory and practice by exploring the historical, social, political and cultural factors that have shaped the development of education, particularly in the South African schools’ context. The module will briefly examine educational developments globally and then extensively in South-Africa since before the colonial era until after 1994. Sociology and its relationship with Education are also addressed. Students completing this module will be able to reflect critically on the practice of education in South Africa in order to constantly improve it and adapt it to the needs of students. This module will assist students in their roles as interpreter and designer of learning programmes and materials; and as scholars, researchers and lifelong learners.
Philosophy of Education (10 credits)
This module is designed to provide students with an overview of the major philosophical viewpoints in history and particularly those that underpin current learning theory. Current trends in educational thinking and practice, and their impact in the classroom are debated. The module will inter alia examine such theories as behaviourism, constructivism, multiple intelligences, and brain-based learning, in the context of understanding how learning progresses from one level to the next. To arrange effective learning experiences it is important to be aware of sociological issues, and Sociology of Education is therefore also highlighted in the module. Ultimately the student should be able to develop and defend her/his own researched philosophy of education. This module will assist students in their roles as learning mediators and as interpreter and designer of learning programmes and materials.

Situational Learning
Education and Ethics in Social Context (8 credits)
This module aims to prepare students as educators in their roles as community builders and facilitators of change in the life of the learner, in the social context of the local and global communities, and especially in Africa. The environment of educational institutions is a complex one and various issues like gender, social background, language, and technology interplay in a complex social milieu. Sociology of Education issues are thus also addressed in this module and the different roles played by the teacher at micro level. This is a module in situational learning and ethics. Meta-skills in
the didactics of Social Science are highlighted to empower the student to prepare learners as ethical leaders through the critical study of change and development in society and the environment over time.

**Didactics**

**Conversational isiXhosa I (5 credits)**
This module is offered for those who are not conversationally competent in an African language. It aims to help students develop conversational competencies in speaking and listening in isiXhosa in order to help teachers assist students in the learning context. Special focus will be given to vocabulary related to the teaching and learning process. Students completing this module should have conversational competence in isiXhosa for educational purposes. This module will assist students in their roles as learning mediators.

**English Home Language (10 credits)**
The aim of this module is to provide the student with the knowledge and skills necessary to teach English as a home language. This will include teaching methodologies and assessments of learners' listening, speaking, reading and writing skills, as well as their grasp of the structure of the language and the ability to think in the language. Students completing this module should be able to help learners develop their English language skills. This module will assist students in their roles as subject and phase specialists, learning mediators, assessors and interpreters and designers of learning programmes and materials.

**First Additional Language (English and Afrikaans) (2 x 10 credits)**
The aim of these modules is to provide the student with the knowledge and skills necessary to teach English and
Afrikaans as a first additional language. This will include teaching methodologies and assessments of learners' listening, speaking, reading and writing skills. The difference between mother tongue and additional language teaching is addressed, and students will be assisted in their roles as subject and phase specialists, learning mediators, assessors and interpreters and designers of learning programmes and materials.

**Fundamental Numeracy (5 credits)**
The Fundamental Numeracy module provides students with the basic knowledge and understanding of mathematics at the Intermediate Phase. Students should be able to demonstrate a fundamental understanding of the numerical concepts dealt with in the curriculum and be functionally competent to teach Mathematics at Intermediate Phase level. Specific attention is given to constructivist methodology in the teaching of mathematics content. This is a compulsory module if Mathematics is not chosen as a didactic elective.

**Didactics Electives (choose two out of the following four:)**

**Life Skills (10 credits)**
The aim of this module is to provide the student with an in-depth grasp of curriculum; teaching methods and assessment of intermediate phase Life Skills. This includes emphasis on Personal and Social Well-being, Physical Education and Creative Arts. Students completing this module should have an advanced knowledge of how to teach Life Skills at the Intermediate Phase. This module will assist students in their roles as subject and phase specialists, learning mediators, assessors and interpreters and designers of learning programmes and materials.
Mathematics (10 credits)
The aim of the Mathematics Didactics module is to provide students with an in-depth understanding of the methods, activities and assessment of Mathematics competency. Specific attention is given to constructivism in problem-solving. The module informs the student regarding the different content areas of Mathematics knowledge at the Intermediate Phase, viz: Numbers, Operations and Relationships; Pattern Functions and Algebra; Space and Shape; Measurement; and Data Handling. The module specifically equips the student with skills and resources for effective teaching and learning at the Intermediate Phase as set out in the CAPS document. Students will learn how to draw up lesson plans to teach different content; adjusting curriculum to make provision for the diverse needs of learners; applying effective assessment tools; and using technology for Mathematics teaching. In addition the student will be introduced to professional resources that are available for the Mathematics learning area. Students completing this module should have a sound knowledge of Mathematics, should have highly developed numeracy skills, should be able to assess learners reliably, and should know how to best approach the teaching of Mathematic concepts at the Intermediate Phase. This module will assist students in their roles as subject and phase specialists, learning mediators, assessors and interpreters and designers of learning programmes and materials.

Science and Technology (10 credits)
The aim of Science and Technology Didactics is to provide students with an overview of methods and activities that support effective teaching and learning in IP Science and Technology. Students will be acquainted
with CAPS document regarding the knowledge areas of Science (matter and materials; life and living; energy and change; earth and beyond) and Technology (structures; systems and control). Special emphasis will be placed on the aims of Science and Technology and practical teaching skills. Students completing this module should have a basic knowledge of Science and Technology, should be able to assess learners reliably, and should demonstrate an understanding of best practice in the teaching of Science and Technology. The module will provide students with skills that include: the developing of lesson plans, designing assessment tools, designing science projects, and the use of IT-Technology in the classroom. Students completing this module should have an advanced knowledge of how to teach Science and Technology and use IT resources in the classroom. This module will assist students in their roles as subject and phase specialists, learning mediators, assessors and interpreters and designers of learning programmes and materials.

Social Science (10 credits)
This module prepares students in their role as Social Science educators who are able to help Intermediate Phase learners to identify social and environmental changes throughout history; to understand the impact of change on local and global communities – especially in Africa; and to become change-agents towards a healed and whole society. Students completing this module should have a basic knowledge of the Social Sciences, should be able to assess learners reliably, and should better know how to teach Social Sciences. The student will be provided with specific methods and activities for teaching and learning of the two sub-disciplines of Social Science, viz. History as the process of
historical enquiry; and Geography and its two branches (Physical Geography and Human Geography). Social responsibilities of learners are emphasized and the use of historical evidence highlighted, as well as the use of maps as a graphicacy skill. Students completing this module should have an advanced knowledge of how to teach the Social Sciences.

**General Pedagogical Knowledge**

**Instructional Methods (8 credits)**

The aim of this specialised pedagogical module is to introduce students to effective strategies and methodologies for instructional planning and delivery of learning content. This module will cover a broad range of methods and concepts which the student will be able to apply in the classroom viz.: from educational theory to practice and making the link between philosophy and classroom strategies; cooperative learning; whole class instruction; instructional strategies; long- and medium-term planning; overcoming barriers to learning; inclusive classrooms; and multi-level teaching. Students completing this module should better know how to teach their subjects and be able to identify learning or social problems among learners. This module will assist students in their roles as learning mediators, and interpreters and designers of learning programmes and materials.

**Work Integrated Learning**

**Study Praxis / Classroom Management (8 credits)**

The module aims to provide students with an overview of classroom logistics and equip them with various tools and methods for successful self and classroom management. Students learn from learning from practice (e.g. observing and reflecting on lessons
taught by others) and learning in practice (e.g. preparing, teaching and reflecting on lessons presented by oneself.) This includes managing and administrating a classroom; discipline; assessment techniques; parental involvement; and awareness of legal issues related to classroom management in South Africa. Students completing this module should be able to manage classrooms effectively across diverse contexts in order to ensure a conducive learning environment. Students should be able to apply what was learnt in educational theory, including utilizing reliable and varied learner performance assessment methods. This module will assist students in their roles as leaders, administrators, managers and assessors.

**Teaching Practice: A and B (2 x 6 credits)**
These two modules aim to prepare the student as an educator by doing field practicals for 2 x 2 weeks in accredited schools, with a focus on observation for the first school visit and basic teaching assignments for the second school visit. At least one 2-week practical must be in an underserved school in the local community or “special needs” school. The module lecturer together with the tutor-educator will guide, oversee, monitor and assess the student during the practical. Students completing this module should better know how to teach their subjects, be able to manage classrooms effectively, and be able to assess learners reliably, through observing experienced teachers and making theory practical. An accredited school is defined as a school registered and recognised by the Department of Basic Education. The “module lecturer” is the term module used for the programme i.e. presenter of module. These modules will assist students in their roles as learning mediators, assessors, and interpreters and
designers of learning programmes and materials. In order to gain as wide an experience as possible, students must attend a different school during each Teaching Practice. As the programme follows the South African education curriculum, Teaching Practice modules must be done in South Africa.

**Teaching Practice: C (12 credits)**

This module aims to prepare the student as an educator via a field practical for 4 weeks in an accredited school, with a focus on Intermediate Phase classroom procedures and multiple learning-areas practice. The module lecturer together with the tutor-educator will guide, oversee, monitor and assess the student during the practical. An accredited school is defined as a school registered and recognised by the Department of Basic Education. The module lecturer is the term module used for the programme. i.e. presenter of module. Students completing this module should have gained adequate first-hand experience in how to teach their subjects, the management of classrooms effectively, and the assessment of learners' progress. This module will assist students in their roles as learning mediators, assessors, and interpreters and designers of learning programmes and materials. In order to gain as wide an experience as possible, students must attend a different school during each Teaching Practice. As the programme follows the South African education curriculum, Teaching Practice modules must be done in South Africa.
BACHELOR OF ARTS HONOURS IN COMMUNITY DEVELOPMENT
(1 year full-time, 2 years part-time, 120 credits)

Mode of delivery: contact

Admission Requirements

- A candidate must have complied with all the requirements of an undergraduate degree, or equivalent, before the beginning of the academic year for which he/she has been selected.
- Third-year key modules in social sciences must have passed with a minimum of 60%.
- As per the RPL Policy, no more than 10% of applicants who do not have the necessary 60% grade for third year in social science (or equivalent) can be admitted into the programme, if they have obtained work or life experience which qualifies them to be admitted as post-graduate students.
- Applicants must provide evidence of computer literacy. Candidates can be required to take a computer course to improve their computer skills.
- All successful applicants are required to complete a pre-programme assignment to determine the level of academic support that is required. In addition, it prepares students for the first week’s discussions.

Programme Specific Outcomes

By the end of this programme students will be able to:

- Analyse and critique significant philosophical approaches towards and theories of community development in a variety of contexts.
- Apply sound social science research methodology to community development related situations, conducting in-depth research, analysis and interpretation in a community-based context.
- Examine how the issues of governance, social policy and the legislative framework governing and shaping community development structures and practice.
- Identify, assess and apply integrated programme management principles for sustainable people-centred development.
- Examine in-depth two focus areas of interest in community development.

The curriculum provides students with foundational knowledge of community development theory and practice while allowing them to pursue specific areas of interest within community development studies. Assisting students to comprehend, analyse and apply community development theory, policy and governance, programme management theory, and social research methodology achieve this.

**Details of the Bachelor of Arts Honours in Community Development (NQF 8)**

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<th>Elective Modules (2x15 credits)</th>
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<td>Policy and Legislative/Regulatory Framework for Community Development Workers</td>
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<td>Social Research Methods for Community</td>
<td>Sustainable Community Development</td>
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Module Descriptions

Organisational Management in Community Development Practice (15 credits)
This module will focus on expanding knowledge and skills needed on the project, programme and organisational environment in which community leaders mobilise and manage their people and other resources to achieve desired outcomes and impacts in their communities. Students will be guided to achieve personal, interpersonal, and organisational effectiveness through the “frames” of ethical and theoretical guidelines. The module will furthermore attend to the application of the impact value chain, log-frame planning, monitoring and evaluation as it applies to project, programme and organisational development.

Policy and Legislative/Regulatory Framework for Community Development Workers (15 credits)
This module introduces students to the policy and legislative ecology that governs the profession of community development and examines the need for and strategic importance of policies and regulations with regard to their respective functions and roles in the systemic structuring and application of community development. The impact that relevant policies and regulations have on the practice of community development will be analysed in order to maximise the efficiency and efficacy of community development
professionals. Students will also explore legal requirements and procedures to be followed in community development practice.

Social Research Methods for Community Development (15 credits)
This module focuses on the methodology of social science research and is designed to build research capacity amongst future community development practitioners. During the course students will be taught the logic inherent to social research methodology, covering the design stage, data collection, data capturing, data analysis, data interpretation and research ethics. A research proposal, which may form the basis of the Independent Research Project (IRP), forms a major part of this module.

Social Theory for Community Development (15 credits)
This module introduces students critically to the epistemological and theoretical foundations of community development in order to build advanced analytical capacity among community development practitioners. It does this by interrogating philosophical and conceptual assumptions as well as analytical approaches in community development practice.
Choose two of the following four modules:

**Community Development in the Rural-Urban Continuum (15 credits)**
This module interrogates contemporary theoretical approaches that translate into policies, strategies and designs that ensure sustainable, rural and urban spaces/areas with a view to improve the quality of life of these communities through regional economic development, social equitable planning and ecological restoration.

**Local Economic Development (LED) (15 credits)**
This module introduces students to the local economic development approach as a mechanism that contributes towards sustainable community development. The module will give due attention to the global and South African macroeconomic environment that impact on local urban, semi-urban and rural economies. It will unpack a selection of the pressing socio-economic challenges confronting South African communities and will explore the most appropriate LED approaches to meet these challenges. Particular attention will be given to different approaches to LED, the range of LED tools and stakeholders involved, different programmes, successes and constraints.

**Sustainable Community Development (15 credits)**
In this module developing a human community is viewed as the outcome of ecological processes. Through communities people come together and collectively not only survive but may also increase their standard of living. The four principal ecological dimensions are population, organization, environment and technology, acronym POET. The module thus expounds the importance of population as groups of
humans that occupy an area, how they are organized into a community to gain sustenance, and their common environment (including other communities). The module also addresses the application of knowledge and the tools used to adapt to their environment in order to enhance their sustenance i.e. a population’s technology. Particular attention is given to the principle and challenge of sustainable community development in diverse community locations and settings.

**Youth Development (15 credits)**
This module explores the concept of Youth Development on an International and local (South African) level from the perspective of the Community Development Practitioner. Youth development theories and youth development practices will be critically evaluated. Dimensions of youth development and its application within a community will be discussed as it relates to community transformation.

**Independent Research Project (IRP) (30 credits)**
This module is designed to facilitate the independent planning, execution and reporting/writing up of a research project in partial fulfilment of the programme. The IRP report, which is based on work integrated research, forms the major part of this module. The IRP involves conducting independent, empirical research, using quantitative, qualitative or mixed methods, into an aspect of community development linked to a fieldwork placement, where students also gain practical experience. The IRP may be based on the
research proposal completed in the Social Research Methods for Community Development module.
BACHELOR OF ARTS HONOURS IN PSYCHOLOGY
(Academic)
(1 year full-time, 2 years part-time, 130 credits)

Mode of delivery: contact

Admission Requirements
- A candidate must have complied with all the requirements of an appropriate undergraduate degree, or equivalent, before the beginning of the academic year for which he/she has been selected.
- Third year in Psychology must have been passed with a minimum of 65%.
- As per the RPL Policy, no more than 10% of applicants who do not have the necessary 65% grade for third year in Psychology (or equivalent) can be admitted into the programme, if they have obtained work or life experience which qualifies them to be admitted as post-graduate students.

Programme Specific Outcomes
By the end of this programme students will be able to:
- Apply critical thinking skills in the assessment and resolution of community mental health needs.
- Work effectively with other professionals in a team setting.
- Demonstrate mastery of general psychological theory.
- Demonstrate an advanced understanding of professional ethics in psychology, with special reference to issues of statutory control.
- Demonstrate systematic thinking about selection of techniques for various research scenarios.
• Develop comprehension of the theoretical traditions within qualitative research.
• Demonstrate the ability to execute the techniques of analysis covered in the programme.
• Explain how developmental, ethnic, socioeconomic, and gender factors affect the clinical diagnosis and conceptualisation of psychopathology.
• Develop conceptual and procedural knowledge of the descriptive nosological system that is codified in the DSM-V-TR.
• Demonstrate critical thinking about the applicability of western models to the multicultural South African context.
• Demonstrate comprehensive knowledge of therapeutic modalities.

Details of the Bachelor of Arts Honours in Psychology (Academic) (NQF 8)

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<td>Psychological Assessment and Measurement</td>
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Module Descriptions

Developmental Psychology (10 credits)
This module provides students with an overview of the major theories of Developmental Psychology. Furthermore the module aims to address contemporary
concerns in lifespan development from conception to late adulthood/death and dying. The course will engage with developmental theories from a range of orientations, including learning/cognitive theories, theories of language development and a socio-cultural perspective. Critical issues such as child development, the impact of HIV/AIDS, family dynamics, and interpersonal relationships and cross-cultural perspectives will be explored. Allow students to engage with the theory through various applications and gain a deeper understanding.

**Family Psychology (10 credits)**
This module provides a theoretical and practical overview of family systems theory and development. The purpose is to help students to explore and evaluate dysfunctional patterns of interactions and also the family’s resources for change. In doing this, the students will be invited to reflect on their own process of differentiation and their “self”.

**Personality Theories (10 credits)**
This module is designed to provide the student with an integrated view of key psychological theories that underpin personality formation, motivation for behaviour, optimal development and psychopathology.

**Psychological Assessment and Measurement (10 credits)**
This module aims to introduce students to basic concepts of psychological assessment and provide students with a general overview of psychometric assessment. Students will be exposed to the practical components of assessment and gain an understanding of scoring and interpreting various assessments. Emphasis will be placed on the assimilation of various assessment methods. The interpretation and integration
of psychometric assessment will be presented in a report form. Attention will be given to the impact and significance of psychological assessment within a multicultural society.

**Psychopathology (20 credits)**
This module is designed to prepare students for the recognition and diagnosis of mental disorders. A methodology for organising information about symptomatology and diagnostic material is presented. The use of structured and semi-structured diagnostic interviews will also be addressed.

**Research Methods and Statistics (20 credits)**
This module is designed to equip students to plan, execute, and critically evaluate research studies. Qualitative, quantitative and mixed-method approaches to data collection and analysis will be explored. Students will be able to select appropriate techniques for various research situations, execute these techniques and interpret the findings contextually within the conventions of the relevant research traditions.

**Therapeutic Psychology (20 credits)**
This course is designed to introduce students to mainstream theories of personality and behavioural change that inform the planning and management of psychotherapeutic interventions. Students will be sensitised to the cultural applicability for mental health professionals, as well as be introduced to case formulations and the ability to select effective treatment modalities.

**Independent Research Project (30 credits)**
This module is designed to facilitate the independent planning, execution and reporting/ writing up of a research project in partial fulfilment of the programme.
Students will conceptualize the research project as a group although they write on an individual basis. The assigned supervisor guides the project. This module comprises of i) the research proposal, ii) the research report and ii) poster and oral presentation.
BACHELOR OF ARTS IN PSYCHOLOGY HONOURS
(BPsych Equivalent)
(1 year full-time in 2019 plus 6 month internship in 2020, 140 credits)

Mode of delivery: contact

Admission Requirements
- A candidate must have complied with all the requirements of an appropriate undergraduate degree, or equivalent, before the beginning of the academic year for which he/she has been selected.
- Third year in Psychology must have been passed with a minimum of 65%.
- A candidate must complete the BPsych Equivalent Programme Application Form as well as the Cornerstone Postgraduate Application Form.
- Two references are required from professionals to whom the candidate is not related. At least one must be from a Psychology professional e.g. Psychology Faculty, Psychologist, Registered Counsellor or Social worker.

Selection Process
Compliance with the admission criteria indicated above does not automatically result in selection for the programme. Because only a limited number of students are selected into the BPsych Equivalent programme annually, students are required to complete a rigorous selection process.
The initial selection process will comprise a review of the BPsych Equivalent Programme Application Form, reference forms and supporting academic transcripts
by a Selection Committee (comprising the HoD of Psychology and three other faculty and panel members). Once this process has been completed, successful candidates will be invited to an interview with the Selection Committee. The criteria by which candidates will be assessed include:

- An understanding of the role and purpose of the registered counsellor.
- Demonstrated competency in academic skills, such as writing.
- Good intra- and interpersonal skills. (e.g. demonstrated through the student’s response to a provided case study and the interview process).
- Psycho-social wellness.
- Potential to learn and apply the necessary skills of a registered counsellor.
- Ability to work in a team and groups.
- Ability to work under pressure.
- Ability to work in a community.
- Ability to work with diversity.

**Programme Specific Outcomes**

By the end of this programme students will be able to:

- Apply critical thinking skills in the assessment and resolution of community mental health needs.
- Work effectively with other professionals in a team setting.
- Demonstrate mastery of general psychological theory.
- Demonstrate an advanced understanding of professional ethics in psychology, with special reference to issues of statutory control (According to scope of practice HPCSA Form258).
● Demonstrate systematic thinking about selection of techniques for various research scenarios.
● Develop comprehension of the theoretical traditions within qualitative research.
● Demonstrate the ability to execute the techniques of analysis covered in the programme.
● Explain how developmental, ethnic, socioeconomic, and gender factors affect the clinical diagnosis and conceptualisation of psychopathology.
● Develop conceptual and procedural knowledge of the descriptive system that is codified in the DSM-V for purposes of referral.
● Demonstrate the ability to work from western models, adjust and apply to the multi-cultural South African context.
● Demonstrate comprehensive knowledge of counselling modalities and counselling skills; appropriately developing treatment plans and intervention programs from these modalities as they pertain to the scope of practice for registered counsellors.
● Address community dilemmas through developing and implementing psycho-educational programmes and appropriate community interventions.
● Understand the scope and practice of a professional counsellor.
● Gain access to the HPCSA board examinations for professional registration as a registered counsellor; upon successful completion of this examination.

Details of the Bachelor of Arts Honours in Psychology (BPsych Equivalent) (NQF 8)
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**Module Descriptions**

**Counselling Skills and Theories (20 Credits)**
In this module the student is introduced to the scope of registered counsellor, as designed by the HPCSA. Skills, models, techniques and theories are discussed to equip the student in becoming an ethical and well trained registered counsellor.

**Developmental Psychology (10 credits)**
This module provides students with an overview of the major theories of Developmental Psychology. Furthermore the module aims to address contemporary concerns in lifespan development from conception to late adulthood/death and dying. The module will engage with developmental theories from a range of orientations, including learning/cognitive theories, theories of language development and a socio-cultural perspective. Critical issues such as child development, the impact of HIV/AIDS, family dynamics, interpersonal relationships and cross cultural perspectives will be
explored. The module allows students to engage with the theory through various applications and gain a deeper understanding of Developmental Psychology.

**Personality Theories (10 credits)**
This course is designed to provide the student with an integrated view of key psychological theories that underpin personality formation, motivation for behaviour, optimal development and psychopathology.

**Psychological Assessment and Measurement (10 credits)**
This module aims to introduce students to basic concepts of psychological assessment and provide students with a general overview of psychometric assessment. Students will be exposed to the practical components of assessment and gain a clear understanding of scoring and interpreting various assessments. Emphasis will be placed on the assimilation of various assessment methods. The interpretation and integration of psychometric assessments will be presented in a report form. Attention will be given to scope of practice for registered counsellors and to the impact of psychological assessment within a multicultural society.

**Psychopathology (20 credits)**
This module is designed to prepare students for the recognition and diagnosis of mental disorders. A methodology for organising information about symptomatology and diagnostic material is presented. The use of structured and semi-structured diagnostic interviews will also be addressed.
Research Methods and Statistics (20 credits)
This module is designed to equip students to plan, execute, and critically evaluate research studies. Qualitative, quantitative and mixed-method approaches to data collection and analysis will be explored. Students will be able to select appropriate techniques for various research situations, execute these techniques and interpret the findings contextually within the conventions of the relevant research traditions.

Psychological Interventions (20 Credits)
This module is an exploration of the multifaceted theoretical and practical knowledge base that has contributed to the development of intervention services in South Africa. Different contexts in which the students will work will be examined, applying multiple theories underpinning group intervention practice. They will learn what it means to be an integrated health professional, combining knowledge with empathic and reflective dimensions. They will learn practical psychological first aid tools to use in traumatic and crisis work settings, as well as preventative and developmental skills for issues such as domestic violence, substance abuse, HIV/AIDS. Scope of practice and ethical issues related to working in such contexts will also be addressed.

Independent Research Project (30 credits)
This module is designed to facilitate the independent planning, execution and reporting/writing up of a research project in a community setting. A community setting is any placement, which addresses the psychosocial issues present within the South African context (i.e. substance abuse, teenage pregnancy, HIV/AIDS and community violence among others).
Students will conceptualize the research project as a group although they write on an individual basis. The assigned supervisor guides the project. This module comprises of i) the research proposal, ii) the research report and ii) poster and oral presentation.
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