



# 2024

# Yearbook

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# LEGAL STATUS AND ACCREDITATION

Cornerstone Institute is a non-profit company (NPC); registration number 2004/025078/08.

Cornerstone Institute (RF) NPC is registered by the Department of Higher Education and Training as a Private Higher Education Institution under the Higher Education Act, 1997. Registration Certificate No. 2001/HE08/006.

The Institution is currently accredited for the following programmes:

- ***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-credit learning programme for higher education at NQF level 8. SAQA ID: 97901; CHE reference: H/PRO96/E018CAN.
- ***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 120-credit learning programme for higher education at NQF level 8. SAQA ID: 79046; CHE reference: H/PRO96/E002CAN.
- ***Postgraduate Certificate in Education in Intermediate Phase Teaching: Distance mode.*** Registered by the DHET. Accredited by the CHE as a 120-credit learning programme for higher education at NQF level 7. SAQA ID: 99724. CHE reference: H/PRO96/E013CAN.
- ***Postgraduate Certificate in Education in Intermediate Phase Teaching: Contact mode.*** Registered by the DHET. Accredited by the CHE as a 120-credit learning programme for higher education at NQF level 7. SAQA ID: 99724. CHE reference: H/PRO96/E007CAN.
- ***Postgraduate Certificate in Education in Foundation Phase Teaching: Distance mode.*** Registered by the DHET. Accredited by the CHE as a 120-credit learning programme for higher education at NQF level 7. SAQA ID: 101972; CHE reference: H/PRO96/E020CAN.
- ***Bachelor of Arts: Contact mode.*** Registered by the DHET. Accredited by the CHE as a 360-credit learning programme for higher education at NQF level 7. SAQA ID: 87406. CHE reference: H/PRO96/E006CAN.
- ***Bachelor of Arts: Distance mode.*** Registered by the DHET. Accredited by the CHE as a 360-credit learning programme for higher education at NQF level 7. SAQA ID: 87406. CHE reference: H/PRO96/E011CAN.
- ***Bachelor of Theology in Community Leadership: Contact mode.*** Registered by the DHET. Accredited by the CHE as a 360-credit learning programme for higher education at NQF level 7. SAQA ID: 57225. CHE reference: H/PRO96/K005CAN.
- ***Bachelor of Theology in Community Leadership: Distance mode.*** Registered by the DHET. Accredited by the CHE as a 360-credit learning programme for higher education at NQF level 7. SAQA ID: 57225. CHE reference: H/PRO96/E019CAN.
- ***Bachelor of Commerce: Distance mode.*** Registered by the DHET. Accredited by the CHE as a 360-credit learning programme for higher education at NQF level 7. SAQA ID: 99752. CHE reference: H/PRO96/E016CAN.

- **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: 73349. CHE reference: H/PRO96/E003CAN.
- **Higher Certificate in Christian Ministry: 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: 96412. CHE reference: H/PRO96/K001CAN.
- **Higher Certificate in Community Counselling: 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: 96413. CHE reference: H/PRO96/K002CAN.
- **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.

## OUR APPROACH TO EDUCATION

### Vision, mission and core values

Our vision is:

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

Our mission is:

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

Our core values are:

- Respect
- Integrity
- Excellence
- Unity
- Creativity
- Inclusivity

### Education approach: Learn to change the world

We believe that, like all of us, students are on a life-long journey of becoming more human. This journey of humanisation is based on the ability to reflect critically on life, to cultivate the values and skills needed to make sense of the world, and then to make a positive contribution to the world. This is what we mean with our motto, *Learn to Change the World*. Education should transform the student, but also the student's world through the student.

We use Freirean pedagogy in our teaching and learning, where students (who arrive at Cornerstone with a life's worth of experience) learn by interacting with others, facilitated by the lecturers. Such a classroom embraces diverse perspectives, where each student must find his or her voice.

We also know that students do not learn in the classroom only but should also continuously reflect and act on the world around them, in service of others. Our academic programmes, therefore, include hands-on learning in organisations and communities, and reflection on those experiences. Ultimately, these insights enable our students and graduates to transform their own worlds in sustainable ways.

## **Graduate attributes**

Graduate attributes are the qualities, attitudes and skills that a learning community wants to develop in its students during their studies, which affects how they will build their careers and contribute to society.

At Cornerstone Institute, we want our graduates to be known for:

- Servant leadership
- Social consciousness
- Active citizenship
- Critical thinking
- Professionally capability
- Entrepreneurial spirit.

## **Language policy**

All our classes and communication with students, staff and the public are in English, except where otherwise required in modules developing skills in languages other than English.

## Modes of instruction

### *Contact delivery (on campus)*

Contact delivery takes place on campus and includes:

- Lectures
- Group discussions and projects
- Presentations
- Role play
- Case studies
- Skills development (e.g., communication skills)
- Experiential learning (e.g., fieldwork and practical projects)
- Quantitative and/or qualitative research.

### *Distance delivery (online)*

Distance delivery takes place online via our e-learning platform, Funda. While learning here is primarily self-driven, students have access to experienced faculty and can draw on their peers' insights. Distance students are supported in their studies through one or more of the following:

- Live online and recorded video lectures
- PowerPoint presentations with voice-overs
- Synchronous and asynchronous written discussion forums
- Tutorials and peer interaction.



# 2024 FEE STRUCTURE

<b>Non-refundable Initial Payment of R5000.00 payable at registration</b>		
Programme	Maximum credits per year	Cost per Credit
Higher Certificate in Community Counselling (min. 1 year)	124	R315.00
Higher Certificate in Business Leadership (min. 1 year)	120	R315.00
Higher Certificate in Christian Ministry (min. 1 year)	120	R315.00
Higher Certificate in Community Development (min. 1 year)	120	R315.00
<b>*Note: Any degree modules taken in the higher certificate are charged at the Bachelor of Arts rate.</b>		
Bachelor of Theology in Community Leadership (min. 3 years)	124	R565.00
Bachelor of Arts (min. 3 years)	124	R565.00
Bachelor of Commerce (min. 3 years)	124	R565.00
Post Graduate Certificate in Education Intermediate Phase (min. 1 year)	135	R475.00
Post Graduate Certificate in Education in Foundation (min. 1 year)	136	R475.00
<b>*Note: For PGCE Additional Prerequisite Undergraduate modules are charged at the Bachelor of Arts rate.</b>		
BA Honours in Community Development (min. 1 year)	130	R575.00
BA Honours in Psychology (min. 1 year)	132	R575.00
B.Psych Equivalent: Course Work (12 months)	132	R700.00
B.Psych Equivalent: Practicum and Supervision (6 months)		R20 700.00
Additional Registration Costs		
Application Fee	All new students	R330,00
Student Card	All 1 <sup>st</sup> Years/Replacement	R120,00
Technology Fee	All students annually	R605,00
Student Services Fee	All students annually	R1200,00
Annual Payment Plan Fee	All students annually	R3000,00
Other Costs		
Recognition of Prior Learning Application Fee	Per application	R605,00
Reprint of Transcripts, SACE letters, etc.	Per document	R165,00
Reprint of Certificates	Per document	R220,00
Registered Mail for documents	As required	R55,00
Continuation Fee: Undergraduate (Senior Project Paper, Fieldwork) Postgraduate (Research Projects)	Per annum payment	R1 760,00 R2 310,00
Dean's Assessment (graduating students only)	Per module	R770,00
Re-evaluation Assessment (payable <b>prior</b> to the assessment)	Per module in advance	R495,00

## General

- The fee structure applies to African countries only.
- The fee structure indicates the cost per credit. Modules are allocated a specific number of credits based on the workload and content.
- The annual fee is determined by the number of credits the student registers for the academic year (January – November). Students are only invoiced for the modules that they register for in the *current year* and not for the entire course.
- A minimum of 32 credits per semester is required.
- 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 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 can be issued. (This includes African Countries).
- Financial aid applications for new students registering for the January intake close at the end of January.
- Financial aid applications for new students registering for the July intake close at the end of June.
- Financial aid applications for current students registering for the following academic year closes at the end of October

(<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.
- If a student is being sponsored, it is the student's responsibility to contact sponsors to ensure payments are met. Fee statements are only sent to the student.
- Students must use their student number and surname as a reference for ALL financial correspondence.
- Statements are sent via email. Students must ensure that their statements are correct and matches the proof of registration issued by the registrar department.
- Payments can be made via EFT, bank deposit or the Karri App.
- Information regarding the Karri app and monthly QR code can be obtained at the finance office.
- Proof of payment receipts should be emailed to the bursar - [bursar@cornerstone.ac.za](mailto:bursar@cornerstone.ac.za)
- Promotional discounts may be offered from time to time. Conditions apply.
- By the end of the first semester, the semester 1 invoice OR half of the students' total outstanding fees, must be settled for a grade report to be issued.

## Banking details

Nedbank | Cornerstone Institute

Account no. 1075030269 | Branch code 198 765

**Reference: Your student number**

## 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.
- Should the tuition fees not be settled at the beginning of the semester, the payment plan must be used.
- Students who choose to register per semester must settle their semester fees before they are able to receive their grade report.
- The R3000 annual payment plan fee will be deducted if the total account is settled by the end of February (January Intake) or July (June intake)
- The Initial Payment of R5000 is applied to the administration fee and the balance to the tuition fee.

## Refunding of fees

- The R5000 initial payment is *non-refundable*.
- All administration fees due at registration will not be refunded.
- A student is able to make changes to or cancel their module selection within the first 10 working days at the start of the semester. Thereafter, the student will be liable for the payment of the semester fees.
- Non-compliance with withdrawal/cancellation procedure will result in **no** refunds.

## Non-payment of fees

Students who have more than **30 days outstanding will be put on financial suspension**, resulting in the following consequences:

- The student may not attend class and 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.

## 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 depends on the availability of funds and the criteria below. The responsibility for financing the balance of the fees rests with the student (see [Payment of fees](#)).

Cornerstone Institute provides financial aid from external funding as well as from internal resources as determined from time to time by senior 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 subsidies 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 own initiative to secure other funding.

Allocations for *new* students are based on:

- Community involvement
- Financial need as indicated on the Financial Aid Application Form
- Prior academic record
- Indication of own initiative to secure other funding.

Additional eligibility criteria may be considered as per a donor's requirements. Furthermore:

- 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 Southern African Development Community (SADC) countries may apply for financial aid.
- The student must pay the specified initial fee at registration to activate their approved funding.
- Returning students should 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 Deputy Dean of Student Development and Support and to update their Personal Profile, which will be made available for funders.
- The student must commit to complete the qualification (failing which all funding 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.

# ACADEMIC CALENDAR 2024

Registration for February intake	15 September 2023 – 9 February 2024
Student Orientation	31 January
Semester 1, Term 1 classes start	12 February
Mid-semester break	25 March – 1 April
Registration for July intake	15 April – 30 June
Semester 1, Term 2 classes start	2 April
Term 2 Assessment Week	13 – 17 May
Mid-year break	20 May – 8 July
Student Orientation	3 July
Semester 2, Term 3 classes start	8 July
Term 3 Assessment Week	19 – 23 August
Mid-semester break	26 August – 1 September
Semester 2, Term 4 classes start	2 September
Term 4 Assessment Week	14 – 18 October

# RECOGNITION OF PRIOR LEARNING AND CREDIT ACCUMULATION AND TRANSFER

Where possible, Cornerstone Institute grants students access or credit towards a qualification based on their unique learning and experience histories. This happens through Recognition of Prior Learning and/or Credit Accumulation and Transfer in line with our policies and procedures.

## Recognition of Prior Learning (RPL)

Recognition of Prior learning (RPL) is the process through which the prior knowledge and skills of an individual are recognised for the purposes of alternative access and/or advanced credit. RPL is significant for adult learners whose learning journey has not always followed conventional pathways, in particular those who have been historically disadvantaged. Many have not been able to meet the necessary entrance qualifications but have gained work and/or life experience that qualifies them for admission.

Students may apply for admission via RPL to most programmes at Cornerstone. The RPL & CAT Unit in the Office of the Registrar offers specialised services and programmes aimed at advising and supporting candidates, students and academic staff at all stages in the process.

### *Procedures for RPL for Access*

- Applicants are required to attend an RPL & CAT Information Session, designed to provide understanding of the RPL policies and procedures at Cornerstone and its different programmes of study.
- Applicants complete an RPL-CAT application online, inclusive of a short motivation statement indicating their reasons and levels of readiness for university study.
- Application forms are directed to the RPL-CAT Desk for screening and where appropriate, further telephonic advice and/or referrals.
- Successful applicants attend a Pre-selection workshop where they demonstrate their ability to cope with entry levels of academic literacy and numeracy through a pre-selection test.
- The RPL-CAT Desk screens the test results and makes a final selection of candidates for the Portfolio Development Course for Access (PDCA) and/or the Tests for Access and Placement (TAPs).
- The PDCA is delivered online with mentoring support and is designed to assist applicants to build a Learning Portfolio in support of their application. Tests for Access and Placement are used to assess the text-based literacies and numeracies of RPL applicants.
- Assessment of the Learning Portfolios is undertaken by RPL & CAT Assessment Panels within Faculty, and recommendations forwarded to the Department Leader who acts as moderator.
- Unsuccessful applicants may submit an appeal with detailed reasons on the relevant form.

### *Procedures for RPL for Exemption*

- A letter of application to challenge for exemption based on RPL is submitted online after the prospective student has attended an RPL & CAT Information Session, and/or been advised by an RPL specialist or relevant academic department head.
- Applications are reviewed by the RPL & CAT Unit to determine the feasibility of the application and if positive, to steer the applicant in one of two directions:
  - Qualifying first-year undergraduate students may enrol for the 12-credit Portfolio of Experiential Learning Module.
  - Other qualifying undergraduate (second-year onwards) and postgraduate students may enrol for the 6-credit Short Portfolio of Experiential Learning Module designed to provide students with the conceptual and procedural tools needed to prepare a challenge for exemption based on RPL.
- Applicants consult with the academic department head and draw up a Memorandum of Agreement (MOA) specifying what forms of evidence should be produced for assessment and moderation, whether any supplementary learning is required, mentoring arrangements, and costs of the assessment.
- RPL challenges for exemption are assessed on a case-by-case basis and results are subject to moderation and approval by the academic department head and the RPL & CAT Committee.

## **Credit Accumulation and Transfer (CAT)**

Whereas RPL policy and practice focuses on the recognition of prior *experiential* learning, the focus of CAT policy and practice is on prior *formal* education. CAT is a mechanism for promoting articulation between qualifications within and across institutions, and across sub-frameworks of the NQF. It is used at Cornerstone to give students credit for some modules in a programme based on acceptable prior learning earned through formal learning. Prior formal learning that may be considered for CAT includes knowledge and skills acquired at traditional institutions of higher education as well as professional and occupational qualifications acquired in the post-school education and training system.

The recognition of credits for the purposes of transfer is determined by the nature of the qualifications, the relationship between them, the curricula associated with the specific subjects to be recognised, and the nature of the assessment used. In some cases, comparisons are straightforward while in other cases there are significant curriculum or programmatic differences. A maximum of 50% of the credits of a completed qualification may be transferred to another qualification.

### *Procedures for Credit Transfer*

- Requests for credit transfer must first be lodged online through the Applications and Admissions System.



- Applicants complete a CAT Request Form and submit it accompanied by certified copies of official transcripts of the module or qualification awarded, and an official document describing the nature, NQF level and credits, curriculum content, assessment of, and results achieved for the module or qualification to be evaluated.
- Applicants who meet the general criteria for CAT are invited to attend a CAT information session at which the specific criteria, documentation and procedures for the evaluation of all requests are explained.
- Requests for credit transfer plus accompanying documentation are referred for evaluation by a designated subject matter expert, who submits a written report to the Head of Department and RPL & CAT Selection Committee for final approval.
- The appeals procedure against a decision not to grant a credit transfer request is like that indicated for RPL appeals above and are considered by the RPL & CAT Committee.

# ADMISSIONS AND RELATED MATTERS

Specific admissions requirements are listed for each programme in the section *Academic programmes and curriculums*.

## Benchmark tests

All new undergraduate students are encouraged to complete the National Benchmark Test (NBT) 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.

## Probationary acceptance

Students are accepted for a probationary period of one semester from the time of registration 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 the semester of 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' 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 and/or 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 PROGRAMMES AND CURRICULUMS

## Core Curriculum

**Mode of delivery:** contact and distance

Cornerstone Institute offers a multi-disciplinary series of foundational and academic development modules to new entry students as part of its commitment to realise [graduate attributes](#). This programme, known as the Core Curriculum, provides students with a broad philosophical foundation and academic skills to support academic success.

Core Curriculum modules are required for all bachelor undergraduate and higher certificate students. All new students must complete four Core Curriculum modules, with three required and one selected from elective modules. These basic level modules may be spread across a selected programme.

*Required* (or compulsory) modules form part of the modules of the qualification a student is enrolled in, 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 Core Curriculum modules required, or as determined by entrance testing (in the case of academic development modules).

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

Core Curriculum modules form part of the bachelor's degree fee structure.

### Curriculum

The main subject is Citizenship 1, including either term or semester modules to complete the subject, as follows:

<b>Citizenship I</b>	<b>Required/ Elective</b>
Ethics and Global Citizenship (12 credits)	Required
Group Studies and Communication (12 credits)	Required
Worldviews of the South (12 credits)	Elective
Navigating Change and Conflict (12 credits)	Elective
Economics (6 credits)	Elective
Entrepreneurship (6 credits)	Elective

For a description of each module, see Module Descriptions towards the end of this document.

# Business Studies

## *Higher Certificate in Business Studies*

(Minimum one year, maximum 3 years, 124 credits)

**Mode of delivery:** 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:

- Fully engage with modern business environments
- Bring applied skills and critical thinking to contemporary business challenges
- Advance the development and scaling of their own businesses
- Apply ethically sound judgement and sustainable models
- Collaborate effectively with peers and other stakeholders
- Use data analytics and problem solving to make well informed business decisions
- Seamlessly continue with further studies in business.

## CURRICULUM

Study Year 1 of 1 (NQF 5)	
Discipline	Modules
<b>Period: Semester 1</b>	
Core Curriculum	<ul style="list-style-type: none"><li>• Academic Reading and Writing</li><li>• Information and Technology Skills</li></ul>
Business Studies	<ul style="list-style-type: none"><li>• Business Management</li><li>• Financial Accounting Fundamentals</li><li>• Human Capital Management</li><li>• Business Communication</li></ul>
<b>Period: Semester 2</b>	
Business Studies	<ul style="list-style-type: none"><li>• Economics</li><li>• Marketing</li><li>• Business Analytics Fundamentals</li><li>• Entrepreneurship</li><li>• Ethics and Global Citizenship</li></ul>

For a description of each module, see Module Descriptions towards the end of this document.

### *Bachelor of Commerce*

(Minimum 3 years, 360 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 Mathematical 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 based on 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 Commerce (BCom) degree aims to provide a modern, globally relevant educational foundation to students in the field of commerce, including various key discipline areas such as business management, economics, operations, marketing, human capital management, entrepreneurship, digital transformation, ethics, and 21<sup>st</sup> century skills. The qualification has been designed to provide the knowledge base, practical competence, and application skills that will enable students to successfully enter and progress in the new world of work or to start their own business ventures.

### **PROGRAMME OUTCOMES**

BCom students at Cornerstone may choose **two** from the following majors:

- Marketing
- Human Capital Management
- Economics
- Operations.

### **MAJOR 1: MARKETING**

Students who have completed the Marketing major should be able to:

- Describe the role and importance of marketing in relation to other key functions within a business and the process to positive customer value and competitive advantage
- Apply the fundamental principles and concepts of marketing with an emphasis on areas such as strategic branding, customer experience, digital marketing and marketing research
- Define marketing problems and use research analytics to structurally execute, analyse and derive meaningful information from marketing research

- Apply appropriate methods and tools to formulate, implement, monitor and evaluate marketing strategies in diverse organisational and market situations.
- Develop strategic branding and creative marketing campaigns using digital communication technologies and other tools
- Integrate the cultural, social, legal and ethical considerations into marketing strategies in developing responsible and customer-centric organisations.

## **MAJOR 2: HUMAN CAPITAL MANAGEMENT**

Students who have completed the Human Capital Management major should be able to:

- Demonstrate thorough knowledge and understanding of the key concepts, theories, models and research techniques in human capital management
- Clarify the major drivers of change in the workplace and how to manage and support employees through structured change processes
- Establish the foundations of teamwork in the physical and digital environments and how to build and optimise team collaboration
- Manage human capital and understand the strategic decisions required to ensure that there is optimal management of a business's human capital
- Establish the core elements of building and managing a talent pipeline and measuring and managing employee performance
- Demonstrate strategies to maintain and strengthen employee training and development and workplace diversity
- Manage employee and labour relations as an integral part of everyday business management with specific reference to the South African context.

## **MAJOR 3: ECONOMICS**

Students who have completed the Economics major should be able to:

- Describe the basic concepts of macroeconomics and microeconomic theory.
- Explain how economic problems are solved to ensure economic growth.
- Analyse and interpret the concepts and modern theories about supply, demand and price determination.
- Critically analyse and interpret macro-economic events and policy issues
- Demonstrate ability to apply concepts to international and financial markets.
- Identify the common barriers in the process of economic development and know how to overcome these challenges in the South African context.

## **MAJOR 4: OPERATIONS**

Students who have completed the Operations Management major should be able to:



- Demonstrate an effective understanding of the strategic role of operations and supply chains in creating customer value, driving performance and achieving competitive advantages for organisations
- Apply fundamental concepts and principles in key functional areas such as planning, procurement, manufacturing, logistics and supply chain financials, as well as risk management and governance
- Critically analyse and interpret the challenges in value chain alignment, strategic fit, integrated planning and digital transformation, and be able to problem-solve in overcoming these challenges
- Understand the role of customer and supplier relationship management in collaboration, coordination and integration of supply chain processes
- Design, model and optimise value chain networks while recognising the critical importance of green logistics, globalisation and strategic alliances
- Apply various continuous improvement methodologies in operations to achieve world-class performance.

## CURRICULUM

Study Year 1 of 3 (basic level; NQF 5)	
Discipline	Modules
<b>Period: Semester 1</b>	
Core	<ul style="list-style-type: none"> <li>• Academic Reading and Writing</li> <li>• Information Technology Skills</li> </ul>
Business	<ul style="list-style-type: none"> <li>• Business Management</li> <li>• Financial Accounting</li> <li>• Human Capital Management</li> <li>• Business Communication</li> </ul>
<b>Period: Semester 2</b>	
Core	<ul style="list-style-type: none"> <li>• Ethics and Global Citizenship</li> </ul>
Business	<ul style="list-style-type: none"> <li>• Economics</li> <li>• Marketing</li> <li>• Business Analytics</li> <li>• Entrepreneurship</li> </ul>

<b>Study Year 2 of 3 (intermediate level; NQF 6)</b>	
<b>Period: Semester 1</b>	
Business	<ul style="list-style-type: none"> <li>• Financial Accounting</li> <li>• Ethical Self Leadership</li> </ul>
Marketing	<ul style="list-style-type: none"> <li>• Customer Experience</li> </ul>
Human Capital Management	<ul style="list-style-type: none"> <li>• Managing Constant Change</li> </ul>
Economics	<ul style="list-style-type: none"> <li>• Microeconomics</li> </ul>
Operations	<ul style="list-style-type: none"> <li>• Industry 4.0 in Manufacturing</li> </ul>
<b>Period: Semester 2</b>	
Human Capital Management	<ul style="list-style-type: none"> <li>• Strategic Management and Innovation in the New World of Work</li> <li>• Project Management</li> </ul>
Marketing	<ul style="list-style-type: none"> <li>• Digital Marketing and Sales</li> <li>• Strategic Branding and Integrated Communications</li> </ul>
Human Capital Management	<ul style="list-style-type: none"> <li>• Learning and Development</li> <li>• Basic Applied Psychometrics</li> </ul>
Economics	<ul style="list-style-type: none"> <li>• Macroeconomics</li> </ul>
Operations	<ul style="list-style-type: none"> <li>• Aligning Supply Chains</li> </ul>

<b>Study Year 3 of 3 (advanced level; NQF 7)</b>	
<b>Period: Semester 1</b>	
Marketing	<ul style="list-style-type: none"> <li>• Market Research and Analytics</li> <li>• Marketing Work-Integrated Project</li> </ul>
Human Capital Management	<ul style="list-style-type: none"> <li>• Employment Relations</li> <li>• Teamwork in a Digital Era</li> <li>• Human Capital Work-Integrated Project</li> </ul>
Economics	<ul style="list-style-type: none"> <li>• International Economics and World Trade</li> <li>• Economics Work-Integrated Project</li> </ul>
Operations	<ul style="list-style-type: none"> <li>• Strategic Value Chain Management</li> <li>• Operations Work-Integrated Project</li> </ul>
<b>Period: Semester 2</b>	
Marketing	<ul style="list-style-type: none"> <li>• Responsible, Customer Centric Organisations</li> <li>• Marketing Work-Integrated Project</li> </ul>
Human Capital Management	<ul style="list-style-type: none"> <li>• Strategic Human Capital</li> <li>• Human Capital Work-Integrated Project</li> </ul>
Economics	<ul style="list-style-type: none"> <li>• Development Economics</li> <li>• Economics Work-Integrated Project</li> </ul>
Operations	<ul style="list-style-type: none"> <li>• Lean, Sustainable Continuous Improvement</li> <li>• Operations Work - Integrated Project</li> </ul>

For a description of each module, see Module Descriptions towards the end of this document.

# Education

## *Postgraduate Certificate in Education in Foundation Phase Teaching (PGCE FP)*

(Recommended completion time two years part-time; minimum completion time one year full-time; maximum four years part-time; minimum 120 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 at least NQF 5 (with a minimum 30 credit weighting over a minimum of two semesters).
- As per the Institutional 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.

Your Acceptance Letter may indicate that you must complete undergraduate modules (also indicated as Prerequisite Undergraduate modules) to meet the PGCE entry requirements. They are not part of the PGCE and do not count towards its required credits.

For **admission into English Didactics**, select:

- English for Education (NQF 6)

For **admission into Afrikaans Didactics**, select:

- Afrikaans for Education (NQF 6)

For **admission into isiXhosa First Additional Language Didactics**, the following is required:

- Prospective students are required to have isiXhosa at NQF level 5 (minimum of 30 credits) in their undergraduate degree
- Prospective Students are required to have IsiXhosa Home Language or First Additional Language at an NQF 4.

### For **admission into Mathematics Didactics**:

Demonstrate the required minimum subject content and knowledge in Mathematics or alternatively in Statistics:

- Statistics for Education (NQF 6)

For **admission into Life Skills Didactics**, students need to possess a total of at least 30 credits on a NQF 5 level in subjects Psychology, Sociology, and Citizenship (Philosophy). They are expected to showcase a solid understanding of subject matter and expertise in a minimum of two areas, with Psychology being one of the mandatory fields. Alternatively, the following subjects in the BA over two semesters:

- Psychology
- Sociology
- Citizenship (Philosophy).

### **PROGRAMME OUTCOMES**

Students who have completed this qualification should 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 regarding 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.

### **Important note:**

Full-time students may take maximum 131 credits per study year, and part-time students maximum 70 credits per study year. This maximum must first be made up of any Prerequisite Undergraduate

modules that you must complete and can then be supplemented by taking PGCE modules at the same time. For example, if a full-time student must complete Prerequisite Undergraduate modules English for Education A and B (30 credits), they can still enrol for 101 PGCE credits in the same year; the rest they will have to complete in the following year.

## CURRICULUM

Study Year 1 of 1 (NQF 7)	
Discipline	Modules
<b>Period: Semester 1</b>	
Education	<ul style="list-style-type: none"> <li>• History of Education</li> <li>• Educational Philosophy and Ethics</li> <li>• English First Additional Language Didactics</li> <li>• Instructional Methods</li> <li>• Study Praxis and Classroom Management</li> <li>• FP Teaching Practice A</li> <li>• FP Teaching Practice B (take after Teaching Practice A)</li> </ul>
<b>Period: Semester 2</b>	
Education	<ul style="list-style-type: none"> <li>• Educational Psychology</li> <li>• Mathematics Didactics</li> <li>• Life Skills Didactics</li> <li>• English Home Language Didactics</li> <li>• Afrikaans First Additional Language Didactics <b>or</b> isiXhosa First Additional Language Didactics</li> <li>• Teaching Practice C (take C after teaching practice B)</li> </ul>

For a description of each module, see Module Descriptions towards the end of this document.

### *Postgraduate Certificate in Education in Intermediate Phase Teaching (PGCE IP)*

(Recommended completion time two years part-time; minimum completion time one year full-time; maximum four years part-time; minimum 120 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 6 (university degree studies at second-year 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 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 at least NQF level 6 (with a minimum of 30 credit weighting over a minimum of two semesters)
- 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 6) whilst enrolling for the PGCE IP.
- See below for the subjects offered at Cornerstone that can be taken to meet entrance requirements, if necessary.

Your Acceptance Letter may indicate that you must complete some of the modules below to meet the PGCE entry requirements. You can complete them simultaneously with your PGCE modules. They do not form part of the PGCE, and therefore do not count towards the required PGCE credits above.

For **admission into English Didactics**, select:

- English for Education (NQF 6).

For **admission into Afrikaans Didactics**, select:

- Afrikaans for Education (NQF 6)

For **admission to isiXhosa First Additional Language Didactics**, the following is required:

- Prospective students are required to have isiXhosa at NQF level 5 and 6 (minimum of 30 credits) in their undergraduate degree
- Prospective Students are required to have IsiXhosa Home Language or First Additional Language at an NQF 4.

For **admission into Mathematics Didactics**, students must demonstrate the required minimum subject content and knowledge in Mathematics or alternatively in Statistics:

- Statistics for Education (NQF 6).

For **admission into Life Skills Didactics**, students need to possess a total of at least 30 credits from both NQF 5 and NQF 6 levels in subjects Psychology, Sociology, and Citizenship (Philosophy). They are expected to showcase a solid understanding of subject matter and expertise in a minimum of two areas, with Psychology being one of the mandatory fields. Alternatively, the following subjects in the BA over two semesters:

- Psychology
- Sociology
- Citizenship (Philosophy) taken to at least NQF 5.

No subjects are offered at Cornerstone in the field of **Social Science Didactics**.

### **PROGRAMME OUTCOMES**

Students who have completed this qualification should 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 regarding 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.

#### **Important note:**

Full-time students may take a maximum of 125 credits per study year, and part-time students' maximum of 65 credits per study year. This maximum must first be made up of any Prerequisite Undergraduate modules that you must complete and can then be supplemented by taking PGCE modules at the same time. For example, if a full-time student must complete Prerequisite Undergraduate modules English for Education A and B (30 credits), they can still enrol for 95 PGCE credits in the same year; the rest they will have to complete in the following year.



## CURRICULUM

Study Year 1 of 1 (NQF 7)	
Period: Semester 1	
Discipline	Modules
Education	<ul style="list-style-type: none"> <li>• History of Education</li> <li>• Educational Philosophy and Ethics</li> <li>• English First Additional Language Didactics</li> <li>• Instructional Methods</li> <li>• Study Praxis and Classroom Management</li> <li>• IP Teaching Practice A</li> <li>• IP Teaching Practice B (take teaching practice A before B)</li> </ul>
Period: Semester 2	
Education	<ul style="list-style-type: none"> <li>• Educational Psychology</li> <li>• English Home Language Didactics</li> <li>• Afrikaans First Additional Language Didactics <b>or</b> isiXhosa First Additional Language Didactics</li> <li>• IP Teaching Practice C (take C after teaching practice B)</li> <li>• Fundamental Numeracy (only if indicated on acceptance)</li> </ul>
Didactic electives	
Select two didactics modules (20 Credits)	
Semester 1: <ul style="list-style-type: none"> <li>• Social Science Didactics</li> </ul> Semester 2: <ul style="list-style-type: none"> <li>• Life Skills Didactics</li> <li>• Science and Technology Didactics</li> <li>• Mathematics Didactics</li> </ul>	

For a description of each module, see Module Descriptions towards the end of this document.

# Humanities

## *Higher Certificate in Christian Ministry (There will be no student intake for this programme in 2024)*

(Minimum one year, maximum 3 years, 124 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 OUTCOMES**

Students who have completed the qualification should be able to:

- Articulate their language of faith with a critical awareness of their relationship with God and others
- Engage with creative and critical thinkers who are catalysts for growth and renewal
- Develop basic skills in reading and interpreting the Bible and showing its relevance for various contexts
- Understand that people's worldviews influence their concept of God and practices of spirituality
- Demonstrate a critical understanding of their own theological views
- Understand basic leitmotifs of Christian leadership
- Demonstrate basic communication and collaborative skills to serve and dialogue with groups and individuals in multiple ways
- Have the possibility of further studies (modules can be credited towards our BTh programme).

## CURRICULUM

Study Year 1 of 1 (NQF 5)	
Discipline	Modules
<b>Period: Semester 1</b>	
Core Curriculum	<ul style="list-style-type: none"> <li>• Academic Reading and Writing</li> <li>• Information and Technology Skills</li> </ul>
Counselling	<ul style="list-style-type: none"> <li>• Counselling and Life Skills</li> </ul>
Theology	<ul style="list-style-type: none"> <li>• New Testament: An Introduction</li> <li>• Missiology</li> <li>• Theological Integration</li> <li>• Public Theology</li> </ul>
<b>Period: Semester 2</b>	
Core Curriculum	<ul style="list-style-type: none"> <li>• Navigating Change and Conflict</li> <li>• Ethics and Global Citizenship</li> </ul>
Theology	<ul style="list-style-type: none"> <li>• Christian Ministry Practical</li> <li>• Old Testament: An Introduction</li> <li>• Theology: An Introduction</li> </ul>

For a description of each module, see Module Descriptions towards the end of this document.

### *Higher Certificate in Community Counselling (There will be no student intake for the contact programme in 2024)*

(Minimum one year, maximum three years, 124 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 provided
- The National Benchmark Test (NBT) results.

#### PROGRAMME 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 and family development and family issues as part of a developmental psychology framework
- Be familiar with the dynamics of crisis and crisis intervention strategies
- Identify issues young people face in the context of certain South African realities i.e., alcohol, teenage pregnancy, HIV/AIDS, violence, substance abuse and gangsterism
- Understand contemporary contextual social problems and have insight to intervention strategies that can be used to address these
- Describe personality functioning and have a foundational understanding of psychological disorders, the causes and treatment approaches
- Understand work in community mental health settings and the services that can be provided.

## CURRICULUM

Study Year 1 of 1 (NQF 5)	
Discipline	Modules
<b>Period: Semester 1</b>	
Core Curriculum	<ul style="list-style-type: none"> <li>• Academic Reading and Writing</li> <li>• Information and Technology Skills</li> </ul>
Counselling	<ul style="list-style-type: none"> <li>• Counselling and Life Skills</li> <li>• Developmental Psychology: An Introduction</li> <li>• Interpersonal Skills and Communication</li> <li>• Abnormal Psychology: An Introduction</li> <li>• Solution-focus Brief Counselling</li> </ul>
<b>Period: Semester 2</b>	
Counselling	<ul style="list-style-type: none"> <li>• Community and Mental Health Issues</li> <li>• Crisis Counselling</li> <li>• Family and Development</li> <li>• Group Counselling</li> <li>• Psychology: An Introduction</li> </ul>

For a description of each module, see Module Descriptions towards the end of this document.

### ***Higher Certificate in Community Development (There will be no student intake for the contact programme in 2024)***

(Minimum 2 years, maximum three years, 120 credits)

**Mode of delivery:** Multi-modal/online

### **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.

### PROGRAMME 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.

### CURRICULUM

Study Year 1 of 1 (NQF 5)	
Discipline	Modules
<b>Period: Semester 1</b>	
Core Curriculum	<ul style="list-style-type: none"> <li>• Academic Reading and Writing</li> <li>• Information and Technology Skills</li> </ul>
Sociology	<ul style="list-style-type: none"> <li>• Community Development: An Introduction</li> <li>• Sociology of Development: An Introduction</li> <li>• Social Transformation</li> </ul>
<b>Period: Semester 2</b>	
Core Curriculum	<ul style="list-style-type: none"> <li>• Ethics and Professionalism</li> <li>• Navigating Change and Conflict</li> </ul>
Sociology	<ul style="list-style-type: none"> <li>• Understanding Urban and Rural Development</li> </ul>

Study Year 2 of 2 (NQF 5)	
<b>Period: Semester 1</b>	
Sociology	<ul style="list-style-type: none"> <li>• Community Fieldwork</li> <li>• Intercultural Communication</li> <li>• Community Research: An Introduction</li> </ul>
<b>Period: Semester 2</b>	
Sociology	<ul style="list-style-type: none"> <li>• Fundraising and Community Resource Mobilisation</li> <li>• Community Development Project Management</li> <li>• Project Monitoring and Evaluation</li> </ul>

For a description of each module, see Module Descriptions towards the end of this document.

### *Bachelor of Arts*

(Minimum three years; minimum 360 credits; NQF 7)

**Modes 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)**

- 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 four years.

Students who are admitted based on 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 those who have completed Grade 12 to a degree programme equipping them with skills to be more effective leaders in the community in the areas of Psychology, Theology, Media Studies, Alternative Education and Sociology and Community Development. In addition, it provides a career path for sociologists, psychologists, and media specialists. The programme is also 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.

BA students must choose between a major in Alternative Education, Media Studies, Psychology, Sociology, or Theology. Each major has its own core and elective modules, with associated outcomes.

## **MAJOR 1: ALTERNATIVE EDUCATION**

### **PROGRAMME OUTCOMES**

Alternative Education students who have completed the qualification should be able to:

- Understand the principles, concepts, histories and major approaches in the field of Alternative Education.
- Identify problems in mainstream educational thought and practices.
- Know the various past and present schools of thought regarded as part of the Alternative Education field.
- Understand the insights, theories and methods that inhere in different schools of thought and practices in Alternative Education
- Articulate the ideas of hallmark theorists and educationists in the field of Alternative Education.
- Understand how insights and methods from the field of Alternative Education are and could be utilised in the various spheres of education in South Africa.
- Develop, implement and evaluate Alternative Education projects in South Africa and elsewhere.
- Engage critically with current debates in education about the possible futures of education in South Africa and globally.
- Conduct appropriate basic practice-based research into questions of alterity in mainstream and alternative spheres of education.

## CURRICULUM

Study Year 1 of 3 (basic level; NQF 5)	
Discipline	Modules
<b>Period: Semester 1</b>	
Core Curriculum	<ul style="list-style-type: none"> <li>• Academic Reading and Writing</li> <li>• Information and Technology Skills</li> </ul>
Alternative Education	<ul style="list-style-type: none"> <li>• Transformative Education</li> </ul>
English	<ul style="list-style-type: none"> <li>• English Literary Studies</li> </ul>
Psychology	<ul style="list-style-type: none"> <li>• Developmental Psychology: An Introduction</li> </ul>
Sociology	<ul style="list-style-type: none"> <li>• Sociology: An Introduction</li> </ul>
<b>Period: Semester 2</b>	
Core Curriculum	<ul style="list-style-type: none"> <li>• Ethics and Global Citizenship</li> </ul>
Alternative Education	<ul style="list-style-type: none"> <li>• Global Perspective in Alternative Education</li> </ul>
English	<ul style="list-style-type: none"> <li>• Creative English Writing</li> </ul>
Education	<ul style="list-style-type: none"> <li>• Afrikaans vir onderwys A</li> <li>• English for Education A</li> <li>• Statistics for Education A</li> </ul>
Study Year 2 of 3 (intermediate level; NQF 6)	
<b>Period: Semester 1</b>	
Alternative Education	<ul style="list-style-type: none"> <li>• Pedagogies in Alternative Education</li> </ul>
English	<ul style="list-style-type: none"> <li>• Historical English Literature</li> </ul>
Sociology	<ul style="list-style-type: none"> <li>• Social Change and Transformation</li> </ul>
Education	<ul style="list-style-type: none"> <li>• Statistics for Education B</li> </ul>
<b>Period: Semester 2</b>	
Alternative Education	<ul style="list-style-type: none"> <li>• Current and Emerging Trends in Alternative Education</li> </ul>
Psychology	<ul style="list-style-type: none"> <li>• Psychotherapy</li> </ul>
English	<ul style="list-style-type: none"> <li>• Contemporary English Literature</li> </ul>
Education	<ul style="list-style-type: none"> <li>• Afrikaans vir Onderwys B</li> <li>• English for Education B</li> </ul>



Study Year 3 of 3 (advanced level; NQF 7)	
<b>Period: Semester 1</b>	
Alternative Education	<ul style="list-style-type: none"> <li>• Alternative Education Work-Integrated Learning</li> <li>• Facilitation and Assessment in Alternative Education</li> </ul>
Psychology	<ul style="list-style-type: none"> <li>• Abnormal Psychology</li> </ul>
English	<ul style="list-style-type: none"> <li>• African Literature</li> </ul>
<b>Period: Semester 2</b>	
Alternative Education	<ul style="list-style-type: none"> <li>• Alternative Education Research Project</li> <li>• Inclusivity in Teaching and Learning</li> </ul>
Sociology	<ul style="list-style-type: none"> <li>• Organisational Development</li> </ul>
English	<ul style="list-style-type: none"> <li>• World Literature</li> </ul>

For a description of each module, see Module Descriptions towards the end of this document.

**MAJOR 2: MEDIA STUDIES (THERE WILL BE NO STUDENT INTAKE FOR THE THIS PROGRAMME IN 2024)**

**PROGRAMME OUTCOMES**

Media Studies students who have completed the qualification should 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.

## CURRICULUM

Study Year 1 of 3 (basic level; NQF 5)	
Discipline	Modules
<b>Period: Semester 1</b>	
Core Curriculum	<ul style="list-style-type: none"> <li>• Academic Reading and Writing</li> <li>• Information and Technology Skills</li> <li>• Worldviews of the South</li> </ul>
Media Studies	<ul style="list-style-type: none"> <li>• Media and Society</li> </ul>
English	<ul style="list-style-type: none"> <li>• English Literary Studies</li> </ul>
Sociology	<ul style="list-style-type: none"> <li>• Sociology: An Introduction</li> </ul>
<b>Period: Semester 2</b>	
Core Curriculum	<ul style="list-style-type: none"> <li>• Ethics and Global Citizenship</li> <li>• Navigating Change and Conflict</li> </ul>
Media Studies	<ul style="list-style-type: none"> <li>• Digital and Visual Media</li> </ul>
English	<ul style="list-style-type: none"> <li>• Creative English Writing</li> </ul>
Sociology	<ul style="list-style-type: none"> <li>• Diversity Studies</li> </ul>
Study Year 2 of 3 (intermediate level; NQF 6)	
<b>Period: Semester 1</b>	
Media Studies	<ul style="list-style-type: none"> <li>• Media, Power and Popular Culture</li> </ul>
Community Development	<ul style="list-style-type: none"> <li>• Sociology of Development</li> </ul>
English	<ul style="list-style-type: none"> <li>• Historical English Literature</li> </ul>
Leadership Studies	<ul style="list-style-type: none"> <li>• Peace Studies</li> <li>• Mediation</li> </ul>
<b>Period: Semester 2</b>	
Media Studies	<ul style="list-style-type: none"> <li>• Media in South Africa</li> </ul>
Community Development	<ul style="list-style-type: none"> <li>• Community and Resource Mobilisation</li> </ul>
English	<ul style="list-style-type: none"> <li>• Contemporary English Literature</li> </ul>
Leadership	<ul style="list-style-type: none"> <li>• Leadership and Empowerment</li> </ul>

Study Year 3 of 3 (advanced level; NQF 7)	
<b>Period: Semester 1</b>	
Media Studies	<ul style="list-style-type: none"> <li>• Media Studies Fieldwork A</li> <li>• Writing and Editing</li> <li>• Film and Television</li> </ul>
Sociology	<ul style="list-style-type: none"> <li>• Community Research Methods</li> <li>• Population and Development</li> </ul>
<b>Period: Semester 2</b>	
Media Studies	<ul style="list-style-type: none"> <li>• Media Studies Fieldwork B</li> <li>• Media Studies Project</li> </ul>
Sociology	<ul style="list-style-type: none"> <li>• Contemporary Sociology Theory</li> </ul>
Community Development	<ul style="list-style-type: none"> <li>• Organisational Development</li> </ul>

For a description of each module, see Module Descriptions towards the end of this document.

### MAJOR 3: PSYCHOLOGY

#### PROGRAMME OUTCOMES

Psychology students who have completed the qualification should be able to:

- Understand the principles, concepts, history and major approaches in psychology
- Identify psycho-social problems and understand the insights, theories and methods psychology 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
- Understand 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
- Engage critically with current debates in psychology on contemporary issues
- Conduct appropriate basic research into psycho-social questions.

## CURRICULUM

Study Year 1 of 3 (basic level; NQF 5)	
Discipline	Modules
<b>Period: Semester 1</b>	
Core Curriculum	<ul style="list-style-type: none"> <li>• Academic Reading and Writing Information and Technology Skills</li> <li>• Ethics and Global Citizenship</li> </ul>
Psychology	<ul style="list-style-type: none"> <li>• Developmental Psychology: An Introduction</li> <li>• Counselling and Life Skills</li> </ul>
Sociology/ Theology/ Media	<ul style="list-style-type: none"> <li>• (Sociology) Sociology: An Introduction <b>or</b> (Theology) Theological Integration &amp; Public Theology <b>or</b> (Media) Media and Society</li> </ul>
<b>Period: Semester 2</b>	
Core Curriculum	<ul style="list-style-type: none"> <li>• Group Studies and Communication</li> <li>• Navigating Change and Conflict</li> </ul>
Psychology	<ul style="list-style-type: none"> <li>• Psychology: An Introduction</li> <li>• Family and Development</li> </ul>
Sociology/ Theology/ Media	<ul style="list-style-type: none"> <li>• (Sociology) Diversity Studies <b>or</b> (Theology) Theology: An Introduction <b>or</b> (Media) Digital and Visual Media</li> </ul>
Study Year 2 of 3 (intermediate level; NQF 6)	
Discipline	Modules
<b>Period: Semester 1</b>	
Psychology	<ul style="list-style-type: none"> <li>• Research Methods and Statistics: An Introduction</li> </ul>
Counselling	<ul style="list-style-type: none"> <li>• Family Counselling</li> </ul>
Sociology/ Theology/ Media	<ul style="list-style-type: none"> <li>• (Sociology) Social Change and Transformation <b>or</b> (Theology) Christian Spirituality Foundation <b>or</b> (Media) Media, Power and Popular Culture</li> </ul>
Theology & Ethics	<ul style="list-style-type: none"> <li>• Peace Studies</li> <li>• Mediation</li> </ul>
<b>Period: Semester 2</b>	
Psychology	<ul style="list-style-type: none"> <li>• Psychotherapy</li> </ul>
Counselling	<ul style="list-style-type: none"> <li>• Crisis Intervention and Trauma Counselling</li> </ul>
Sociology/ Theology/ Media	<ul style="list-style-type: none"> <li>• (Sociology) Sociology of Institutions <b>OR</b> (Theology) Human Identity and Christology <b>OR</b> (Media) Media in South Africa</li> </ul>
Theology & Ethics	<ul style="list-style-type: none"> <li>• Leadership and Empowerment</li> </ul>

Study Year 3 of 3 (advanced level; NQF 7)	
<b>Period: Semester 1</b>	
Psychology	<ul style="list-style-type: none"> <li>• Abnormal Psychology</li> <li>• Theories of Personality</li> <li>• Community Psychology</li> <li>• Psychological Interventions 3</li> </ul>
<b>Period: Semester 2</b>	
Counselling	<ul style="list-style-type: none"> <li>• Advanced Counselling</li> </ul>
Psychology	<ul style="list-style-type: none"> <li>• Psychology and Community Intervention Fieldwork</li> <li>• Research Methods and Statistics</li> <li>• Group Therapy</li> <li>• Psychology Project Paper</li> </ul>

For a description of each module, see Module Descriptions towards the end of this document.

**MAJOR 4: SOCIOLOGY AND COMMUNITY DEVELOPMENT (THERE WILL BE NO STUDENT INTAKE FOR THE THIS PROGRAMME IN 2024)**

**PROGRAMME OUTCOMES**

Sociology and Community Development students who have completed the qualification should 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.

## CURRICULUM

Study Year 1 of 3 (basic level; NQF 5)	
Discipline	Modules
<b>Period: Semester 1</b>	
Core Curriculum	<ul style="list-style-type: none"> <li>• Academic Reading and Writing</li> <li>• Information and Technology Skills</li> <li>• Ethics and Global Citizenship</li> </ul>
Sociology	<ul style="list-style-type: none"> <li>• Sociology: An Introduction</li> </ul>
Counselling	<ul style="list-style-type: none"> <li>• Counselling and Life Skills</li> </ul>
Psychology	<ul style="list-style-type: none"> <li>• Developmental Psychology: An Introduction</li> </ul>
<b>Period: Semester 2</b>	
Core Curriculum	<ul style="list-style-type: none"> <li>• Group Studies and Communication</li> <li>• Navigating Change and Conflict</li> </ul>
Psychology	<ul style="list-style-type: none"> <li>• Psychology: An Introduction</li> </ul>
Sociology	<ul style="list-style-type: none"> <li>• Diversity Studies</li> </ul>
Counselling	<ul style="list-style-type: none"> <li>• Family and Development</li> </ul>
Study Year 2 of 3 (intermediate level; NQF 6)	
<b>Period: Semester 1</b>	
Sociology	<ul style="list-style-type: none"> <li>• Social Change and Transformation</li> <li>• Sociology of Development</li> </ul>
Leadership Studies	<ul style="list-style-type: none"> <li>• Peace Studies</li> <li>• Mediation</li> </ul>
Psychology/ Counselling	<ul style="list-style-type: none"> <li>• Research Methods: An Introduction OR Family Counselling</li> </ul>
<b>Period: Semester 2</b>	
Sociology	<ul style="list-style-type: none"> <li>• Sociology of Institutions</li> </ul>
Community Development	<ul style="list-style-type: none"> <li>• Community and Resource Mobilisation</li> </ul>
Leadership Studies	<ul style="list-style-type: none"> <li>• Leadership and Empowerment</li> </ul>
Psychology/Counselling	<ul style="list-style-type: none"> <li>• Psychotherapy OR Crisis Intervention and Trauma Counselling</li> </ul>

**Study Year 3 of 3 (advanced level; NQF 7)**

<b>Period: Semester 1</b>	
Sociology	<ul style="list-style-type: none"> <li>• Sociology Fieldwork Part A</li> </ul>
Community Development	<ul style="list-style-type: none"> <li>• Community Research Methods</li> <li>• Population and Development</li> <li>• Urban and Rural Development</li> <li>• Community Development in Practice</li> </ul>
<b>Period: Semester 2</b>	
Sociology	<ul style="list-style-type: none"> <li>• Sociology Fieldwork Part B</li> <li>• Contemporary Sociology Theory</li> <li>• Sociology Project</li> </ul>
Community Development	<ul style="list-style-type: none"> <li>• Organisational Development</li> <li>• Development Challenges in Africa</li> </ul>

For a description of each module, see Module Descriptions towards the end of this document.

**MAJOR 5: SOCIOLOGY AND PSYCHOLOGY (THERE WILL BE NO STUDENT INTAKE FOR THE CONTACT PROGRAMME IN 2024)**

**PROGRAMME OUTCOMES**

Understand the principles, concepts, history and major approaches in Psychology

Identify psycho-social problems and understand the insights, theories and methods Psychology provides for dealing with them

Engage critically with current debates in psychology on contemporary issues

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

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

## CURRICULUM

Study Year 1 of 3 (basic level; NQF 5)	
Discipline	Modules
<b>Period: Semester 1</b>	
Core Curriculum	Academic Reading and Writing Information and Technology Skills Ethics and Global Citizenship
Sociology	Sociology: An Introduction
Psychology	Developmental Psychology
Counselling	Counselling and Life Skills
<b>Period: Semester 2</b>	
Core Curriculum	Group Studies and Communication Navigating Change and Conflict
Sociology	Diversity Studies
Psychology	Psychology: An Introduction
Counselling	Family and Development
Study Year 2 of 3 (intermediate level; NQF 6)	
<b>Period: Semester 1</b>	
Sociology	Social Change and Transformation Sociology of Development
Theology	Hermeneutics Christian Spirituality Foundations
Psychology	(Psychology) Research Methods and Statistics: An Introduction
Theology	Peace Studies Mediation
<b>Period: Semester 2</b>	
Sociology	Sociology of Institutions Community & Research Mobilisation
Psychology	Psychotherapy
Theology	Leadership and Empowerment



Study Year 3 of 3 (advanced level; NQF 7)	
<b>Period: Semester 1</b>	
Sociology	Sociology Fieldwork A Community Research Methods Population and development
Psychology	Theories of Personality Abnormal Psychology
<b>Period: Semester 2</b>	
Theology	Sociology Fieldwork B Contemporary Sociology Theory Sociology Project
Psychology	Group Therapy Research Methods and Statistics

For a description of each module, see [Module Description in Alphabetical order](#) towards the end of this document.

## **MAJOR 6: THEOLOGY (THERE WILL BE NO STUDENT INTAKE FOR THE THIS PROGRAMME IN 2024)**

### **PROGRAMME OUTCOMES**

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

- Demonstrate an ability to engage with theological lenses, notions, and practices in addressing questions, societal issues. and the well-being of all
- Understand major historical and contemporary approaches to the study of theology with deepened knowledge of key theological notions
- Demonstrate skills in the responsible interpretation of the Bible with relevance for contextual and pastoral needs
- Understand that people’s worldviews influence their concept of God and practices of spirituality and be able to serve and dialogue with people in diverse I contexts
- Articulate a personal sense of vocation, meaning and purpose in life, through engagement in theological thought and other theories that has a practical outworking
- Demonstrate the necessary skills for understanding and engaging with the well-being of life in diverse and complex societies
- Understand a broad set of the contextual issues facing South Africa today and develop an integrative response (employing psychological, theological, sociological, communicative and/or other theories of practise) for engaging these challenges.

## CURRICULUM

Study Year 1 of 3 (basic level; NQF 5)	
Discipline	Modules
<b>Period: Semester 1</b>	
Core Curriculum	<ul style="list-style-type: none"> <li>• Academic Reading and Writing</li> <li>• Information and Technology Skills</li> <li>• Worldview of the South</li> </ul>
Theology	<ul style="list-style-type: none"> <li>• New Testament: An Introduction</li> <li>• Theological Integration</li> <li>• Public Theology</li> </ul>
Psychology/ Sociology	<ul style="list-style-type: none"> <li>• Developmental Psychology <b>or</b> Sociology: An Introduction</li> </ul>
<b>Period: Semester 2</b>	
Core Curriculum	<ul style="list-style-type: none"> <li>• Ethics and Global Citizenship</li> <li>• Navigating Change and Conflict</li> </ul>
Theology	<ul style="list-style-type: none"> <li>• Theology; An Introduction</li> <li>• Old Testament: An Introduction</li> </ul>
Psychology/ Sociology	<ul style="list-style-type: none"> <li>• Psychology: An Introduction <b>or</b> Diversity Studies</li> </ul>
Study Year 2 of 3 (intermediate level; NQF 6)	
<b>Period: Semester 1</b>	
Theology	<ul style="list-style-type: none"> <li>• Hermeneutics</li> <li>• Christian Spirituality Foundations</li> </ul>
Psychology / Sociology	<ul style="list-style-type: none"> <li>• (Psychology) Research Methods and Statistics: An Introduction <b>and</b> Family Counselling <b>or</b></li> <li>• (Sociology) Social Change and Transformation <b>and</b> Sociology of Development</li> </ul>
<b>Period: Semester 2</b>	
Theology	<ul style="list-style-type: none"> <li>• Human Identity and Christology</li> <li>• Pentateuch <b>or</b> Synoptic Gospels</li> </ul>
Psychology / Sociology	<ul style="list-style-type: none"> <li>• (Psychology) Psychotherapy <b>and</b> Crisis Interventions &amp; Trauma Counselling <b>or</b></li> <li>• (Sociology) Sociology of Institutions <b>and</b> Community &amp; Research Mobilisation</li> </ul>

**Study Year 3 of 3 (advanced level; NQF 7)**

**Period: Semester 1**

Theology	<ul style="list-style-type: none"> <li>• Christian Ministry Fieldwork A</li> <li>• Church in Power of the Spirit</li> <li>• Pauline Writings <b>or</b> Johannine Writings</li> </ul>
Psychology	<ul style="list-style-type: none"> <li>• Theories of Personality</li> </ul>
Sociology	<ul style="list-style-type: none"> <li>• Community Research Methods</li> </ul>

**Period: Semester 2**

Theology	<ul style="list-style-type: none"> <li>• Christian Ministry Fieldwork B</li> <li>• Christian Spirituality Formation</li> <li>• Biblical and Contemporary Worldviews <b>or</b> Contemporary Theology</li> </ul>
Psychology	<ul style="list-style-type: none"> <li>• Group Therapy</li> </ul>
Sociology	<ul style="list-style-type: none"> <li>• Contemporary Social Theories</li> </ul>

For a description of each module, see Module Descriptions towards the end of this document.

## *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
- An Interview with the programme Head
- 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 based on 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 learners to a degree programme equipping them with knowledge and skills to be more effective leaders in urban contexts in the areas of the church, media, community development, psychology, faith-based organisation, and Christian ministries. c. The programme can be taken part-time (maximum 9 years), for those who are interested in part-time studies.

The B.TH programme offers a first major in Theology with a comprehensive overview of theological subjects in disciplines such as biblical, practical, and constructive studies which enable one to critically engage and apply theological knowledge in multiple ways for various contexts and times.

In addition to their first major, Theology, students complete a second major from the following options: 1) Christian Ministry, 2) Media Studies, 3) Psychology, and 4) Sociology and Community Development. Each focus has its own outcomes and curriculum.

### **OPTION 1: CHRISTIAN MINISTRY (THERE WILL BE NO STUDENT INTAKE FOR THIS PROGRAMME IN 2024)**

#### **PROGRAMME OUTCOMES**

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

- Understand major historical and contemporary approaches to the study of theology with deepened knowledge of key theological notions
- Demonstrate interpretative skills and responsible use of the Bible with relevance for contextual and pastoral needs
- Understand that people's worldview influences their concept of God and practices of spirituality and be able to serve and dialogue with people in diverse contexts
- Identify leitmotifs of Christian leadership, Spirituality formation and vocation with an awareness of personal positions and styles
- Identify and constructively engage with theological lenses, notions, and practices in addressing questions, societal issues, and the well-being of all
- Demonstrate effective communication and collaborative skills with large and small groups in multiple ways
- Develop a ministry plan, secure the necessary human and fiscal resources, execute the plan, and assess the outcomes
- Follow a mentoring and reflexive evaluation process in ministry practices.

## CURRICULUM

Study Year 1 of 3 (basic level; NQF 5)	
Discipline	Modules
<b>Period: Semester 1</b>	
Core Curriculum	<ul style="list-style-type: none"> <li>• Academic Reading and Writing</li> <li>• Information and Technology Skills</li> </ul>
Theology	<ul style="list-style-type: none"> <li>• Missiology</li> <li>• New Testament: An Introduction</li> <li>• Theological Integration</li> <li>• Public Theology</li> </ul>
Media Studies / Psychology/ Counselling	<ul style="list-style-type: none"> <li>• Media and Society <b>or</b> Developmental Psychology <b>or</b> Counselling and Life Skills</li> </ul>
<b>Period: Semester 2</b>	
Core Curriculum	<ul style="list-style-type: none"> <li>• Ethics and Global Citizenship</li> <li>• Navigating Change and Conflict</li> </ul>
Theology	<ul style="list-style-type: none"> <li>• Theology; An Introduction</li> <li>• Old Testament: An Introduction</li> </ul>
Media Studies / Psychology/ Counselling	<ul style="list-style-type: none"> <li>• Digital and Visual Media <b>or</b> Psychology: An Introduction <b>or</b> Crisis Counselling</li> </ul>
Study Year 2 of 3 (intermediate level; NQF 6)	
Discipline	Modules
<b>Period: Semester 1</b>	
Theology	<ul style="list-style-type: none"> <li>• Hermeneutics</li> <li>• Christian Spirituality Foundations</li> <li>• Theology in Context</li> <li>• Peace Studies</li> <li>• Mediation</li> </ul>
<b>Period: Semester 2</b>	
Theology	<ul style="list-style-type: none"> <li>• Leadership and Empowerment</li> <li>• Human Identity and Christology</li> <li>• Homiletics</li> <li>• Pentateuch <b>or</b> Synoptic Gospels</li> </ul>
Study Year 3 of 3 (advanced level; NQF 7)	
Discipline	Modules
<b>Period: Semester 1</b>	

Theology	<ul style="list-style-type: none"> <li>• Christian Ministry Fieldwork A</li> <li>• Church in Power of the Spirit</li> <li>• Pastoral Care and Practice</li> <li>• Old Testament Prophets <b>or</b> Old Testament Writing</li> <li>• Pauline Writings <b>or</b> Johannine Writings</li> </ul>
<b>Period: Semester 2</b>	
Theology	<ul style="list-style-type: none"> <li>• Christian Ministry Fieldwork B</li> <li>• Contemporary Theology</li> <li>• Theology Project Paper</li> <li>• Christian Spirituality Formation</li> <li>• Biblical and Contemporary Worldviews</li> </ul>

For a description of each module, see Module Descriptions towards the end of this document.

**OPTION 2: MEDIA STUDIES (THERE WILL BE NO STUDENT INTAKE FOR THIS PROGRAMME IN 2024)**

**PROGRAMME OUTCOMES**

Media Studies students who have completed the qualification should 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.

## CURRICULUM

Study Year 1 of 3 (basic level; NQF 5)	
Discipline	Modules
<b>Period: Semester 1</b>	
Core Curriculum	<ul style="list-style-type: none"> <li>• Academic Reading and Writing</li> <li>• Information and Technology Skills</li> </ul>
Media Studies	<ul style="list-style-type: none"> <li>• Media and Society</li> </ul>
Sociology	<ul style="list-style-type: none"> <li>• Sociology: An Introduction</li> </ul>
Theology	<ul style="list-style-type: none"> <li>• New Testament: An Introduction</li> <li>• Theological Integration</li> <li>• Public Theology</li> </ul>
<b>Period: Semester 2</b>	
Core Curriculum	<ul style="list-style-type: none"> <li>• Ethics and Global Citizenship</li> </ul>
Media Studies	<ul style="list-style-type: none"> <li>• Digital and Visual Media</li> </ul>
Sociology	<ul style="list-style-type: none"> <li>• Diversity Studies</li> </ul>
Theology	<ul style="list-style-type: none"> <li>• Theology; An Introduction</li> <li>• Old Testament: An Introduction</li> </ul>
Study Year 2 of 3 (intermediate level; NQF 6)	
<b>Period: Semester 1</b>	
Media Studies	<ul style="list-style-type: none"> <li>• Media Power and Popular Culture</li> </ul>
Theology	<ul style="list-style-type: none"> <li>• Hermeneutics</li> <li>• Christian Spirituality Foundations</li> <li>• Theology in Context</li> </ul>
<b>Period: Semester 2</b>	
Media Studies	<ul style="list-style-type: none"> <li>• Media in South Africa</li> </ul>
Theology	<ul style="list-style-type: none"> <li>• Leadership and Empowerment</li> <li>• Human Identity and Christology <b>or</b> Homiletics</li> <li>• Pentateuch <b>or</b> Synoptic Gospels</li> </ul>
Study Year 3 of 3 (advanced level; NQF 7)	
<b>Period: Semester 1</b>	
Media Studies	<ul style="list-style-type: none"> <li>• Writing and Editing</li> <li>• Film and Television</li> </ul>



Theology	<ul style="list-style-type: none"> <li>• Christian Ministry Fieldwork A</li> <li>• Old Testament Prophets <b>or</b> Old Testament Writing</li> <li>• Pauline Writings <b>or</b> Johannine Writings</li> </ul>
<b>Period: Semester 2</b>	
Media Studies	<ul style="list-style-type: none"> <li>• Media Studies Project</li> </ul>
Theology	<ul style="list-style-type: none"> <li>• Christian Ministry Fieldwork B</li> <li>• Christian Spirituality Formation</li> <li>• Biblical and Contemporary Worldviews</li> </ul>

For a description of each module, see Module Descriptions towards the end of this document.

### OPTION 3: PSYCHOLOGY

#### PROGRAMME OUTCOMES

Psychology students who have completed the qualification should be able to:

- Understand the principles, concepts, history and major approaches in psychology
- Identify psycho-social problems and understand the insights, theories and methods psychology 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
- Understand 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
- Engage critically with current debates in psychology on contemporary issues
- Conduct appropriate basic research into psycho-social questions.

#### CURRICULUM

Study Year 1 of 3 (basic level; NQF 5)	
Discipline	Modules
<b>Period: Semester 1</b>	
Core Curriculum	<ul style="list-style-type: none"> <li>• Academic Reading and Writing</li> <li>• Information and Technology Skills</li> </ul>
Theology	<ul style="list-style-type: none"> <li>• New Testament: An Introduction</li> <li>• Theological Integration</li> <li>• Public Theology</li> </ul>

Psychology	<ul style="list-style-type: none"> <li>• Developmental Psychology</li> <li>• Counselling and Life Skills</li> </ul>
<b>Period: Semester 2</b>	
Core Curriculum	<ul style="list-style-type: none"> <li>• Ethics and Global Citizenship</li> </ul>
Theology	<ul style="list-style-type: none"> <li>• Theology; An Introduction</li> <li>• Old Testament: An Introduction</li> </ul>
Psychology	<ul style="list-style-type: none"> <li>• Psychology: An Introduction</li> <li>• Crisis Counselling</li> </ul>
<b>Study Year 2 of 3 (intermediate level; NQF 6)</b>	
<b>Period: Semester 1</b>	
Theology	<ul style="list-style-type: none"> <li>• Theology in Context</li> <li>• Christian Spirituality Foundations</li> </ul>
Psychology	<ul style="list-style-type: none"> <li>• Family Counselling</li> <li>• Research Methods and Statistics: An Introduction</li> </ul>
<b>Period: Semester 2</b>	
Theology	<ul style="list-style-type: none"> <li>• Pentateuch <b>or</b> Synoptic Gospels</li> <li>• Leadership and Empowerment</li> </ul>
Psychology	<ul style="list-style-type: none"> <li>• Psychotherapy</li> <li>• Crisis Interventions and Trauma Counselling</li> </ul>
<b>Study Year 3 of 3 (advanced level; NQF 7)</b>	
<b>Period: Semester 1</b>	
Theology	<ul style="list-style-type: none"> <li>• Christian Ministry Fieldwork A</li> <li>• Pastoral Care and Practice <b>or</b> Church in Power of the Spirit</li> <li>• Pauline Writings <b>or</b> Johannine Writings</li> </ul>
Psychology	<ul style="list-style-type: none"> <li>• Abnormal psychology</li> <li>• Theories of Personality</li> </ul>
<b>Period: Semester 2</b>	
Theology	<ul style="list-style-type: none"> <li>• Christian Ministry Fieldwork B</li> <li>• Christian Spirituality Formation <b>or</b> Contemporary Theology</li> <li>• Biblical and Contemporary Worldviews</li> </ul>
Psychology	<ul style="list-style-type: none"> <li>• Research Methods and Statistics</li> <li>• Psychology Project Paper</li> </ul>

For a description of each module, see Module Descriptions towards the end of this document.

**OPTION 4: SOCIOLOGY AND COMMUNITY DEVELOPMENT (THERE WILL BE NO STUDENT INTAKE FOR THIS PROGRAMME IN 2024)**

**PROGRAMME OUTCOMES**

Sociology and Community Development students who have completed the qualification should 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.

**CURRICULUM**

Study Year 1 of 3 (basic level; NQF 5)	
Discipline	Modules
<b>Period: Semester 1</b>	
Core Curriculum	<ul style="list-style-type: none"> <li>• Academic Reading and Writing</li> <li>• Information and Technology Skills</li> </ul>
Sociology	<ul style="list-style-type: none"> <li>• Sociology: An Introduction</li> </ul>
Theology	<ul style="list-style-type: none"> <li>• New Testament: An Introduction</li> <li>• Theological Integration</li> <li>• Public Theology</li> </ul>
Psychology/ Counselling	<ul style="list-style-type: none"> <li>• Developmental Psychology or Counselling and Life Skills</li> </ul>
<b>Period: Semester 2</b>	
Core Curriculum	<ul style="list-style-type: none"> <li>• Ethics and Global Citizenship</li> </ul>
Sociology	<ul style="list-style-type: none"> <li>• Diversity Studies</li> </ul>

Theology	<ul style="list-style-type: none"> <li>• Theology: An Introduction</li> <li>• Old Testament: An Introduction</li> </ul>
Psychology/ Counselling	<ul style="list-style-type: none"> <li>• Psychology: An Introduction <b>or</b> Crisis Counselling</li> </ul>
<b>Study Year 2 of 3 (intermediate level; NQF 6)</b>	
<b>Period: Semester 1</b>	
Sociology	<ul style="list-style-type: none"> <li>• Sociology of Development</li> <li>• Social Change and Transformation</li> </ul>
Theology	<ul style="list-style-type: none"> <li>• Hermeneutics</li> <li>• Christian Spirituality Foundations</li> </ul>
<b>Period: Semester 2</b>	
Sociology	<ul style="list-style-type: none"> <li>• Community and Resource Mobilisation</li> <li>• Sociology of Institutions</li> </ul>
Theology	<ul style="list-style-type: none"> <li>• Human Identity and Christology</li> <li>• Pentateuch <b>or</b> Synoptic Gospels</li> </ul>
<b>Study Year 3 of 3 (advanced level; NQF 7)</b>	
<b>Period: Semester 1</b>	
Sociology	<ul style="list-style-type: none"> <li>• Community Research Methods</li> <li>• Community Development in Practice</li> </ul>
Theology	<ul style="list-style-type: none"> <li>• Christian Ministry Fieldwork A</li> <li>• Old Testament Prophets <b>or</b> Old Testament Writing</li> <li>• Pauline Writings <b>or</b> Johannine Writings</li> </ul>
<b>Period: Semester 2</b>	
Sociology	<ul style="list-style-type: none"> <li>• Organisational Development</li> <li>• Sociology Project Paper</li> </ul>
Theology	<ul style="list-style-type: none"> <li>• Christian Ministry Fieldwork B</li> <li>• Christian Spirituality Formation</li> <li>• Biblical and Contemporary Worldviews</li> </ul>

For a description of each module, see Module Descriptions towards the end of this document.

## *Bachelor of Arts Honours in Community Development (There will be no student intake for the distance programme in 2024)*

(One year full-time; 2 years part-time; 120 credits)

**Mode of delivery:** contact / distance

### **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 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. This is achieved by assisting students to comprehend, analyse and apply community development theory, policy and governance, programme management theory, and social research methodology.

### CURRICULUM: FULL-TIME OPTION

Study Year 1 of 1 (NQF 8)	
Discipline	Modules
<b>Period: Semester 1</b>	
Community Development	<ul style="list-style-type: none"> <li>• Social Theory for Community Development</li> <li>• Policy and Legislative Framework</li> <li>• Sociology Research Project A</li> <li>• Social Research Methods</li> </ul>
<b>Period: Semester 2</b>	
Community Development	<ul style="list-style-type: none"> <li>• Youth Development</li> <li>• Organisational Management</li> <li>• Sociology Research Project B</li> <li>• Sustainable Community Development</li> </ul>

For a description of each module, see Module Descriptions towards the end of this document.

### CURRICULUM: PART-TIME OPTION

Study Year 1 of 2 (NQF 8)	
Discipline	Modules
<b>Period: Semester 1</b>	
Community Development	<ul style="list-style-type: none"> <li>• Social Theory for Community Development</li> <li>• Policy and Legislative Framework</li> </ul>
<b>Period: Semester 2</b>	
Community Development	<ul style="list-style-type: none"> <li>• Youth Development</li> <li>• Organisational Management</li> </ul>
Study Year 2 of 2 (NQF 8)	
<b>Period: Semester 1</b>	
Community Development	<ul style="list-style-type: none"> <li>• Sociology Research Project A</li> <li>• Social Research Methods</li> </ul>
<b>Period: Semester 2</b>	
Community Development	<ul style="list-style-type: none"> <li>• Sociology Research Project B</li> <li>• Sustainable Community Development</li> </ul>

For a description of each module, see Module Descriptions towards the end of this document.

## *Bachelor of Arts Honours in Psychology*

(One year full-time; two years part-time; 130-132 credits)

**Mode of delivery:** contact and distance for Option 1

### **PROGRAMME OUTCOMES**

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

- Demonstrate a comprehensive understanding of psychological theory and biological influences on behaviour
- 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 and assess how developmental, cultural, 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
- Demonstrate an advanced understanding of ethics in psychology
- Develop an understanding of the history of community psychology and apply perspectives within a South African context
- Address psychosocial challenges affecting South African communities
- Apply critical thinking skills in the assessment and resolution of community mental health needs
- Demonstrate comprehensive knowledge of therapeutic modalities
- Demonstrate critical thinking about the applicability of western models to the multicultural South African context
- Engage critically in current debates on the use of different interventions, modalities and theoretical perspectives in psychology
- Work effectively with other professionals in a team setting.

### **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 70%
- As per the RPL Policy, no more than 10% of applicants who do not have the necessary 70% 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. Those applicants who have a 65-69% Psychology III (3) average will need to complete and submit

a written academic assignment as part of their application to be considered for acceptance to the programme.

- A candidate must complete the B.Psych 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.

**OPTION 1: ACADEMIC CURRICULUM**

Study Year 1 of 1 (NQF 8)	
Discipline	Modules
<b>Period: Semester 1</b>	
Psychology	<ul style="list-style-type: none"> <li>• Psychology Research Project A</li> <li>• Psychological Assessment and Measurement</li> <li>• Research Methods and Statistics</li> <li>• Psychopathology</li> </ul>
<b>Period: Semester 2</b>	
Psychology	<ul style="list-style-type: none"> <li>• Psychology Research Methods Project B</li> <li>• Therapeutic Psychology</li> </ul>
<b>Elective Module</b>	
<b>Period: Semester 1</b>	
Psychology	<ul style="list-style-type: none"> <li>• Community Psychology (Advanced)</li> </ul>
<b>Period: Semester 2</b>	
Psychology	<ul style="list-style-type: none"> <li>• Personality Theories</li> <li>• Developmental Psychology</li> <li>• Family Psychology</li> <li>• Neuropsychology</li> </ul>

For a description of each module, see Module Descriptions towards the end of this document.



## OPTION 2: B.PSYCH EQUIVALENT CURRICULUM

(18 months full-time studies; 132 credits)

**Mode of delivery:** contact

### 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.

### CURRICULUM

Study Year 1 of 2 (basic level; NQF 8)	
Discipline	Modules
<b>Period: Semester 1</b>	
Psychology	<ul style="list-style-type: none"><li>• Psychology Research Project A (BPE)</li><li>• Research Methods and Statistics (Advanced - BPE)</li><li>• Counselling Theory and Skills (BPE)</li><li>• Psychological Assessment and Measurement (BPE)</li></ul>
<b>Period Semester 2</b>	

Psychology	<ul style="list-style-type: none"> <li>• Psychology Research Project B (BPE)</li> <li>• Psychological Interventions (BPE)</li> <li>• Psychopathology (BPE)</li> <li>• Personality Theories (BPE)</li> <li>• Developmental Psychology (BPE)</li> </ul>
<b>Study Year 2 of 2 (intermediate level; NQF 8)</b>	
<b>Period: Semester 1</b>	
Psychology	<ul style="list-style-type: none"> <li>• Psychology Practicum (BPE)</li> </ul>

For a description of each module, see Module Descriptions towards the end of this document.

# ACADEMIC ASSESSMENT, CREDIT ACCUMULATION AND PROGRESSION

At Cornerstone Institute, we follow a continuous assessment model, where assessments throughout the semester add up to the total mark for the module. This includes both formative assessments (designed primarily to give students feedback on their progress) and summative assessment (designed primarily to measure the student's achievement of the module outcomes). Such assessments take many forms, including written assignments, examinations, group presentations, quizzes, and case studies. A final mark of at least 50% is required to pass each module.

## 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 head of the relevant academic department and the executive dean must approve such arrangements.

### *Re-evaluation (RE)*

Students with a final module mark of 45% to 49% qualify for a re-evaluation assessment. This is a summative assessment (e.g. an examination) on all the module content and outcomes. The examination will be set within a reasonable time after the release of semester results to students. Students are informed of the re-evaluation opportunity by the Faculty Officer. 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 will be given a 50% pass mark for the module, whilst students who fail the re-evaluation will fail the module and will be required to retake the module later. 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. Students are required to pay for a Dean's Examination before the examination unless prior arrangements were made with the Bursar. This examination will be written prior to graduation and the successful completion thereof will result in the student graduating. If the student is unsuccessful, then the student will be required to re-enrol for the module at a later stage to fulfil graduation requirements.

## Progression rules

Rules of progression at Cornerstone Institute cover the following areas:

- Module rules
- Progression from one study year level to the next within a qualification
- Probation rules.

### *Module rules*

Module rules ensure that students acquire sufficient knowledge in a particular module before building on that knowledge in a subsequent module. These rules consist mainly of prerequisites (where passing one module is required to take another) and some co-requisites (where modules must be taken together).

### *Progression from one study level to the next*

The following workloads are typical for Cornerstone students:

	<b>Number of module credits taken per year</b>	<b>Number of module credits taken per semester</b>
<b>Full-time students</b>	120-130	60-65
<b>Part-time students</b>	60-65	30-32

The goals of our progression rules are to ensure that:

- Students acquire an appropriate level of academic maturity and skill for the next National Qualifications Framework (NQF) level of knowledge in a subsequent study year
- Students have a reasonable workload to avoid undue mental stress, academic failure and financial overburdening
- The institution and its students can maintain high quality in their outputs.

Over and above the probation rules discussed below, a student does not need to pass a certain number or percentage of modules in a particular year. However, in our bachelor's and honours degrees stretching over more than one year of full-time study, a student who fails some modules but not more than 50% (where probation would apply):

- May take maximum 130 credits in the intermediate study year, enrolling *first* for basic modules not passed and then for intermediate modules.
- May take maximum 130 credits in the advanced study year, enrolling *first* for basic modules not passed, *then* for intermediate modules not passed, and then for advanced modules.

Our postgraduate certificates in higher education (PGCEs) in Foundation Phase (FP) and Intermediate Phase (IP) constitute different but related cases:

- PGCE FP students may take 131 credits per year, enrolling *first* for required undergirding modules and then for PGCE modules.
- PGCE IP students may take 125 credits per year, enrolling *first* for required undergirding modules and then for PGCE modules.

### *Probation and dismissal*

Students who fail more than 50% of their modules enrolled for will be placed on academic probation for the following semester, which involves that students on probation:

- Meet with a Student Development and Support member and/or their department lead for academic guidance before the start of the next (probation) semester. If they fail to do so, they will be blocked from Funda (our learning management system)
- Pass a minimum of 75% of their modules during the probation semester to have their status reverted to 'registered'
- Will be subject to academic dismissal if they do not pass at least 75% of their modules in the probation semester. They will be issued a Dismissal Letter to which they may respond in one of the following ways:
  - Leave Cornerstone Institute immediately, with the opportunity to submit a letter of appeal after one semester's absence
  - Change to a part time status
  - Register for a higher certificate
- Whose appeal to continue with the same qualification is successful, will be issued an Extended Academic Probation Letter.

## **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 using 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 Executive 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.

## **RULES 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 conduct**

#### *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 Cornerstone, as well as the building and all Cornerstone 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. Strict confidentiality will be ensured.

### *Criminal offences*

Criminal offences are 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 Cornerstone 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 Cornerstone community.

### *Obstructing investigations*

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

### *Substance use and abuse*

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 Cornerstone Institute Policy and Procedure Manual (for students) located on the Cornerstone Institute website.

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. The Substance Abuse Policy can be found in the Cornerstone Institute Policy and Procedure Manual (for students), located on the Cornerstone Institute website.



# Academic conduct

## *Academic policies*

Students are required to adhere to all academic policies relating to academic integrity, assessments, attendance and examinations. These are also included in the Cornerstone Institute Policy and Procedure Manual (for students) which can be found on the Cornerstone Institute website.

## *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 Cornerstone Institute Policy and Procedure Manual (for students) located on the Cornerstone Institute website.

## 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 Deputy Dean of SDS and/or the Executive Dean will meet with the student(s) to examine the facts.
- If needed, the Deputy Dean of SDS and/or Executive Dean will meet with further eyewitnesses of the event to gain clarity of the facts given.
- The Deputy Dean of SDS will then meet with the CEO and/or the Executive Dean to discuss the matter.
- Prior to a full disciplinary hearing, the Student Representative Council (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 Deputy Dean of SDS. The matter will be discussed with due respect for confidentiality.

- 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 Deputy Dean of SDS, the Executive Dean and the CEO. This committee will then determine the necessary disciplinary action. Written records are kept of each action taken.

## STUDENT DEVELOPMENT AND SUPPORT (SDS)

The Department of Student Development and Support (SDS), led by the Deputy Dean of SDS, works to enhance the experience of students at all stages of their time at Cornerstone Institute through the provision of a range of development and support initiatives. These are as follows:

- **Academic Development and Support:** This service develops student-centred strategies and interventions that aim to enhance students' academic awareness and proficiency. It also assists students to achieve their full academic and personal potential
- **Health & Wellness:** This service provides professional and confidential counselling and psychosocial support and education for personal, social, familial and other matters. The interventions are usually based on short-term counselling principles and 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 matters
- **Online Communities:** This initiative aims to connect online students to the institution by increasing awareness of and access to support as well as promoting a sense of community by connecting students with others in their region.

SDS is also responsible for the provision of student leadership development and to give support to the student governance structure.

### Student Representative Council (SRC)

The SRC exists to serve the student body by promoting the interests and wellness of students. They do this by coordinating student activities and providing leadership and support. The SRC promotes the celebration of diversity within the student body. They represent students on joint faculty/student committees and plan various social events. The student body elects the council each year. Furthermore, the SRC is supported by the Student Development & Support team.

Contact the SRC at [src@cornerstone.ac.za](mailto:src@cornerstone.ac.za).

### 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 Deputy Dean of SDS, who will address the conflict by following the necessary complaints procedure (See the Cornerstone Policy and Procedure Manual [for students] on the Cornerstone Institute website).

## WELLNESS AND INCLUSION

### Health and wellness

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 several support services, which includes but is not limited to psychoeducation, workshops and awareness campaigns. For more information, see the Health and Wellness Policy in the Cornerstone Institute Policy and Procedure Manual (for students), which can be found on the Cornerstone Institute website.

### Medical safety

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 and allocated first-aid stations to ensure adequate wound management. Trained first-aid officers are 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 always covered completely with waterproof dressings and plasters.

Students, employees and visitors with infectious illnesses should refrain from entering Cornerstone premises 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 considers 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 Student Development and Support for students and employees with HIV/AIDS. Medical counselling should be sought 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 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: Universal Access**

In pursuit of upholding our core values of inclusivity and in line with South African legislation, Cornerstone Institute commits to continually improve conditions while striving to provide universal access and promoting an environment that is designed for access to all students. A full review of our Universal Access Policy can be found in the Cornerstone Institute Policy and Procedure Manual located on the Cornerstone Institute website.

# MANAGEMENT AND STAFF

## The board of directors

Dr Crain Soudien	President
Marcel Golding	Chairperson
Abdul-Basier Dramat	Acting Chief Executive Officer
Edward Boateng	Board Member
Prof Lilian Dudley	Board Member
Dr Bernard Fanaroff	Board Member
Mansoor Jaffer	Board Member
Gary Jansen	Board Member
Ncebakazi Mnukwana	Board Member
Dr Adrian Sayers	Board Member

## Senior management

Abdul-Basier Dramat (PGDBM, MBA)	Acting Chief Executive Officer Chief Financial Officer
Marianne Louw (D Litt et Phil)	Executive Dean
Crystal Jannecke (PhD)	Registrar
Beverley Dankers (Med)	Deputy Dean: Student Development and Support
Adeliah Jacobs	General Manager

## Academic management

Marianne Louw (D Litt et Phil)	Executive Dean	Academic Head and Chair of Senate
Beverley Dankers (MEd)	Deputy Dean	Student Development and Support
Martin Khoaseb (PhD)	Head of Department	Centre for Teaching and Learning

## Academic oversight

Marianne Louw	Chair of Senate Chair of the Executive Senate Committee (ECS) Chair of the Academic Planning Committee (APC) Chair of the ECS Subcommittee: Faculty Management (FMC)
Crystal Jannecke	Chair of the Policy Review Committee (PRC) Secretariat of the ECS and Senate
Martin Khoaseb	Chair of the Teaching and Learning Committee (TLC)
Susan Gredley	Chair of the Qualifications and Assessment Committee (QAC)
Leo Mapira	Chair of the ECS Subcommittee: Critical Dialogue (CDC)
Beverley Dankers	Chair of the TLC Subcommittee: Broad Student Development President of the Student Representative Council
Jabulani Chitanga	Chair of the Research and Ethics Committee (REC)

## Faculty and programme management

Anlené Taljaard (MTh)	Theology and Ethics
Stephen Langtry (MA)	Media Studies and Core Curriculum
Emile Vosloo (BIS)	Research Development and Publications
Geoff Schreiner (MA)	Business Studies
Geraldine Franciscus (MPsych)	Psychology
Henrietta Settler (MPhil)	Sociology and Community Development
Maryka van Niekerk (BTech)	Faculty Office
Nqobile Ndlovu (BA Hons)	Library and Academic Resources
Shaun Viljoen (PhD)	Education

## Academic staff

### *Business Studies*

Sharon Brand	MBA
Nakuze Chalomba	PhD
Ennie Chirara	BCom Hon
Geoff Schreiner	MA
Mashford Zenda	PhD
Solomon Ola	BCom Hon

### *Core Curriculum*

Allistair Brown	MA
Claudene Sebolai	MA
Stephen Langtry	MA

### *Education*

Shaun Viljoen	PhD
Susan Gredley	PhD
Alvin Riffel	PhD
Anel Coetzee	BA Hon
Felicity Titus	MA
Frances Wessels	PhD
Linda Pauw	BA Hon
Margaret Gustafason (emeritus)	MA
Melanie Steyn	MA
Namari Myburg	MA
Peter Pedersen	M.HMS
Sene Van Heerden	MA
Suzanne Ross	MA

### *Media Studies*

Brian Pindayi	PhD
Stephen Langtry	MA
Andrea Alexander	BSocSci Hon

### *Psychology*

Cebokazi Mtati	MA
Chantel Retter	BA Hon
Elmarie Venter	PhD
Gabrielle Williams	BA Hon
Geraldine Franciscus	MPsych
Jabulani Chitanga	PhD Candidate
Kaila Kassin	PhD
Karen Cohen	BA Hon
Kendall Byne-Ross	BA Hons
Kirsty Slessenger	MA
Mario Smith	PhD
Narissa Padayachy	MA
Natalie Adams-Adonis	MA
Nicolette Sobotker	MA
Serahni Symington	PhD
Sharon Melrose	MA
Karen Roos	MPsych

### *Sociology and Community Development*

Charmaine Iwu	MEd
Gordon Igbokwe	PhD
Henrietta Settler	MPhil
Leo Mapira	MA
Moses Moyo	PhD
Richard Douglas Kamara	BA Hon
Samantha Moyo	MPhil



## *Theology and Ethics*

Anlené Taljaard	MTh
David Smit	PhD
Headman Ntlapo	MTh
Lynton Daames	MDiv
Paul Adebayo	MTh
Slindile Thabede	PhD
Charmaine Manuel	MTh
Brandina Mbaya	MTh

## **Administrative and support staff**

Adeliah Jacobs	General Manager
Adeola Poroye	Software Engineer
Aimee Tshibenji	Barista
Althea KettleDas	Academic Administrator (Education)
Ameer Davids	Senior Academic Administrator (Education)
Analisa Nqatha	Graphic Designer & Media Team Administrator
Anelitha Simakuhle	Student Advisor
Anthea Gurling	Finance Assistant
Antonette Stevens	RPL/CAT Administrator
Aphiwe Gaqa	HR Assistant
Ashley Williams	Student Advisor
Asisipho Plaatjie	Academic Administrator (Sociology)
Aurel Mokando	Graphic Designer
Beverley Dankers	Deputy Dean: Student Development & Support
Blaine Lomborg	Chief Technology Officer
Candice Jansen-Steyn	Receptionist
Carmelita Blauw	Admissions Officer
Cassandra Fatouros	Receptionist
Claudia Brown	Senior Registrar Administrator
Claudine Salick	Helpdesk Coordinator
Craig Hendricks	Student Advisor

Devon Hoole	Health and Wellness Coordinator
Dolene Adams	HR Generalist
Elana van Zyl	Deputy Registrar
Emily Vosloo	Academic Research and Journal Manager
Eugene Brandt	Facilities Manager
Gabrielle Williams	Academic Administrator (Psychology)
Hawa Shaba Tal	Barista
Irfaan Opperman	Cleaning Technician
Jacqui Nzuwa	Student Development Co-ordinator
Joshua Coleman	Multimedia Team Lead
Joshua Solomons	IT System Administrator
Jamie-lee Damon	Admission Officer
Kamvelihle Lamani	Faculty Academic Administrator
Kukhanyakwezwe Dube	Videographer
Kenwyn Anthony	Academic Administrator (Education)
Leanne Meyer	Marketing Assistant
Lindsay Henn	Finance Administrator
Luxolo Qampi	Graphic Designer
Martin Khoaseb	Head of Centre for Teaching and Learning
Maryka van Niekerk	Faculty Officer
Merlyn Manuel	Finance Bursar
Mishka Michaels	Cleaning Technician
Mogamat Siraaj Omar	Operations
Nadine Fortuin	Web Developer
Nariman Laattoe	RPL/CAT Coordinator
Nicola Cupido	Faculty Administrator
Nokuthula Tywaku	Cleaning Technician
Nomhle Wilson	Student Admission Coach
Nqobile Ndlovu	Academic Resources Manager
Richmond Butau	Funda/LMS backend Team lead
Roxane Jannecke	Student Advisor
Raafeq October	Cleaner

Serélda Swart	Lead Learning Designer
Shahieda Arrison	Cleaning Supervisor
Shandrê van Niekerk	Personal Assistant to the Executive Dean
Shannon Welgemoed	Copywriter & Content Specialist
Sharne Hamilton	Learning Technologist
Sharon-Lee Engelbrecht	Faculty Officer: Education
Sisakazi Mfazo	HR Administrator
Stephnie Jordan	Admission Officer
Sinthenkosi Menze	IT Support Technician
Tandiswa Spara	Student Advisor
Thean September	Admission Officer
Vuyolwethu Fundam	Lead Communications Officer
Zizipho Dyubeni	Marketing Manager
Zezethu Mgweba	Academic Administrator (Business)

## MODULE DESCRIPTIONS IN ALPHABETICAL ORDER

<p><b>Abnormal Psychology</b> 12 credits Psychology</p>	<p>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 methods of various psychological disorders. The emphasis is on development of recognition and management/referral skills within the framework of counselling.</p>
<p><b>Abnormal Psychology: An Introduction</b> 6 credits Psychology</p>	<p>This module is an introduction to the most frequently encountered types of abnormal behaviour, with an overview of the symptoms, the diagnostic process, and the generally accepted treatment methods of various psychological disorders.</p>
<p><b>Academic Reading and Writing</b> 12 credits Academic Development</p>	<p>This module develops the skills needed for successful tertiary study, particularly listening and reading for comprehension, critical thinking in sourcing and evaluating academic material, structuring academic papers, writing clearly and logically, and referencing sources used. Students develop these essential skills through readings and talks and practise them in a supportive environment with detailed feedback.</p>
<p><b>Advanced Counselling</b> 12 credits Counselling</p>	<p>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 student's; academic understanding of what counselling is through careful reflection on the theory.</p>
<p><b>African Literature</b> 12 credits</p>	<p>This module explores important African literature in English by way of close reading of a range of texts from Southern, Eastern, and Western national contexts. Oral traditions will be explored as well as written texts through a range of fiction, drama, and poetry, as well as literary non-fiction and film.</p>
<p><b>Afrikaans for Education A</b> 15 credits</p>	<p>This module provides prospective teachers an overview of communicative Afrikaans, highlighting the significance of accurate grammar, reading comprehension, and speaking skills. It's a hands-on course covering grammar, writing, speaking, and reading skills, along with exploring symbolism, research, and literature within an educational framework.</p>
<p><b>Afrikaans for Education B</b> 15 credits</p>	<p>It is a practical course in Afrikaans that covers aspects of the study of language, comprehension, and written and spoken communication in an education context.</p>

<p><b>Alternative Education Research Project</b> 24 credits Alternative Education</p>	<p>The capstone Research Project takes the form of a small-scale qualitative study which is integrated with the student’s work integrated learning module (WIL). Students are encouraged to write an empirical research paper based on their WIL using action research methodologies but may choose to write a more theoretical paper. As they work through each aspect of a research project and in submitting their final research report, students will demonstrate their ability to: compile a literature review informed by their empirical research; clearly and coherently describe the research plan, methodological choices, methods and ethical considerations; collect and analyse data; and offer reflections on their findings.</p>
<p><b>Alternative Education Specialisation</b> 12 Credits</p>	<p>Alternative education is a broad term which encompasses diverse teaching and learning approaches. In this module students will have an opportunity to focus on one model in alternative education and to delve deeper into its philosophy, the methods that make it unique and supportive of the individual learner, as well as the evidence-based research and studies behind it.</p>
<p><b>Aligning Supply Chains</b> 16 credits Business Studies</p>	<p>This module introduces the student to the critical components and concepts of supply chain management. Students will learn about supply chain strategy and performance, demand planning, procurement, supplier relationship management, production planning, inventory management, warehousing, transportation, customer relationship management as well as the importance of collaboration, coordination and integration to drive processes. Students will also learn how supply chain digitalisation enables and sustains supply chain processes and performance. At the conclusion of the module, students will be able to recognise and interpret issues and challenges found in supply chain and how supply chain managers can assist an organisation in creating a competitive advantage.</p>
<p><b>Alternative Education Work-integrated Learning</b> 24 credits Alternative Education</p>	<p>Fieldwork is a practical extension of the academic programme in a defined module. In this module, students will select a school, educational workplace (e.g., an NGO), etc. which follows an alternative education model or approach. Students will be tasked with observation, data collection and reflection regarding aspects of the alternative education system and its practices and will gain an understanding of a range of needs and issues in the alternative education environment. This experience will, where appropriate, feed into the capstone Research Project.</p>

<p><b>Basic Applied Psychometrics</b> 8 credits</p>	<p>This module examines Psychometrics from the vantage point of the Human Resource Practitioner and Line Manager. It creates a sound theoretical and historical foundation and then looks at widely accepted principles, approaches, and applications through a business lens. Lastly, modern day and future measurement techniques and their strengths and challenges are considered. The student will come away with a good understanding of Psychometrics as a value-adding tool for optimising people's decisions across the human resource value chain.</p>
<p><b>Biblical and Contemporary Worldviews</b> 12 credits Biblical Studies</p>	<p>This module looks at 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.</p>
<p><b>Business Communication</b> 12 credits Business Studies</p>	<p>This module explores the history, theory and processes of communication, and examines the importance of effective communication in the workplace and more broadly. Students will analyse different types of communication understand the essence of effective workplace communication including making presentations effective participation in meetings. The module further explores communications in multicultural environments and the new challenges brought about through digital communication technologies and social media. At the conclusion of the module students will have a sound understanding of communication best practices and will be enabled to communicate effectively with their managers and colleagues in the workplace.</p>
<p><b>Business Management</b> 12 credits Business Studies</p>	<p>This module introduces the student to the theory of business strategy, planning and business models. Students will learn about importance of organizing, aligning, decision-making and managing business performance. Students will understand the fundamentals of enterprise systems and technologies and the importance of supply chain alignment, risk management and business improvement systems. Students will also become aware of global conventions, core legislation and international standards that impact a business. At the conclusion of the module, students will be able to evaluate the impact of the changing global landscape, digital transformation and new innovations in business strategy.</p>

<p><b>Business Analytics</b> 12 credits</p>	<p>This module introduces students to the basic concepts of business statistics. Students will learn about the role and importance of statistics in solving business problems, the categories of analytics, types of data, data collection methods, descriptive statistics, data visualisation, probability, statistical inference and linear regression. At the conclusion of the module, students will be able to select appropriate statistical techniques, apply these techniques and interpret the results making appropriate inferences.</p>
<p><b>Business Analytics Fundamentals</b> 12 credits</p>	<p>This module introduces students to the basic concepts of business statistics. Students will learn about the role and importance of statistics in solving business problems, the categories of analytics, types of data, data collection methods, descriptive statistics, data visualisation, and probability. At the conclusion of the module, students will be able to select and apply appropriate statistical techniques, apply these techniques and interpret these results making appropriate inferences</p>
<p>Customer Experience Business Studies 16 credits</p>	<p>This module provides students with an introduction to Customer Experience (CX) and the management thereof on a business’s journey towards customer-centricity. Students will understand the fundamental practices, concepts, and frameworks of CX and gain a deeper understanding of ‘the customer’ so that they can build real value for a business. At the conclusion of the module students will be able to define and apply components of the CX eco-system, specify a business’s customer value proposition, describe the various components of CX and create empathy and customer journey maps for targeted customers. Students will also be able to apply and interpret key CX and operations metrics.</p>
<p><b>Change Leadership</b> 6 Credits</p>	<p>This module provides a theoretically grounded overview of leadership from multiple perspectives. It aims to equip people to lead in their environments and to engage critically with leadership, especially in the South African and African contexts. Students will engage in the theory and practice of transformative leadership as well as personal or character development.</p>
<p><b>Christian Ministry Fieldwork A and B</b> 2 x 12credits</p>	<p>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.</p>

<p><b>Christian Ministry Practical</b> 12 Credits</p>	<p>Fieldwork is a practical—and generally community-based—extension of the academic program in Christian Ministry at Cornerstone Institute. Christian Ministry is defined broadly and gives an overview of types of ministerial interactions for students. As such, it measures both the practical capabilities of the student within a field or sphere of learning and their ability to integrate theory and praxis.</p>
<p><b>Christian Spirituality: Formation</b> 12 credits Practical Theology</p>	<p>This module is designed to explore how people make meaning out of life's experiences. 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.</p>
<p><b>Christian Spirituality: Foundations</b> 16 credits Practical Theology</p>	<p>This module introduces Christian Spirituality as it has unfolded over 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 examines the theory and practice of worship in contemporary communities of faith and life. This module also includes a compulsory tutorial for spiritual formation.</p>
<p><b>Church in the Power of the Spirit</b> 12 credits Systematic Theology Theology</p>	<p>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.</p>
<p><b>Community and Mental Health Issues</b> 12 credits Community Counselling</p>	<p>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.</p>



<p><b>Community and Resource Mobilisation</b> 16 credits Community Development</p>	<p>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.</p>
<p><b>Community Development Fieldwork</b> 2 x 12 credits</p>	<p>Fieldwork is a practical, community-based extension of the academic programme in defined module of the study in Sociology / Community Development. 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.</p>
<p><b>Community Development in Practice</b> 12 credits Community Development</p>	<p>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.</p>
<p><b>Community Development Project Management</b> 6 credits</p>	<p>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, organise, 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.</p>
<p><b>Community Development: An Introduction</b> 6 credits Sociology</p>	<p>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.</p>

<p><b>Community Fieldwork</b> 20 credits</p>	<p>This module 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.</p>
<p><b>Community Psychology</b> 12 credits Counselling</p>	<p>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.</p>
<p><b>Community Psychology (Advanced)</b> 18 credits</p>	<p>This module is designed to deepen your knowledge and understanding of community psychology within the South African context. The module will further your own understanding of the history of community psychology and highlight the theoretical and applied perspectives within a South African community psychology context. The course will contribute to your own understanding of the different interventions and methodologies available in addressing challenges affecting South African communities, the pertinent debates in the use of the different intervention modalities and theoretical perspectives as well as contribute to developing your own social justice perspective.</p>
<p><b>Community Research Methods (BA, BTh)</b> 12 credits Sociology</p>	<p>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 or 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.</p>
<p><b>Community Research: An Introduction</b> 6 credits Sociology</p>	<p>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.</p>

<p><b>Conflict Resolution</b> 6 Credits</p>	<p>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.</p>
<p><b>Contemporary English Literature</b> 16 credits English</p>	<p>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 20<sup>th</sup> century. The module will include a significant focus on English literature produced in Africa.</p>
<p><b>Contemporary Sociology Theory</b> 12 credits Sociology</p>	<p>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.</p>
<p><b>Contemporary Theology</b> 12 credits Theology</p>	<p>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 doing so 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.</p>
<p><b>Conversational isiXhosa I</b> 5 credits</p>	<p>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.</p>

<p><b>Counselling and Life Skills</b> 12 credits Community Counselling</p>	<p>This module provides students with training in how to develop and design life skills programmes, psycho-educational training and individual counselling interventions. This module provides an understanding of persons, ideas and principles in the sphere of human behaviour and examines how to manage structured psycho-educational activities in personal and group interventions and how to evaluate their success.</p>
<p><b>Counselling Theory and Skills (BPE)</b> 18 credits</p>	<p>This module focusses on counselling skills and praxis suitable for counsellors in a variety of settings. In this module the student is introduced to the scope of a 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.</p>
<p><b>Creative English Writing</b> 12 credits English</p>	<p>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.</p>
<p><b>Creativity and Innovation Management</b> 24 Credits</p>	<p>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.</p>
<p><b>Crisis Counselling</b> 12 credits Community Counselling</p>	<p>In this module students will gain an understanding of the dynamics of crisis counselling and theories to gain insight into crisis intervention models.</p>
<p><b>Crisis Intervention and Trauma Counselling</b> 16 credits Counselling</p>	<p>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 have knowledge of practical skills in crisis intervention and trauma debriefing.</p>

<p><b>Current and Emerging Trends in Alternative education</b> 16 credits</p>	<p>In our rapidly changing world, teaching models and approaches are continuously evolving to support and align with demands for education that, on the one hand, meets the increasing demand for student-centred, relevant education, and, on the other, provides skills and knowledge to meet tomorrow’s reality. Given this context, this module investigates a selection of current and emerging educational trends and models, exploring their key objectives, their benefits and challenges, as well as the meaning of each for alternative educational practices.</p>
<p><b>Development Challenges in Africa</b> 12 credits Community Development</p>	<p>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 are critiqued. The impact of 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 its development challenges are shared by other Africa countries.</p>
<p><b>Development Economics</b> 24 credits Business Studies</p>	<p>This module covers the economic theory, policy issues and latest research relating to the problems and prospects of developing countries. Students will acquire a range of knowledge, skills, and perspectives related to understanding and addressing the complexities of economic growth, poverty reduction, and sustainable development challenges. Students will learn about economic development theories, models, strategies and policies, as well as global economic systems and institutions, sustainable development and development indicators, for example. At the conclusion of the module, students will be able to identify the common barriers to economic development and be able to apply the concepts and principles in dealing with these challenges in the South African context.</p>

<p><b>Developmental Psychology (Hons)</b> 10 credits</p>	<p>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.</p>
<p><b>Developmental Psychology: An Introduction</b> 12 credits Psychology</p>	<p>This module provides students with an overview of the major theories of Developmental Psychology. Furthermore, the module aims to help the student understand the course of human development from conception to late adulthood. The module also seeks to address contemporary concerns in lifespan development from conception to late adulthood.</p>
<p><b>Digital and Visual Media</b> 12 credits Media Studies</p>	<p>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.</p>
<p><b>Digital Marketing and Sales</b> 8 credits Business Studies</p>	<p>This module introduces students to the fundamental concepts and principles of digital marketing, understanding the digital landscape, and exploring the key channels and platforms used in the industry. Students will be introduced to developing content marketing strategies, search engine optimisation (SEO) social media marketing, paid advertising, email marketing, conversion rate optimisation and key metrics. By the end of the module student should have the ability to engage target audiences, drive organic traffic, advertise on major platforms, manage online communities, conduct A/B testing, and measure ROI effectively and track performance metrics</p>
<p><b>Diversity Studies</b> 12 credits Sociology</p>	<p>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.</p>

<p><b>Economics Work-Integrated Project</b> 12 credits</p>	<p>This module is based on a Work Integrated Learning (WIL) approach, positioned at level 2 in terms of the WIL categorisation by the Council for Higher Education. As such, problem-based or problem-orientated learning constitutes a core part of the module. This involves acquiring an integrated knowledge base which can be applied to the analysis and solution of problems, constituting real world scenarios. The module aims to help students gain practical skills in building integrated theoretical knowledge and combining this with data gathered through fieldwork experience in a selected setting. Students will be given an opportunity to then apply their integrated theoretical knowledge with their data from the field to solve a set of practical problems of relevance to the new world of work.</p>
<p><b>Economics</b> 12 credits Business Studies</p>	<p>This module introduces students to the basic concepts in economics including demand, supply, trade-offs, production and allocation of resources. Students will acquire an understanding of different market structures, pricing, money, interest rates and exchange rates and how these relate to economic policy, international economic relations and economic growth. Students will also gain an understanding of inflation, unemployment, poverty and inequality. Students will, through understanding these concepts and the South African reality, be challenged to think critically and practically about the distribution of wealth and the role of individuals, organisations and government in the economy.</p>
<p><b>Educational Psychology</b> 10 credits</p>	<p>The module is designed to give students an understanding of dominant as well as alternative learning theories and their educational application to teaching and learning, and how psychological theory informs mainstream as well as innovative educational processes. In this module students will demonstrate knowledge, understanding, and application of such theories and principles of development, learning, memory, motivation, individual differences in learning needs and instruction. Special attention will be given to the influence of social/environmental factors on learning processes.</p>
<p><b>English for Education A</b> 15 credits Education</p>	<p>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.</p>

<p><b>English for Education B</b> 15 credits Education</p>	<p>It is a practical course that covers aspects of the study of language, comprehension, and written and spoken communication in an education context. There is also a research essay on a local variety of English, as well as the Recognition of Prior Learning Folder that must be submitted by the student.</p>
<p><b>English Home Language (FP)</b> 8 credits</p>	<p>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.</p>
<p><b>English Home Language (IP)</b> 10 credits</p>	<p>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.</p>
<p><b>English Literary Studies</b> 12 credits English</p>	<p>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.</p>
<p><b>Entrepreneurship</b> 12 credits Business Studies</p>	<p>This module introduces students the development of entrepreneurship and its role in the economy in South Africa and internationally. Students will understand the drivers behind entrepreneurship, creativity and innovation theory, the development of entrepreneurial strategy as well as the challenges of business start-ups and franchising. At the end of the module students will be able to formulate a business plan for an enterprise whilst understanding the legal requirements that need to be considered.</p>



<p><b>Entrepreneurship Work-Integrated Project</b> 12 credits</p>	<p>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.</p>
<p><b>Ethics and Global Citizenship</b> 12 credits Citizenship</p>	<p>This module is designed to help the student build an ethical framework that considers 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.</p>
<p><b>Ethics and Professionalism</b> 6 credits</p>	<p>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.</p>
<p><b>Ethical Self Leadership</b> 12 credits Business Studies</p>	<p>This module takes students through concepts of self-leadership and theories about self-esteem, self-efficacy and self-confidence. Students will learn about the levers for self-regulation and will be able to explain the role of personal values, ethics, empathy and emotional intelligence in self-leadership outcomes. At the end of the module students will be able to set effective goals and to build and sustain a motivated mindset.</p>
<p><b>Employment Relations</b> 12 credits Business Studies</p>	<p>Employee relations are an integral part of everyday business management in South Africa and the global marketplace. 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 relations system. 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. The Module also covers ethics in industrial relations and phases of global industrial development.</p>

<p><b>Facilitation and Assessment in Alternative Education</b> 12 credits Alternative Education</p>	<p>This module explores a selection of current trends in teacher agency and assessment for learning by addressing the benefits and challenges as well as the meaning of each for emerging educational practice. Building on shared understandings of alternative education frameworks, the module will explore some conceptual frameworks underpinning facilitated learning and models of assessment. Students will deepen their understanding of the dynamic interplay of learning environments, learner agency and learner engagement as essential prerequisites for developing critical thinkers who can meet the global developmental challenges facing humanity within and beyond the 21st Century.</p>
<p><b>Family and Development</b> 12 credits Counselling</p>	<p>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.</p>
<p><b>Family Counselling</b> 16 credits Counselling</p>	<p>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.</p>
<p><b>Family Psychology</b> 10 credits</p>	<p>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 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'.</p>
<p><b>Film and Television</b> 12 credits Media Studies</p>	<p>Building on the theoretical foundation established in their first two years of study, students will begin to foster a practical skill set focusing on media production. 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. These skills will be developed through short video projects and tutorials by industry experts.</p>

<p><b>Financial Accounting Fundamentals</b> 12 credits Business Studies</p>	<p>This module enables the students to gain a fundamental understanding of financial accounting principles and concepts as they apply to the world of business. Students will learn and apply different accounting systems and business combinations that affect accounting entries and the financial accounting cycle. Students will develop sound financial literacy by being able to apply the accounting equation to basic transactions in recording accounting entries.</p>
<p><b>Financial Accounting</b> 12 credits Business Studies</p>	<p>This module enables students to gain a solid understanding of the basic principles and concepts of accounting as they navigate the financial aspects of the world of business. Students will learn about the purpose and conceptual framework of accounting, business transactions, financial statements, internal controls, ethical considerations, and the various types of legal entities. Students will be able to record, classify and interpret business transactions accurately and be able to prepare basic financial statements, specifically, the statement of comprehensive income, statement of financial position and statement of equity.</p>
<p><b>Financial Management</b> 16 credits Business Studies</p>	<p>This module focuses on understanding the important principles of financial management to effectively manage financial resources. Students will learn about financial planning and analysis, capital budgeting and investment, risk management and decision-making, working capital management and financial performance measurement, as well as the valuation of bonds and shares and developing financial strategies. Aspects of multinational financial management are also covered. At the conclusion of the module, students, will be able to assess the financial health of organisations and make informed financial decisions that contribute to the financial success of organisations.</p>
<p><b>First Additional Language English and Afrikaans (FP)</b> 8 credits</p>	<p>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.</p>
<p><b>First Additional Language isiXhosa (FP)</b> 8 credits</p>	<p>The aim of these modules is to provide the student with the knowledge and skills necessary to teach Xhosa as a first additional language. This will include teaching methodologies and assessments of learners' listening, speaking, reading and writing skills.</p>

<p><b>First Additional Language English and Afrikaans (IP)</b> 10 credits</p>	<p>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.</p>
<p><b>First Additional Language isiXhosa (IP)</b> 10 credits</p>	<p>The aim of these modules is to provide the student with the knowledge and skills necessary to teach Xhosa as a first additional language. This will include teaching methodologies and assessments of learners’ listening, speaking, reading and writing skills.</p>
<p><b>Fundamental Numeracy</b> 5 credits</p>	<p>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.</p>
<p><b>Community and Resource Mobilisation</b> 12 credits</p>	<p>The module will introduce students to the fundamental principles and tools for fundraising as well as a framework to understand community resource mobilisation. Students will explore real cases of community and resource mobilization, highlighting the value of community participation as key components of the development process. It will outline the important difference between fundraising and resource mobilisation, and why development efforts usually focus on the latter.</p>
<p><b>Fundraising and Community Resource Mobilisation (HC)</b> 12 credits Sociology</p>	<p>This module will introduce students to a basic understanding of fundraising and resource mobilisation. Students will gain knowledge and techniques on how to get started with fundraising. Students will learn the fundamental principles for fundraising as well as a framework to understand what the elements and techniques of a good fundraising strategy entail. This module distinguishes the difference between fundraising and resource mobilisation, and why it is so critical for the sustainability of Civil Society and development efforts.</p>

<p><b>Global Perspectives in Alternative Education</b> 12 credits Alternative Education</p>	<p>This module introduces alternative education through exploring a range of pedagogies in the current global context. Through this module, students will gain an understanding of the diversity of educational approaches across mainstream and alternative education. Students will examine, evaluate and explore effective and innovative systems of education from around the world through a series of examples and engagements with thought leaders in the field of alternative education.</p>
<p><b>Group Counselling</b> 12 credits Family Studies</p>	<p>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.</p>
<p><b>Group studies and communication</b> 12 credits Citizenship</p>	<p>This module seeks to introduce the student to the fundamentals of intergroup dynamics and communication in the global context of cross-cultural engagement. The themes of group formation and behaviours, social structure and societal hierarchies will be introduced alongside the themes of intergroup relations and the practice of communication with and between groups with diverse values, belief systems and societal standing. The module will reflect on the demands and required skills for social change interventions when working with diverse cultural, religious, language, socio-economic, and citizen communities, among others, including also the local and global realities of migration and immigrant communities.</p>
<p><b>Group Therapy</b> 12 credits Psychology</p>	<p>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.</p>

<p><b>Hermeneutics</b> 16 credits Biblical Studies</p>	<p>This module comprises two parts.</p> <p><b>Part 1: Applied Hermeneutics: Reading from the Margins.</b> 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.</p> <p><b>Part 2: Theoretical Hermeneutics.</b> 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.</p>
<p><b>Historical English Literature</b> 16 credits English</p>	<p>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 20<sup>th</sup> century. The module will focus primarily on two genres: the novel and poetry.</p>

<p><b>History of Education</b> 10 credits</p>	<p>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 from 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.</p>
<p><b>Homiletics</b> 16 credits Practical Theology</p>	<p>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 to increase their awareness of the importance of these homiletical methods in the preaching process.</p>
<p><b>Human Identity and Christology</b> 16 credits Systematic Theology</p>	<p>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.</p>

<p><b>Human Capital Management</b> 12 credits Business Studies</p>	<p>This module provides an overview of the management of people in the modern organisation. Students will learn about key elements of managing and building human capital including leadership, talent acquisition and optimisation, employee experience development, recognition &amp; reward, diversity and organisational culture.</p> <p>At the conclusion of the module students will be able to manage and support people to achieve optimally within dynamic, globally excellent companies.</p>
<p><b>Human Capital Work Integrated Project</b> 12 credits Business Studies</p>	<p>This module is based on a Work Integrated Learning (WIL) approach, positioned at level 2 in terms of the WIL categorisation by the Council for Higher Education. As such, problem-based or problem-orientated learning constitutes a core part of the module. This involves acquiring an integrated knowledge base which can be applied to the analysis and solution of problems, constituting real world scenarios. The module aims to help students gain practical skills in building integrated theoretical knowledge and combining this with data gathered through fieldwork experience in a selected setting. Students will be given an opportunity to then apply their integrated theoretical knowledge with their data from the field to solve a set of practical problems of relevance to the new world of work.</p>
<p><b>Human Resource Development</b> 12 Credits</p>	<p>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.</p>



<p><b>Inclusivity in Teaching and Learning</b> 12 credits Alternative Education</p>	<p>This module explores inclusivity in teaching and learning as an approach which strives to serve and support the needs and engagement of all learners regardless of their backgrounds, abilities, talents or identities. The module considers inclusivity as universal access, an approach advocating that all learners be able to take control of their learning in a classroom climate that recognises them, makes relevant connections with their lives and responds to their unique concerns. The module examines practices of inclusivity such as incorporating diverse perspectives, creating an inclusive classroom climate, the value of collaborative teamwork, and how learning can be fostered across differences to actively engage, include and challenge all students.</p>
<p><b>Industrial Psychology Work-integrated Project</b> 12 credits</p>	<p>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 industry.</p>
<p><b>Information and Technology Skills</b> 4 credits Academic Development</p>	<p>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.</p>

<p><b>Instructional Methods</b> 8 credits</p>	<p>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.</p>
<p><b>Intercultural Communication</b> 6 credits Leadership Studies</p>	<p>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.</p>
<p><b>International Economics and World Trade</b> 24 credits Business Studies</p>	<p>This module prepares students for the challenges created by the continuous changes in the global financial markets by acquiring skills in acquisition, interpretation and application of knowledge relating to international and financial markets. Students will learn about global trade patterns, trade policies and agreements, international production, exchange rates, international monetary systems, and international growth and development. At the conclusion of the module, students will have a deep understanding of the global economic system, international trade dynamics, and the factors influencing international economic relations, and will be able to analyse and interpret key aspects in the global economic system and international trade.</p>

<p><b>Industry 4.0 in Manufacturing</b> 16 credits</p>	<p>This module introduces students to operations management and the manufacturing of products and services. Students will learn about manufacturing strategies, operational performance, planning, processes, designs, inventory and quality management. Students will explore how continuous improvement; risk management and Industry 4.0 digital technologies are applied to optimise and sustain manufacturing processes and performance. At the conclusion of the module, students will be able to recognise and interpret issues and challenges in manufacturing and know how to develop and apply various solutions so that manufacturing organisations achieve their strategic objectives and remain constantly competitive.</p>
<p><b>Interpersonal Skills and Communication</b> 12 credits Family Studies</p>	<p>This module provides students with an understanding inter-and intrapersonal communication skills. Focusing within an academic context specifically on personal development through self-awareness in verbal and non-verbal communication.</p>
<p><b>Johannine Writings</b> 12 credits Biblical Studies</p>	<p>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.</p>
<p><b>Labour Relations</b> 12 credits Business Studies</p>	<p>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.</p>
<p><b>Leadership and Empowerment</b> 16 credits Leadership Studies</p>	<p>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.</p>

<p><b>Leadership Studies</b> 8 credits Public Theology</p>	<p>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.</p>
<p><b>Lean, Sustainable Continuous Improvement</b> 24 credits Business Studies</p>	<p>Students will learn about continuous improvement principles and concepts in Lean, Six Sigma, Kaizen, Total Quality Management (TQM), and process improvement in driving efficiency, effectiveness, and productivity in organisations. Students will acquire skills in performance measurement, data analysis, root cause analysis, data-driven thinking and problem-solving, for example, and will gain key insights into implementing continuous improvement initiatives, in integrating continuous improvement into business strategy, and the importance of change management, teamwork, collaboration and personal development in promoting a continuous improvement culture. At the conclusion of the module, students will be able to enhance business processes, drive positive change, enhance efficiency, and contribute to the overall success of an organisation.</p>
<p><b>Learning and Development</b> 8 Credits</p>	<p>This module introduces the student to the Human Capital sub-discipline of Learning and Development. The subject matter is covered through the dual lenses of the modern work environment as well as diversity and inclusion considerations. The constantly evolving nature of learning and development (L&amp;D) in the workplace is a theme throughout the lessons, covering an analysis of the current reality as well as what is to come in terms of trends around digital learning and artificial intelligence. The South African context and legal framework around learning and development is also examined. By the end of the module students will have a rich understanding of the importance of L&amp;D and its impacts on the individual, be able to conduct key L&amp;D processes, and have a clear vision of the current and future L&amp;D landscape.</p>

<p><b>Life Skills Didactics (FP)</b> 12 credits</p>	<p>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.</p>
<p><b>Life Skills Didactics (IP)</b> 10 credits</p>	<p>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.</p>
<p><b>Macroeconomics</b> 16 credits Business Studies</p>	<p>This module provides a study of aggregate economics. Students will learn about total production, income and expenditure, economic growth, aggregate employment, general price level and changes in inflation. Students will understand different models, simplified versions of the real world, which provide insights into the interactions between different components in the economy. In particular, the effect of interest rate changes on spending and unemployment, and the IS-LM and AS-AD models are discussed in depth. By the conclusion of the module, student will be able to analyse and explain short-run macroeconomic questions in an open economy model and apply economic principles to real-world problems and propose solutions.</p>
<p><b>Marketing</b> 12 credits Business Studies</p>	<p>This module introduces students to marketing theory and practices. Students will understand how to analyse the competitive landscape, identify the core competencies within a business, recognise opportunities and assess risks, which are the building blocks of every marketing strategy. Students will further explore up-to-date marketing thinking in respect of the development and management of value-based customer relationships. At the conclusion of the module, students will be able to create a marketing plan; position their brand and products; as well as apply a marketing mix to be the preferred choice of customers.</p>

<p><b>Microeconomics Business Studies</b> 16 credits</p>	<p>This module prepares students for the challenges of a constantly changing world by focusing on the micro-economic behaviour of individuals, households, and firms in the economic system. Students will learn about consumer choice, firm and market structure, factor markets, externalities, public goods and welfare, as well as general equilibrium and market efficiency. At the conclusion of the module, students will be able to critically analyse and interpret microeconomic behaviour, evaluate economic issues and make informed decisions in real-world situations, based on microeconomic principles.</p>
<p><b>Marketing Work-integrated Project</b> 12 credits</p>	<p>This module is based on a Work Integrated Learning (WIL) approach, positioned at level 2 in terms of the WIL categorisation by the Council for Higher Education. As such, problem-based or problem-orientated learning constitutes a core part of the module. This involves acquiring an integrated knowledge base which can be applied to the analysis and solution of problems, constituting real world scenarios. The module aims to help students gain practical skills in building integrated theoretical knowledge and combining this with data gathered through fieldwork experience in a selected setting. Students will be given an opportunity to then apply their integrated theoretical knowledge with their data from the field to solve a set of practical problems of relevance to the new world of work.</p>
<p><b>Marketing Research</b> 12 credits Business Studies</p>	<p>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 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.</p>
<p><b>Marketing Research and Analytics</b> 24 credits Business Studies</p>	<p>This module introduces the fundamentals of marketing research and its proper place in managerial decision making. Students will gain knowledge and understanding of the language of market research to either conduct research or to guide teams that provide professional marketing research services. At the conclusion of this module, students will be able to define marketing problems and apply research tools to structurally execute, analyse and derive meaningful information from marketing research.</p>

<p><b>Managing Constant Change</b> 16 credits Business Studies</p>	<p>This module provides students with a theoretically grounded insight into change management best practice and their application in the modern world of work. Students will learn about change models, how individuals respond to change and how to support others through change, regardless of their level within the organisational hierarchy. Students will explore the realities of the new world of work with its constant fluidity and disruption and how to thrive therein.</p> <p>At the conclusion of the module students will be able to interpret their own and others' responses to change and how to shape and influence the direction of change.</p>
<p><b>Mathematics Didactics (FP)</b> 12 credits</p>	<p>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.</p> <p>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.</p>

<p><b>Mathematics Didactics (IP)</b> 10 credits</p>	<p>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.</p>
<p><b>Media and Society</b> 12 credits Media Studies</p>	<p>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.</p>
<p><b>Media in South Africa</b> 16 credits Media Studies</p>	<p>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.</p>



<p><b>Media Studies Fieldwork</b> 24 credits Media Studies</p>	<p>The fieldwork unit is aimed at allowing students to merge theory and practice; to gain first-hand, practical experience for a career that they may wish to pursue after they graduate. The module has consolidation and the extension of knowledge gained at previous levels as its goal and it allows the student to achieve this through experiential learning, this through:</p> <ul style="list-style-type: none"> <li>• Application of knowledge and skills in the workplace</li> <li>• Facilitation of acquiring work-based networks in their area of interest</li> <li>• Separate internship programs are drawn up for each student who successfully applies for enrolment in this unit.</li> </ul>
<p><b>Media Studies Project</b> 24 credits Media Studies</p>	<p>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.</p> <p>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.</p>
<p><b>Media, Power &amp; Popular Culture</b> 16 credits Media Studies</p>	<p>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.</p>
<p><b>Mediation</b> 8 credits Leadership Studies</p>	<p>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 mediation, 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.</p>

<p><b>Microeconomics</b> 16 credits Business Studies</p>	<p>This module prepares students for the challenges of a constantly changing world by focusing on the microeconomic behaviour of individuals, households, and firms in the economic system. Students will learn about consumer choice, firm and market structure, factor markets, externalities, public goods and welfare, as well as general equilibrium and market efficiency. At the conclusion of the module, students will be able to critically analyse and interpret microeconomic behaviour, evaluate economic issues and make informed decisions in real-world situations, based on microeconomic principles</p>
<p><b>Missiology</b> 12 credits Practical Theology</p>	<p>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 introducing 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.</p>
<p><b>Navigating Change and Conflict</b> 12 credits Citizenship</p>	<p>This module offers a comprehensive understanding of leadership from various theoretical perspectives, aiming to empower individuals for effective leadership in various contexts, particularly within South African and African settings. It delves into transformative leadership theory and practice, fostering personal and character growth. Additionally, the module introduces students to conflict resolution theory and practice, imparting essential communication skills to enrich inter-group and interpersonal relationships. Students gain insights into their conflict attitudes, self-reflect on approaches, and explore diverse conflict types through case studies. The module underscores the interconnectedness of communication, behaviour, and conflict, with a focal point on reconciliation strategies, enriching the learning experience.</p>
<p><b>Neuropsychology</b> 18 credits</p>	<p>In this module, students will learn about mechanisms of the brain and other biological influences on behaviour, and the basic foundations of neuropsychology. This module will be contextualised within the culturally, educationally and linguistically diverse South African context.</p>

<p><b>New Testament: An Introduction</b> 12 credits Biblical Studies</p>	<p>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.</p> <p>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.</p>
<p><b>Old Testament Prophets</b> 12 credits Biblical Studies</p>	<p>This module comprises two parts.</p> <p><b>Part 1:</b> 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.</p> <p><b>Part 2:</b> 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.</p>
<p><b>Old Testament Writings</b> 12 credits Biblical Studies</p>	<p>The study and meaning of wisdom in the literature of the Old Testament are investigated. Special attention is 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.</p>
<p><b>Old Testament: An Introduction</b> 12 credits Biblical Studies</p>	<p>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.</p>

<p><b>Organisational Development</b> 12 credits Community Development</p>	<p>Organisational Development explores the theory and practice of management in the context of business and community-based organisations. The management component of the module will examine practical issues such as managing change, strategic planning and human resource management issues.</p>
<p><b>Organisational Management</b> 15 credits</p>	<p>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.</p>
<p><b>Organisational Psychology</b> 24 credits Business Studies</p>	<p>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.</p>
<p><b>Operations Work Integrated Project</b> 12 credits Business Studies</p>	<p>This module is based on a Work Integrated Learning (WIL) approach, positioned at level 2 in terms of the WIL categorisation by the Council for Higher Education. As such, problem-based or problem-orientated learning constitutes a core part of the module. This involves acquiring an integrated knowledge base which can be applied to the analysis and solution of problems, constituting real world scenarios. The module aims to help students gain practical skills in building integrated theoretical knowledge and combining this with data gathered through fieldwork experience in a selected setting. Students will be given an opportunity to then apply their integrated theoretical knowledge with their data from the field to solve a set of practical problems of relevance to the new world of work.</p>
<p><b>Pastoral Care and Practice</b> 12 credits Practical Theology</p>	<p>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.</p>

<p><b>Pastoral Care Theory</b> 8 credits Practical Theology</p>	<p>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 <i>cura animarum</i> (care of the soul). Models and techniques of the pastoral conversation are learnt and practiced, and a sense of pastoral identity is developed.</p>
<p><b>Pauline Writings</b> 12 credits Biblical Studies</p>	<p>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.</p>
<p><b>Peace Studies</b> 8 credits Public Theology</p>	<p>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 is 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 human dignity.</p>
<p><b>Pedagogies in Alternative Education</b> 16 credits Alternative Education</p>	<p>This module offers students an opportunity to reflect on and critically engage with a range of pedagogical theories and classroom practices which intersect with alternative education and transformative learning approaches. The module draws on global and local research to encourage students to critically examine different pedagogical theories and practices. Students are asked to reflect on whether and to what extent different pedagogies can be viewed as transformative and consider how these pedagogies could contribute to promoting alternative approaches in education.</p>
<p><b>Pentateuch</b> 16 credits Biblical Studies</p>	<p>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.</p>

<p><b>Personality Theories</b> 10 credits</p>	<p>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.</p>
<p><b>Philosophy of Education and Ethics</b> 10 credits</p>	<p>Philosophy of Education and Education Ethics as a newly formed module is part of the disciplinary modules making up the theoretical core of the Post Graduate Certificate of Education in Teaching (Foundation / Intermediate Phase) (PGCE FP/IP) programme. Philosophy of Education provides students with the tools to think critically and reflexively about the key aspects of education, teaching and life. Within this toolkit, key philosophical themes within education are discussed as well as an overview of current trends in educational thinking and practice, and their impact in the classroom. The module will examine traditional schools of philosophy and prominent philosophers' contributions, as well as contemporary philosophers like Jean Piaget, John Dewey, Paulo Freire and Nancy Fraser and analyse emerging discourse within the subject such as citizenship education, social justice, participatory parity, gender and education and African philosophy of education. This module is designed to provide students with an overview of the major philosophical viewpoints, particularly those that underpin current learning theory. Current trends in educational thinking and practice, and their impact in the classroom are debated. The module follows a simple path beginning with what is Philosophy of education, who should be educated and how should they be educated. Students completing this module will have a better understanding of the purpose of education and the practice of education in South Africa in order to constantly improve and adapt it to the needs of learners. It aims to prepare student educators in their roles as community builders and agents of change in the lives of learners, ethical citizens: who build relationships based on humility, fairness, and open-mindedness. This module acknowledges that teaching and learning environments are complex and that various factors like economic, social and political background, religion, gender, age and technology interplay in this social milieu. The module will assist students in their roles as interpreters and designers of learning programmes and materials; and as scholar, researcher and lifelong learner. Students will be guided to reflect upon the module, how it has impacted upon them and assisted them to form their own Personal (Teaching) Philosophy.</p>

<p><b>Policy and Legislative Framework</b> 15 credits</p>	<p>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 regarding 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.</p>
<p><b>Population and Development</b> 12 credits Sociology</p>	<p>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.</p>
<p><b>Practicum (Psychology) BPsych</b></p>	<p>This Practicum aims to help the student gain practical fieldwork experience in a community setting. In this module the student will be given opportunities to integrate theoretical counselling modalities, practical counselling skills and community and group interventions. The module exposes the student to a variety of mental health needs and issues in the community. There is an emphasis on the recognition and screening of mental health issues, and management/referral skills within the registered counsellor scope of practice and framework.</p>
<p><b>Project Management Business Studies</b> 12 credits</p>	<p>This module introduces the student to the fundamental elements of project management. Students will learn about the role of the project manager, the project management office, project management techniques, project communication, risk management and stakeholder engagement, as well as managing the constraints of budgets, timelines and quality. Students will also be introduced to agile project management and to the common features of project management software. At the conclusion of the module, students will be able to set up a project and apply various project management techniques to ensure that the project is delivered on time and in scope with full appreciation for cost and risk.</p>

<p><b>Project Monitoring and Evaluation</b> 6 credits Applied Development Studies</p>	<p>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.</p>
<p><b>Psychological Assessment and Measurement</b> 10 credits</p>	<p>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 multi-cultural society.</p>
<p><b>Psychological Interventions (BPE)</b> 18 credits</p>	<p>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.</p>
<p><b>Psychological Interventions 3</b> 12 credits Counselling</p>	<p>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.</p>



<p><b>Psychology and Community Intervention Fieldwork A and B</b> 2 x 12 credits Counselling</p>	<p>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.</p>
<p><b>Psychology Project Paper</b> 12 credits Counselling</p>	<p>This module provides students with an opportunity to engage in the research proposal writing process. Students are guided on their writing of a research proposal throughout the module with allocated supervision sessions. The student will need to demonstrate the mastery of compiling a research proposal guided by the American Psychological Association's (APA) or Harvard style and writing and formatting.</p>
<p><b>Psychology Research Project A and B</b> 2 x 15 credits</p>	<p>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 project is guided by the assigned supervisor. This module comprises (i) the research proposal, (ii) the research report and (iii) a poster and oral presentation.</p>
<p><b>Psychology: An Introduction</b> 12 credits Psychology</p>	<p>This module aims to provide the student with an understanding of persons, ideas, and principles in the sphere of human behaviour, which we understand as the social sciences. The historical development and current status of psychology, investigative activities, and significant findings are reviewed. Psychology: An Introduction will also engage with psychological thought in relation to the South African context.</p>
<p><b>Psychopathology</b> 18 credits</p>	<p>This module is designed to prepare students for the recognition and identification of mental disorders. A methodology for organizing information about symptomatology and the diagnostic features are presented. Appropriate treatment options, and contextual factors will be explored and responses to ethical dilemmas in psychopathology addressed. The use of structured and semi-structured interviews will also be addressed.</p>

<p><b>Psychotherapy</b> 16 credits Psychology</p>	<p>This module provides students with an introduction to the theories and principles of various current approaches to psychotherapy and brief therapy.</p>
<p><b>Public Theology</b> 6 credits Public Theology</p>	<p>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 engagements demand sound discourse and rigorous practical engagement within the range of contextual issues of contemporary society.</p>
<p><b>Portfolio of Experiential Learning</b> 12 credits Academic Development</p>	<p>The purpose of this module is to provide students with the knowledge and skills they need to articulate their prior formal, non-formal and informal learning within an academic context; and in doing so to demonstrate that they have the necessary academic literacies to cope with the text-based practices of the Cornerstone programmes. In addition, the module provides students with the conceptual and procedural knowledge they require to substantiate an application for exemption based on the recognition of their prior experiential learning (RPL) and/or credit transfer (CAT) from prior formal qualifications recognised by the Senate of Cornerstone Institute.</p>
<p><b>Research Methods and Statistics</b> 12 credits Psychology</p>	<p>This module will provide students with an overview of the basic concepts and processes in research methodology and statistics in the social sciences. The module aims to equip students with the theoretical understanding and knowledge of various social science research methodologies. The module additionally seeks to provide students with the knowledge and practical application of various statistical techniques.</p>

<p><b>Responsible, Customer Centric Organisations</b> 24 credits Business Studies</p>	<p>In this module students will be exposed to organizations that have fully embraced a customer-centric culture by actively seeking continuous feedback and relentlessly improving the customer journey while internally ensuring that they foster a positive work environment, empowering employees to deliver exceptional customer experiences and become brand advocates. Students will explore integrated marketing approaches utilizing the latest marketing technologies to implement data-driven strategies across various channels for personalized and consistent messaging. Students will also be exposed to a range of ethical marketing practices and core sustainability practices from social responsibility through to eco-friendly processes, responsible sourcing and waste reduction. Ultimately students should be able to build ethical supply chain practices with partners who share a long-term vision based on the understanding that long-term success is intertwined with ethical practices and responsible decision-making.</p>
<p><b>Research Methods and Statistics (Advanced)</b> 18 credits</p>	<p>This course is designed to equip students with the skills to plan, execute and critically evaluate research studies. Qualitative and quantitative 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.</p>
<p><b>Research Methods and Statistics: An Introduction</b> 16 credits Psychology</p>	<p>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.</p>
<p><b>Retail Management</b> 12 credits Business Studies</p>	<p>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.</p>

<p><b>Science and Technology (Didactics)</b> 10 credits</p>	<p>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 documents 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 development 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.</p>
<p><b>Self-leadership</b> 12 credits</p>	<p>This module explores the theory and practice of leadership in the context of the organisations. Attention will be given to issues such as understanding ourselves as leaders 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 student become more self-aware and evaluate their own development priorities. In addition, it will focus on helping the student identify their level of self-efficacy, self-awareness and evaluate their development priorities.</p>

<p><b>Services Management</b> 12 credits Business Studies</p>	<p>The economies of the 21st century is 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.</p>
<p><b>Short Portfolio of Experiential Learning</b> 6 Credits</p>	<p>The purpose of this module is to provide students with the knowledge and skills they need to articulate their prior formal, non-formal and informal learning within an academic context; and in doing so to demonstrate that they have the necessary academic literacies to cope with the text-based practices of the Cornerstone programmes. In addition, the module provides students with the conceptual and procedural knowledge they require to substantiate an application for exemption based on the recognition of their prior experiential learning (RPL) and/or credit transfer (CAT) from prior formal qualifications recognised by the Senate of Cornerstone Institute.</p>
<p><b>Social Change and Transformation</b> 16 credits Sociology</p>	<p>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.</p>
<p><b>Social Transformation</b> 6 credits Sociology</p>	<p>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.</p>
<p><b>Social Research Methods</b> 15 credits</p>	<p>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.</p>

<p><b>Social Science Didactics</b> 10 credits</p>	<p>This module prepares students in their role as Social Science educators who can 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.</p>
<p><b>Social Theory for Community Development</b> 15 credits</p>	<p>This module introduces students critically to the epistemological and theoretical foundations of community development 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.</p>
<p><b>Social Transformation</b> 6 credits</p>	<p>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.</p>
<p><b>Sociology Fieldwork A and B</b> 2 x 12 credits Sociology</p>	<p>Fieldwork is a practical extension of the academic programme in a defined module. It 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. .</p>

<p><b>Sociology of Development</b> 16 credits Community Development</p>	<p>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.</p>
<p><b>Sociology of Development: An Introduction</b> 6 credits Sociology</p>	<p>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.</p>
<p><b>Sociology of Institutions</b> 16 credits Sociology</p>	<p>Sociological theory is applied to important institutions in society such as the family, media institutions, religion, education and political institutions</p>
<p><b>Sociology Project</b> 12 credits Sociology</p>	<p>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.</p>
<p><b>Sociology Research Project A and B</b> 2 x 15 credits</p>	<p>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 Independent Research Project (IRP) report, which is based on work integrated research, forms a major part of this module. The IRP involves conducting a systematic literature review preferably linked to an aspect of community development of the Work Integrated Learning (WIL) placement, where students also gain practical experience. In 2020, students explored literature review topics that would benefit the organization where they were working or had worked.</p>

<p><b>Sociology: An Introduction</b> 12 credits Sociology</p>	<p>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.</p>
<p><b>Solution-focused Brief Counselling</b> 6 credits</p>	<p>This module is an introduction to the theories and principles of various current approaches to psychotherapy and brief therapy.</p>
<p><b>South and African History</b> 6 Credits</p>	<p>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.</p>
<p><b>Statistics for Education A</b> 15 credits Education</p>	<p>This module introduces students to research methods and statistics. The module aims to equip students with a theoretical understanding of both qualitative and quantitative research as well as practical skills to perform various statistical techniques. Students will be able to select appropriate methodologies and statistical analyses relative to various research situations.</p>
<p><b>Statistics for Education B</b> 15 credits Education</p>	<p>This module introduces students to research methods and statistics. The module aims to equip students with a theoretical understanding of both qualitative and quantitative research as well as practical skills to perform various statistical techniques. Students will be able to select appropriate methodologies and statistical analyses relative to various research situations.</p>
<p><b>Strategic and Corporate Entrepreneurship</b> 24 credits Business Studies</p>	<p>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.</p>



<p><b>Strategic Branding and Integrated Communications</b> 8 credits Business Studies</p>	<p>This module takes students through defining a brand's unique value proposition, positioning, and personality, aligning it with the target audience's needs and desires. Students will understand brand identity and brand architecture as well as integrated communications across a range of channels including advertising, PR, social media, and content marketing. Students will revisit elements of customer experience (CX) and will explore consistent messaging across all communication channels to reinforce the brand's core values and mission. By thoroughly exploring market differentiation students will be able to strategically position a brand so that it is set apart from competitors and resonates with the target audience. By the end of the module students will be able to track brand performance and to focus on sustainable brand growth by continually adapting strategies to changing market dynamics and customer preferences</p>
<p><b>Strategic Management and Innovation in the New World of Work</b> 16 credits Business Studies</p>	<p>This module explores the concepts of strategic management and innovation within the context of today's rapidly changing environments in business organisations. Students will learn how strategic management relates to business planning, modelling, analysis, decision-making and influencing others. Students will also learn about an organisation's vision, mission, and values, and the aligned business strategies to best utilise the organisation's resources. Students will develop an understanding of strategic decisions and leadership with a strong focus on ethical and innovation considerations. At the conclusion of the module, students will be able to apply strategic management concepts and techniques in case studies which helps develop skills to solve real-world business challenges.</p>

<p><b>Strategic Human Capital Management</b> 24 credits Business Studies</p>	<p>In this module students will revisit the fundamental tenets of Human Capital (HC) referring to the collective skills, knowledge, experience, and attributes of an organization's employees that contribute to its overall productivity and success. New HC technologies will be explored which enable increasing self-service and that empower employees to manage their own requirements, enabling HR teams to focus on more strategic initiatives including improved data driven decision making. New HC areas such as mergers and acquisitions, circular economy and growth mindsets, are explored as are new forms of work organisation to drive employee empowerments and to enhance workforce agility. By the end of the module students will have a deep understanding of the growing importance of Human Capital where HC Executives are now essential to business strategic decision-making and where it is recognised that HC has a fundamental impact on the bottom line and can contribute in a major way to competitive differentiation and organisational sustainability.</p>
<p><b>Study Praxis and Classroom Management</b> 8 credits</p>	<p>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 to ensure a conducive learning environment. Students should be able to apply what was learnt in educational theory, including using reliable and varied learner performance assessment methods. This module will assist students in their roles as leaders, administrators, managers and assessors.</p>

<p><b>Strategic Value Chain Management</b> 24 credits Business Studies</p>	<p>This module explains in detail the strategic and global issues facing value chains. Using a strategic framework, students are guided through the key strategic drivers of value chain performance while providing students with practical tools that are necessary to solve value chain challenges. Students will learn about value chain alignment and strategic fit, integrated business planning, governance, network design, value chain financials, environmental sustainability and green logistics, risk management, maturity models, as well as many other key areas for responsible managers. At the conclusion of the module, students will be able to analyse and interpret issues and challenges facing value chains and know how to develop and apply various strategic decisions and solutions to drive and sustain competitive advantage.</p>
<p><b>Sustainable Community Development</b> 15 credits</p>	<p>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 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.</p>
<p><b>Synoptic Gospels</b> 12 credits Biblical Studies</p>	<p>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 New Testament Gospels.</p>

<p><b>Teaching Practice A: Foundation Phase</b> 6 credits</p>	<p>The first Teaching Practice module requires 10 consecutive school days at an accredited school. This first Teaching Practice module aims to prepare the student as an educator by focusing on <b>structured observation</b>. The module lecturer together with the mentor educator will guide, oversee, monitor, and assess the student during the practical. Students completing this module should improve their knowledge on how to teach their subjects, be able to manage classrooms effectively, and to assess learners reliably, through observing experienced teachers and making theory practical. This module will assist students in their roles as learning mediators, assessors, and interpreters and designers of learning programmes and materials.</p> <p>The module needs to be completed as early as possible in the PGCE programme.</p> <p>Teaching Practice modules have specific requirements, which are discussed during the initial tutorial sessions.</p>
<p><b>Teaching Practice A: Intermediate Phase</b> 6 credits</p>	<p>The first Teaching Practice module requires 10 consecutive school days at an accredited school. This first Teaching Practice module aims to prepare the student as an educator by focusing on <b>structured observation</b>. The module lecturer together with the mentor educator will guide, oversee, monitor, and assess the student during the practical. Students completing this module should improve their knowledge on how to teach their subjects, be able to manage classrooms effectively, and to assess learners reliably, through observing experienced teachers and making theory practical. This module will assist students in their roles as learning mediators, assessors, and interpreters and designers of learning programmes and materials.</p> <p>The module needs to be completed as early as possible in the PGCE programme.</p> <p>Teaching Practice modules have specific requirements, which are discussed during the initial tutorial sessions.</p>

<p><b>Teaching Practice B: Foundation Phase</b></p> <p>9 credits</p>	<p>The first Teaching Practice module requires 10 consecutive school days at an accredited school. This first Teaching Practice module aims to prepare the student as an educator by focusing on <b>structured observation</b>. The module lecturer together with the mentor educator will guide, oversee, monitor, and assess the student during the practical. Students completing this module should improve their knowledge on how to teach their subjects, be able to manage classrooms effectively, and to assess learners reliably, through observing experienced teachers and making theory practical. This module will assist students in their roles as learning mediators, assessors, and interpreters and designers of learning programmes and materials.</p> <p>The module needs to be completed as early as possible in the PGCE programme.</p> <p>Teaching Practice modules have specific requirements, which are discussed during the initial tutorial sessions.</p> <p>Teaching Practice B requires 15 consecutive school days at an accredited school. This second module aims to prepare the student as an educator by doing an in-person practical in accredited schools, with a focus on <b>observation and basic teaching</b>. The module lecturer together with the tutor-educator will guide, oversee, monitor, and assess the student during the practical. Students completing this module should improve their knowledge on 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. These modules will assist students in their roles as learning mediators, assessors, and interpreters and designers of learning programmes and materials.</p> <p>This Teaching Practice should be completed in the middle of the PGCE programme.</p> <p>Teaching Practice modules have specific requirements, which are discussed during the initial tutorial sessions.</p>
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<p><b>Teaching Practice B: Intermediate Phase</b></p> <p>6 credits</p>	<p>Teaching Practice B requires 15 consecutive school days at an accredited school. This second module aims to prepare the student as an educator by doing an in-person practical in accredited schools, with a focus on <b>observation and basic teaching</b>. The module lecturer together with the tutor-educator will guide, oversee, monitor, and assess the student during the practical. Students completing this module should improve their knowledge on 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. These modules will assist students in their roles as learning mediators, assessors, and interpreters and designers of learning programmes and materials.</p> <p>This Teaching Practice should be completed in the middle of the PGCE programme.</p> <p>Teaching Practice modules have specific requirements, which are discussed during the initial tutorial sessions.</p>
<p><b>Teaching Practice C: Foundation Phase</b></p> <p>12 credits</p>	<p>This module aims to prepare the student as an educator through an in-person practical for 20 consecutive school days at an accredited school, with a focus on classroom procedures and multiple learning-areas <b>independent practice</b>. Students completing this module should have gained adequate first-hand experience in how to teach their subjects, effective classroom management, 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.</p> <p>Teaching Practice C takes place during the <b>final semester of PGCE</b> study. Students need to have completed or be busy completing their final didactic modules before going to schools for this last Teaching Practice module.</p> <p>Teaching Practice modules have specific requirements, which are discussed during the initial tutorial sessions.</p>

<p><b>Teaching Practice C: Intermediate Phase</b> 12 credits</p>	<p>This module aims to prepare the student as an educator through an in-person practical for 20 consecutive school days at an accredited school, with a focus on classroom procedures and multiple learning-areas <b>independent practice</b>. Students completing this module should have gained adequate first-hand experience in how to teach their subjects, effective classroom management, 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.</p> <p>Teaching Practice C takes place during the <b>final semester of PGCE</b> study. Students need to have completed or be busy completing their final didactic modules before going to schools for this last Teaching Practice module.</p> <p>Teaching Practice modules have specific requirements, which are discussed during the initial tutorial sessions.</p>
<p><b>Teamwork in a Digital Era</b> 12 credits Business Studies</p>	<p>This module introduces students to the theories and underpinnings of teamwork with reference to the business environment. Students will consider team roles, team behaviours, team effectiveness, team measurement and different forms of team leadership. Special attention is paid to the opportunities and challenges of online teamwork. At the end of the module students will be able to assess organisational cultures which will be conducive to teamwork and will be able to apply team improvement processes in both physical and online environments to optimise team effectiveness and to enable the achievement of defined performance outcomes.</p>
<p><b>Theological Integration</b> 6 credits Public Theology</p>	<p>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.</p>

<p><b>Theology in Context</b> 16 credits Systematic Theology</p>	<p>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.</p>
<p><b>Theology Project</b> 12 credits Biblical Studies</p>	<p>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).</p>
<p><b>Theology: An Introduction</b> 12 credits Theology</p>	<p>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.</p>
<p><b>Theories of Personality</b> 12 credits Psychology</p>	<p>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.</p>
<p><b>Therapeutic Psychology</b> 18 credits</p>	<p>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.</p>



<p><b>Transformative Education</b> 12 credits Alternative Education</p>	<p>This module introduces theories of transformative education and critical pedagogies which form the foundation of many alternative forms of education. Through reading and engaging with local and global theorists and practitioners, students will gain knowledge about a range of models of critical and transformative learning and teaching with a particular focus on those approaches which foreground critical thinking, community engagement and social change.</p>
<p><b>Understanding Urban and Rural Development (HC)</b> 12 credits Community Development</p>	<p>This module introduces sociology and community development students to the rural-urban interface as far as poverty and development is concerned. Considering the rural-urban interface it explores the poverty and development debate in South Africa and in Africa broadly. The debate entails the contested approaches to conceptualising and measuring poverty across the rural-urban interface; and secondly it entails the contested micro and macro theories of poverty and underdevelopment which are complicated by the rural-urban interface. The module also explores approaches to poverty reduction/alleviation in rural and urban contexts by drawing on country-specific examples, but primarily South Africa.</p>
<p><b>Urban and Rural Development (BA)</b> 12 credits Community Development</p>	<p>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 urbanisation 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.</p>
<p><b>World Literature</b> 12 Credits</p>	<p>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</p>
<p><b>Worldviews</b> 6 Credits</p>	<p>This module introduces 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 of our continent and the world at large.</p>

<p><b>Worldviews of the South</b> 12 credits Citizenship</p>	<p>This module presents a comprehensive exploration of worldviews, specifically focusing on the philosophies of the global South, Africa, and the West. Its primary objective is to cultivate a deep understanding and appreciation of how these worldviews have influenced knowledge traditions and societal dynamics across our continent and the wider world. The course critically examines the essence of history, unveiling the impact of position, perspective, and power on historical narratives. This analysis is carried out through a detailed examination of South African and African histories, commencing with the indigenous peoples and tracing the trajectories of pre- and post-colonial development. By scrutinizing cultural movements, narratives, and pivotal events, the module illuminates the forces that have both historically and presently moulded our nation and continent.</p>
<p><b>Writing and Editing</b> 12 credits Media Studies</p>	<p>Building on the theoretical foundation established in their first two years of study, students will begin to foster a practical skill set focusing on media production. 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.</p>
<p><b>Youth Development</b> 15 credits</p>	<p>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.</p>

## OLD AND NEW MODULE CODES

Old code	Old module name	New code	New module name
PSY3-HS3A	Abnormal Psychology	ABPS7120	Abnormal Psychology
PSY3-HS3A1	Abnormal Psychology	ABPS7121	Abnormal Psychology
PSY1-HS1A2	Introduction to Abnormal Psychology	ABIN5061	Abnormal Psychology: An Introduction
AD1-ARW1	Academic Reading and Writing	ARWF5120	Academic Reading and Writing (Sem1)
AD1-ARW1	Academic Reading and Writing	ARWF5121	Academic Reading and Writing (Sem1)
AD1-ARW1	Academic Reading and Writing	ARWS5120	Academic Reading and Writing (Sem2)
AD1-ARW1	Academic Reading and Writing	ARWS5121	Academic Reading and Writing (Sem2)
PSY3-PTC3B	Advanced Counselling	ADCO7120	Advanced Counselling
PSY3-PTC3B	Advanced Counselling	ADCO7121	Advanced Counselling
BUS2-AS2B	Advertising and Sales	ADSA6160	Advertising and Sales
None	None	ALIT7120	African Literature
ED4-FAFR1B	First Additional Language Didactics: Afrikaans	AAFP7080	Afrikaans First Additional Language Didactics FP
ED4-AFR1B	First Additional Language Didactics: Afrikaans	AAIP7100	Afrikaans First Additional Language Didactics IP
ED1-AFR1A	Afrikaans IA / Afrikaans vir Onderwys / Afrikaans for Education	AFAF6150	Afrikaans for Education A (Sem1)
ED1-AFR1A	Afrikaans IA / Afrikaans vir Onderwys / Afrikaans for Education	AFAS6150	Afrikaans for Education A (Sem2)
ED1-AFR1B	Afrikaans IB / Afrikaans vir Onderwys / Afrikaans for Education	AFBF6150	Afrikaans for Education B (Sem1)
ED1-AFR1B	Afrikaans IB / Afrikaans vir Onderwys / Afrikaans for Education	AFBS6150	Afrikaans for Education B (Sem2)
None	None	ALSC6160	Aligning Supply Chains
AE3-SPP	Alt Ed Senior Project Paper	AERP7120	Alternative Education Research Project
AE3-FW	School practicums as fieldwork	AEWL7240	Alternative Education Work-integrated Learning
BIB3-ST3B	Biblical and Contemporary Worldviews	BCWV7120	Biblical and Contemporary Worldviews
BIB3-ST3B	Biblical and Contemporary Worldviews	BCWV7121	Biblical and Contemporary Worldviews
None	None	BUSA5120	Business Analytics

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None	None	BUAF5121	Business Analytics Fundamentals
BUS1-COM1A; BUS1-COM1B	Effective Business Communication; Business Communication	BUSC5120	Business Communication
BUS1-COM1A; BUS1-COM1B	Effective Business Communication; Business Communication	BUSC5121	Business Communication
BUS1-BM1	Introduction to Business Management	BMAN5120	Business Management
BUS1-BM1	Introduction to Business Management	BMAN5121	Business Management
CHR3-FW	Christian Ministry Fieldwork	CMFA7120	Christian Ministry Fieldwork A
CHR3-FW	Christian Ministry Fieldwork	CMFA7121	Christian Ministry Fieldwork A
CHR3-FW	Christian Ministry Fieldwork	CMFB7120	Christian Ministry Fieldwork B
CHR3-FW	Christian Ministry Fieldwork	CMFB7121	Christian Ministry Fieldwork B
LEA1-PRAC	Christian Ministry Practical	CMPR5121	Christian Ministry Practical
PRT3-PT3AB	Christian Spirituality: Formation	CSFM7120	Christian Spirituality Formation
PRT3-PT3AB	Christian Spirituality: Formation	CSFM7121	Christian Spirituality Formation
PR2-PT2A	Christian Spirituality: Foundations	CSFD6160	Christian Spirituality Foundations
PR2-PT2A	Christian Spirituality: Foundations	CSFD6161	Christian Spirituality Foundations
ST3-ST3A	Church in the Power of the Spirit	CIPS7120	Church in the Power of the Spirit
ST3-ST3A	Church in the Power of the Spirit	CIPS7121	Church in the Power of the Spirit
PSY1-CMG1A	Community and Mental Health Issues	CAMH5121	Community and Mental Health Issues
CD2-DEV2B	Community and Resource Mobilisation	CRMO6160	Community and Resource Mobilisation
CD2-DEV2B	Community & Resource Mobilisation	CRMO6161	Community and Resource Mobilisation
SOC3-FW	Community Development Fieldwork	CDFW7240	Community Development Fieldwork
SOC3-FW	Community Development Fieldwork	CDFW7241	Community Development Fieldwork
SOC3-CD3A	Community Development in Practice	CDIP7120	Community Development in Practice
SOC3-CD3A	Community Development in Practice	CDIP7121	Community Development in Practice

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SOC1-LEA1Ae	Project Management (HC)	CDMN5061	Community Development Project Management
SOC1-CD1Ce	Introduction to Community Development (HC)	CDEV5061	Community Development: An Introduction
SOC1-FW	Community Fieldwork (HC)	CFWF5201	Community Fieldwork
SOC1-FW	Community Fieldwork (HC)	CFWS5201	Community Fieldwork
PSY3-HS3A1	Community Psychology	COPS7120	Community Psychology
PSY3-HS3A1	Community Psychology	COPS7121	Community Psychology
PSY4-CPA	Community Psychology	COPA8181	Community Psychology (Advanced)
SOC3-RM3A	Community Research Methods	CORM7120	Community Research Methods
SOC3-RM3A	Community Research Methods	CORM7121	Community Research Methods
SOC1-CD2B1	Community Research Methods (HC)	CRIN5061	Community Research: An Introduction
ENG2-LIT2B	Contemporary Literature and Culture	CENG6160	Contemporary English Literature
SOC3-HS3B	Contemporary Sociological Theory in Context	CSTH7120	Contemporary Sociology Theory
SOC3-HS3B	Contemporary Sociological Theory in Context	CSTH7121	Contemporary Sociology Theory
ST3-ST3B	Contemporary Theology	COTH7120	Contemporary Theology
ST3-ST3B	Contemporary Theology	COTH7121	Contemporary Theology
COWL7120	Contemporary World Literature	CLIT7120	World Literature
ED1-FXH1; ED1-XH1	Conversational IsiXhosa	CIXH5050	Conversational IsiXhosa
PSY1-PTC1AB	Counselling & Life Skills	CALS5120	Counselling and Life Skills
PSY1-PTC1AB	Counselling and Life Skills	CALS5121	Counselling and Life Skills
PSY4-CT4BE	Counselling Theories and Skills	CTSB8181	Counselling Theory and Skills (BPE)
ENG1-ESS1B	Academic and Creative Writing	CREW5120	Creative English Writing
BUS3-CIM1	Creativity and Innovation Management	CAIM7240	Creativity and Innovation Management
PSY1-PTC2B	Crisis Counselling	CRIC5121	Crisis Counselling
PSY2-CIT2B	Crisis Intervention & Trauma Counselling	CITC6160	Crisis Intervention and Trauma Counselling
PSY2-CIT2B	Crisis Intervention & Trauma Counselling	CITC6161	Crisis Intervention and Trauma Counselling

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AE2-CT1A + AEI2-ET1B	Current trends and models of alternative education + Emerging trends and models of alternative education	CTAE6150	Current and Emerging Trends in Alternative Education
AE2-CT1A	Current trends and models of alternative education	CURR6080	Current trends and models of alternative education
None	None	CEXP6160	Customer Experience
SOC3-DEV3B	Comparative Studies of Development Challenges Africa	DCAF7120	Development Challenges in Africa
SOC3-DEV3B	Comparative Studies of Development Challenges Africa	DCAF7121	Development Challenges in Africa
BUS3-DE2	Development Economics	DEVE7240	Development Economics
PSY4-HS4A	Developmental Psychology	DPSA8101	Developmental Psychology
PSY4-HS4A	Developmental Psychology	DPSE8101	Developmental Psychology (BPE)
PSY1-HS1AB	Developmental Psychology	DPIN5120	Developmental Psychology: An Introduction
PSY1-HS1AB	Developmental Psychology	DPIN5121	Developmental Psychology: An Introduction
MS1-DV1B	Digital and Visual Media	DIVM5120	Digital and Visual Media
MS1-DV1B	Digital and Visual Media	DIVM5121	Digital and Visual Media
BUS2-AS2B	Advertising and Sales	DMSA6080	Digital Marketing and Sales
SOC1-CD1B	Diversity Studies	DIVS5120	Diversity Studies
SOC1-CD1B	Diversity Studies	DIVS5121	Diversity Studies
BUS1-EC1	Economics: An Introduction	ECON5120	Economics
BUS1-EC1	Economics: An Introduction	ECON5121	Economics
BUS3-EC2	Work-integrated Project, Economics	ECWF7120	Economics Work-integrated Project
BUS3-EC2	Work-integrated Project, Economics	ECWS7120	Economics Work-integrated Project
ED4-ETH1; ED4-FETH1	Education and Ethics in a Social Context	EETH7080	Education and Ethics
EETH7080 & PHOE7100	Philosophy of Education and Education & Ethics	EDPE7100	Educational Philosophy and Ethics
ED4-FPSY1; ED4-PSY1	Educational Psychology	EPFP7100	Educational Psychology FP
ED4-FPSY1; ED4-PSY1	Educational Psychology	EPIP7100	Educational Psychology IP
AEI2-ET1B	Emerging trends and models of alternative education	EMER6080	Emerging trends and models of alternative education
None	None	EMRE7120	Employment Relations

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ED4-FENG1A	First Additional Language Didactics: English	EAFP7100	English First Additional Language Didactics FP
ED4-ENG1A	First Additional Language Didactics: English	Eaip7100	English First Additional Language Didactics IP
ED1-EDENG 1	English for Education	EAAF6150	English for Education A (Sem1)
ED1-EDENG 1	English for Education	EEAS6150	English for Education A (Sem2)
ED1-EDENG 1	English for Education	EEBF6150	English for Education B (Sem1)
ED1-EDENG 1	English for Education	EEBS6150	English for Education B (Sem2)
ED4-FENG1B	English Home Language Didactics	EHFP7080	English Home Language Didactics FP
ED4-ENG1B	English Home Language Didactics	EHIP7100	English Home Language Didactics IP
ENG1-LIT1A	Introduction to Literary Studies	ELIT5120	English Literary Studies
CIT1-ENT2B; EC1-ENT1B	Entrepreneurship	ENTR5121	Entrepreneurship
CIT1-ENT2B; EC1-ENT1B	Entrepreneurship	ENTR5120	Entrepreneurship
BUS3-ENT2	Work-integrated Project, Entrepreneurship	EWPF7120	Entrepreneurship Work-integrated Project
BUS3-ENT2	Work-integrated Project, Entrepreneurship	EWPS7120	Entrepreneurship Work-integrated Project
None	None	ESLE6160	Ethical Self Leadership
CIT1-EGC; ETGC5120	Ethics and Global Citizenship	EGCF5120	Ethics and Global Citizenship (Sem1)
CIT1-EGC; ETGC5120	Ethics and Global Citizenship	EGCF5121	Ethics and Global Citizenship (Sem1)
CIT1-EGC; ETGC5120	Ethics and Global Citizenship	EGCS5121	Ethics and Global Citizenship (Sem2)
CIT1-EGC; ETGC5120	Ethics and Global Citizenship	EGCS5120	Ethics and Global Citizenship (Sem2)
LEA1-CD1Be	Ethics & Professionalism	ETHP5061	Ethics and Professionalism
AE3-FA31A	Facilitation and assessment in alternative education	FAAE7120	Facilitation and Assessment in Alternative Education
SOC1-FAM1B	Family and Development	FDEV5121	Family and Development

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SOC1-FAM1B	Family and Development	FDEV5120	Family and Development
PSY2-FAM2C	Family Counselling	FAMC6161	Family Counselling
PSY2-FAM2C	Family Counselling	FAMC6160	Family Counselling
PSY4-FAM4A	Family Psychology	FPSY8101	Family Psychology
MS3-FT3B	Media in Practice: Film and Television	FMTV7120	Film and Television
MS3-FT3B	Media in Practice: Film and Television	FMTV7121	Film and Television
None	None	FIAC5120	Financial Accounting
None	None	FIAF5121	Financial Accounting Fundamentals
BUS2-IFM2A	Introduction to Financial Management	FMAN6160	Financial Management
ED4-FPRACA	Teaching Practice A	FPAF7060	FP Teaching Practice A
ED4-FPRACA	Teaching Practice A	FPAS7060	FP Teaching Practice A
ED4-FPRACB	Teaching Practice B	FPBF7090	FP Teaching Practice B
ED4-FPRACB	Teaching Practice B	FPBS7090	FP Teaching Practice B
ED4-FPRACC	Teaching Practice C	FPCF7120	FP Teaching Practice C
ED4-FPRACC	Teaching Practice C	FPCS7120	FP Teaching Practice C
ED4-MATH1A	Fundamental Numeracy	FUNU7050	Fundamental Numeracy
SOC1-CD1A2 + SOC1-CD2B1	Fundraising and Resource Mobilisation (HC) & Community Mobilisation	FCRM5121	Fundraising and Community Resource Mobilisation
AE1-IAE1B	Introduction to Alternative Education: Global Perspectives in Alternative Education	GPAE5120	Global Perspectives in Alternative Education
PSY1-PTCPR	Group Counselling	GRCO5121	Group Counselling
CIT1-GSC1	Group Studies and Communication	GRSC5120	Group Studies and Communication
CIT1-GSC1	Group Studies and Communication	GRSC5121	Group Studies and Communication
PSY3-GT3AB	Group Therapy	GRTH7120	Group Therapy



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PSY3-GT3AB	Group Therapy	GRTH7121	Group Therapy
BIB2-HER2AB	Hermeneutics	HERM6160	Hermeneutics
BIB2-HER2AB	Hermeneutics	HERM6161	Hermeneutics
ENG2-LIT2A	Historical Literature and Culture	HIELC6160	Historical English Literature
ED4-FHIST1; ED4-HIST1	History of Education	HIDE7100	History of Education
PR2-PT2A	Communication & Homiletics	HOMS6160	Homiletics
PR2-PT2A	Communication & Homiletics	HOMS6161	Homiletics
None	None	HUCM5121	Human Capital Management
None	None	HUCM5120	Human Capital Management
None	None	HCWF7120	Human Capital Work-integrated Project
None	None	HCWS120	Human Capital Work-integrated Project
ST2-PT2B	Human Identity & Christology	HIAC6160	Human Identity and Christology
ST2-PT2B	Human Identity & Christology	HIAC6161	Human Identity and Christology
BUS3-HRD1	Human Resource Development	HRDV7120	Human Resource Development
AE3-PI2A	Practices of inclusivity in teaching & learning	INTL7120	Inclusivity in Teaching and Learning
BUS3-IP1	Work-integrated Project, Industrial Psychology	IWPF7120	Industrial Psychology Work-integrated Project
BUS3-IP1	Work-integrated Project, Industrial Psychology	IWPS7120	Industrial Psychology Work-integrated Project
None	None	INMA6160	Industry 4.0 in Manufacturing
AD1-ITS1	Information and Technology Skills	ITSO5040	Information and Technology Skills
AD1-ITS1	Information and Technology Skills	ITSO5041	Information and Technology Skills
AD1-ITS1	Information and Technology Skills	ITST5040	Information and Technology Skills
AD1-ITS1	Information and Technology Skills	ITST5041	Information and Technology Skills
ED4-FMETH1	Instructional Methods	IMFP7080	Instructional Methods FP
ED4-METH1	Instructional Methods	IMIP7080	Instructional Methods IP
LEA1-CD1A2	Intercultural Communication (HC)	INCO5061	Intercultural Communication
BUS3-IEWT1	International Economics and World Trade	IEWT7240	International Economics and World Trade

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LEA1-CDE1A	Interpersonal Skills and Communication	ISCO5121	Interpersonal Skills and Communication
ED4-PRACA	Teaching Practice A	IPAF7060	IP Teaching Practice A
ED4-PRACA	Teaching Practice A	IPAS7060	IP Teaching Practice A
ED4-PRACB	Teaching Practice B	IPBF7060	IP Teaching Practice B
ED4-PRACB	Teaching Practice B	IPBS7060	IP Teaching Practice B
ED4-PRACC	Teaching Practice C	IPCF7120	IP Teaching Practice C
ED4-PRACC	Teaching Practice C	IPCS7120	IP Teaching Practice C
None	None	IAFP7080	IsiXhosa First Additional Language Didactics FP
None	None	IAIP7100	IsiXhosa First Additional Language Didactics IP
BIB3-NT3A2	Johannine Writings	JOWR7120	Johannine Writings
BIB3-NT3A2	Johannine Writings	JOWR7121	Johannine Writings
BUS3-LR1	Labour Relations	LARE7120	Labour Relations
LEA2-PT2AB	Leadership and Empowerment	LEMP6160	Leadership and Empowerment
LEA2-PT2AB	Leadership and Empowerment	LEMP6161	Leadership and Empowerment
LEA2-PT2AB	Leadership Studies 2	LEST6080	Leadership Studies
LEA2-PT2AB	Leadership Studies 2	LEST6081	Leadership Studies
LACI7240	Lean and Continuous Improvement	LSCI7240	Lean, Sustainable Continuous Improvement
ED4-FLS1	Life Skills Didactics	LSFP7120	Life Skills Didactics FP
ED4-LS1	Life Skills Didactics	LSIP7100	Life Skills Didactics IP
BUS2-ME2B	Macro Economics	MACE6160	Macro Economics
None	None	MACC6160	Managing Constant Change
None	None	MARA7240	Market Research and Analytics
BUS1-MAR1A	Introduction to Marketing (HC)	MKIN5120	Marketing
BUS1-MAR1A	Introduction to Marketing (HC)	MKIN5121	Marketing
BUS3-MR2	Marketing Research	MRES7120	Marketing Research
BUS1-MAR2	Work-integrated Project - Marketing Management	MRWF7120	Marketing Work-integrated Project
BUS1-MAR2	Work-integrated Project - Marketing Management	MRWS7120	Marketing Work-integrated Project
ED4-FMATH1B	Mathematics Didactics	MDFP7120	Mathematics Didactics FP
ED4-MATH1B	Mathematics Didactics	MDIP7100	Mathematics Didactics IP
MS1-MS1A	Media and Society	MESO5120	Media and Society
MS1-MS1A	Media and Society	MESO5121	Media and Society
MS2-SA2B	Media in South Africa	MESA6160	Media in South Africa
MS2-SA2B	Media in South Africa	MESA6161	Media in South Africa

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MS3-FW	Media Studies Fieldwork	MFAF7240	Media Studies Fieldwork A
MS3-FW	Media Studies Fieldwork	MFAS7240	Media Studies Fieldwork A
MS3-FW	Media Studies Fieldwork	MFAF7241	Media Studies Fieldwork A
MS3-FW	Media Studies Fieldwork	MFAS7241	Media Studies Fieldwork A
MS3-FW	Media Studies Fieldwork	MFBF7240	Media Studies Fieldwork B
MS3-FW	Media Studies Fieldwork	MFBS7240	Media Studies Fieldwork B
MS3-FW	Media Studies Fieldwork	MFBF7241	Media Studies Fieldwork B
MS3-FW	Media Studies Fieldwork	MFBS7241	Media Studies Fieldwork B
MS3-SMP2	Supervised media Project	MSTP7240	Media Studies Project
MS3-SMP2	Supervised media Project	MSTP7241	Media Studies Project
MS2-MP2A	Media, Power and Popular Culture	MPPC6160	Media, Power and Popular Culture
MS2-MP2A	Media, Power and Popular Culture	MPPC6161	Media, Power and Popular Culture
LEA2-CM1B	Conflict Mediation	MDTN6080	Mediation
LEA2-CM1B	Conflict Mediation	MDTN6081	Mediation
BUS2-ME2A	Microeconomics	MICE6160	Microeconomics
PRT1-MS1A	Missiology	MISL5120	Missiology
PRT1-MS1A	Missiology	MISL5121	Missiology
CIT1-CL2B / CIT1-CR2A	Change Leadership / Conflict Resolution	NCHC5121	Navigating Change and Conflict
CIT1-CR2A / CIT1-CL2B	Change Leadership / Conflict Resolution	NCHC5120	Navigating Change and Conflict
PSY4-NPB	Neuropsychology	NPSY8181	Neuropsychology
BIB1-BIB1A	Biblical Studies 1A	NTIN5120	New Testament: An Introduction
BIB1-BIB1A	Biblical Studies 1A	NTIN5121	New Testament: An Introduction
BIB3-OT3A2	Old Testament Prophets	OTPR7120	Old Testament Prophets
BIB3-OT3A2	Old Testament Prophets	OTPR7121	Old Testament Prophets
BIB3-OT3A2	Old Testament Writing	OTWR7120	Old Testament Writings
BIB3-OT3A2	Old Testament Writing	OTWR7121	Old Testament Writings
BIB1-BIB1B	Biblical Studies 1B	OTIN5120	Old Testament: An Introduction
BIB1-BIB1B	Biblical Studies 1B	OTIN5121	Old Testament: An Introduction
None	None	OPWF7120	Operations Work-integrated Project
None	None	OPWS7120	Operations Work-integrated Project
SOC3- LEA3B	Organisational Development	ORGD7120	Organisational Development
SOC3- LEA3B	Organisational Development	ORGD7121	Organisational Development
SOC4-OM4	Organisational Management in Community Development Practice	ORMA8151	Organisational Management

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BUS3-OP2	Organisational Psychology	ORPS7240	Organisational Psychology
PRT3-PCP3A	Pastoral Care & Practice	PCAP7120	Pastoral Care and Practice
PRT3-PCP3A	Pastoral Care & Practice	PCAP7121	Pastoral Care and Practice
PRT2-PT2B	Pastoral Care Theory	PACT6080	Pastoral Care Theory
PRT2-PT2B	Pastoral Care Theory	PACT6081	Pastoral Care Theory
BIB3-NT3A	Pauline Writings	PAUL7120	Pauline Writings
BIB3-NT3A	Pauline Writings	PAUL7121	Pauline Writings
LEA2-PT2C	Peace Studies	PEAS6080	Peace Studies
LEA2-PT2C	Peace Studies	PEAS6081	Peace Studies
AE2-PAE2A	Pedagogies of Alternative Education	PEAE6160	Pedagogies in Alternative Education
BIB2-OT2B	Pentateuch	PENT6160	Pentateuch
BIB2-OT2B	Pentateuch	PENT6161	Pentateuch
PSY4-TH4B	Personality Theories	PETA8101	Personality Theories
PSY4-TH4BE	Personality Theories	PETE8101	Personality Theories (BPE)
ED4-FHS1; ED4-HS1	Philosophy of Education	PHOE7100	Philosophy of Education
SOC4-PLF4	Policy and Legislative Framework	POLF8151	Policy and Legislative Framework
SOC3-CD3AQ	Population and Development	POPD7121	Population and Development
SOC3-CDA1	Population and Development	POPD7120	Population and Development
AD1-RPL1	Portfolio of Experiential Learning	PELF5121	Portfolio of Experiential Learning (Sem1)
AD1-RPL1	Portfolio of Experiential Learning	PELF5120	Portfolio of Experiential Learning (Sem1)
AD1-RPL1	Portfolio of Experiential Learning	PELS5121	Portfolio of Experiential Learning (Sem2)
AD1-RPL1	Portfolio of Experiential Learning	PELS5120	Portfolio of Experiential Learning (Sem2)
BUS1-PM1A; BUS1-PM2A	Introduction to Project Management	PROM6120	Project Management
SOC1-COM1B2	Monitoring and Evaluation of Community Projects (HC)	PMEV5061	Project Monitoring and Evaluation
PSY4-RM4B	Psychological Assessment & Measurement	PAMA8101	Psychological Assessment and Measurement
PSY4-RM4B	Psychological Assessment & Measurement	PAME8101	Psychological Assessment and Measurement (BPE)
PSY4-PSY4BE	Psychological Interventions	PSIB8181	Psychological Interventions (BPE)
PSY3-HS3A2	Psychological Interventions	PINT7120	Psychological Interventions 3

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PSY3-HS3A2	Psychological Interventions	PINT7121	Psychological Interventions 3
PSY3-FW	Psychology and Community Intervention Fieldwork	PCFW7240	Psychology and Community Intervention Fieldwork
PSY3-FW	Psychology and Community Intervention Fieldwork	PCFW7241	Psychology and Community Intervention Fieldwork
PSY4-PRC	Practicum	PSPB8001	Psychology Practicum (BPE)
PSY3-SPP	Psychology Senior Project Paper	PSYP7120	Psychology Project Paper
PSY3-SPP	Psychology Senior Project Paper	PSYP7121	Psychology Project Paper
PSY4-SPP	Independent Research Project	PPAA8151	Psychology Research Project A
PSY4-SPP	Independent Research Project	PPEA8151	Psychology Research Project A (BPE)
PSY4-SPP	Independent Research Project	PPAB8151	Psychology Research Project B
PSY4-SPP	Independent Research Project	PPEB8151	Psychology Research Project B (BPE)
PSY1-HS1CD	Introduction to Psychology	PSIN5120	Psychology: An Introduction
PSY1-HS1CD	Introduction to Psychology	PSIN5121	Psychology: An Introduction
PSY4-HS4AB	Psychopathology	PPTA8181	Psychopathology
PSY4-HS4AB	Psychopathology	PPTA8181	Psychopathology (BPE)
PSY2-PTC2AB	Psychotherapy	PTHE6160	Psychotherapy
PSY2-PTC2AB	Psychotherapy	PTHE6161	Psychotherapy
PT1-PT1A	Introduction to Public Theology	PUTH5060	Public Theology
PT1-PT1A	Introduction to Public Theology	PUTH5061	Public Theology
PSY3-RM3AB	Research Methods and Statistics	RMAS7120	Research Methods and Statistics
PSY3-RM3AB	Research Methods and Statistics	RMAS7121	Research Methods and Statistics
PSY4-RM4A	Research Methods & Statistics	RMAE8181	Research Methods and Statistics (Advanced - BPE)
PSY4-RM4A	Research Methods & Statistics	RMAA8181	Research Methods and Statistics (Advanced)
PSY2-RM2AB	Introduction to Research Methods and Statistics	RSIN6160	Research Methods and Statistics: An Introduction
PSY2-RM2AB	Introduction to Research Methods and Statistics	RSIN6161	Research Methods and Statistics: An Introduction

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None	None	RECO7240	Responsible, Customer-centric Organisations
BUS3-RM1	Retail Management	RETM7120	Retail Management
ED4-SCI	Science and Technology Didactics	SCTD7100	Science and Technology Didactics
BUS3-SM1	Services Management	SMAN7120	Services Management
AD1- RPLS	Portfolio of Experiential Learning Short	SELF5061	Short Portfolio of Experiential Learning (Sem1)
AD1- RPLS	Portfolio of Experiential Learning Short	SELS5061	Short Portfolio of Experiential Learning (Sem2)
AD1- RPLS	Portfolio of Experiential Learning Short	SELS5060	Short Portfolio of Experiential Learning (Sem2)
AD1- RPLS	Portfolio of Experiential Learning Short	SELF5060	Short Portfolio of Experiential Learning Sem1)
SOC2-CD2AB	Perspectives on Social Change and Transformation	SCAT6160	Social Change and Transformation
SOC2-CD2AE	Perspectives on Social Change and Transformation	SCAT6161	Social Change and Transformation
SOC4-SRM4	Social Research Methods for Community Development	SORM8151	Social Research Methods
ED4-SSCI1	Social Science Didactics	SSCD7100	Social Science Didactics
SOC4-ST4	Social Theory for Community Development	STCD8151	Social Theory for Community Development
SOC1-CD2Ae	Perspectives on Social Transformation (HC)	SOCT5061	Social Transformation
SOFW7240	Sociology Fieldwork	SFAF7121	Sociology Fieldwork Part A (Sem1)
SOC3-FW	Sociology Fieldwork (Year Module)	SFAF7120	Sociology Fieldwork Part A (Sem1)
SOFW7240	Sociology Fieldwork	SFAS7121	Sociology Fieldwork Part A (Sem2)
SOC3-FW	Sociology Fieldwork (Year Module)	SFAS7120	Sociology Fieldwork Part A (Sem2)
SOFW7240	Sociology Fieldwork	SFBF7121	Sociology Fieldwork Part B (Sem1)
SOC3-FW	Sociology Fieldwork (Year Module)	SFBF7120	Sociology Fieldwork Part B (Sem1)
SOFW7240	Sociology Fieldwork	SFBS7121	Sociology Fieldwork Part B (Sem2)
SOC3-FW	Sociology Fieldwork (Year Module)	SFBS7120	Sociology Fieldwork Part B (Sem2)
CD2-DEV2A	Sociology of Development	SODE6160	Sociology of Development
CD2-DEV2A	Sociology of Development	SODE6161	Sociology of Development
SOC1-CDFe	Introduction to Sociology of Development (HC)	SDIN5061	Sociology of Development: An Introduction

<b>Old code</b>	<b>Old module name</b>	<b>New code</b>	<b>New module name</b>
SOC2-HS2AB	Sociology of Institutions	SINS6160	Sociology of Institutions
AOC2-HS2AB	Sociology of Institutions	SINS6161	Sociology of Institutions
SOC3-SPP	Sociology Senior Project Paper	SOPF7120	Sociology Project (Sem1)
SOC3-SPP	Sociology Senior Project Paper	SOPF7121	Sociology Project (Sem1)
SOC3-SPP	Sociology Senior Project Paper	SOPS7120	Sociology Project (Sem2)
SOC3-SPP	Sociology Senior Project Paper	SOPS7121	Sociology Project (Sem2)
SOC4-IRP	Independent Research Project	SORP8301	Sociology Research Project
SORP8300	Sociology Research Project (Year Module)	SRPA8151	Sociology Research Project A
SORP8301	Sociology Research Project (Year Module)	SRPB8151	Sociology Research Project B
SOC1-HS1AB	Introduction to Sociology	SOIN5120	Sociology: An Introduction
SOC1-HS1AB	Introduction to Sociology	SOIN5121	Sociology: An Introduction
PS1-PTC2A	Solution Focussed Brief Counselling	SFBC5061	Solution-focused Brief Counselling
ED1-SFE2(A)	Statistics for Education A	SEAF6150	Statistics for Education A (Sem1)
ED1-SFE2(A)	Statistics for Education A	SEAS6150	Statistics for Education A (Sem2)
ED1-SFE2(B)	Statistics for Education B	SEBF6150	Statistics for Education B (Sem1)
ED1-SFE2(B)	Statistics for Education B	SEBS6150	Statistics for Education B (Sem2)
BUS3-SCE1	Strategic and Corporate Entrepreneurship	SACE7240	Strategic and Corporate Entrepreneurship
None	None	SBIC6080	Strategic Branding and Integrated Communications
None	None	SHCM7240	Strategic Human Capital Management
None	None	SMIN6160	Strategic Management and Innovation in the New World of Work
BUS3-STM2	Strategic Marketing	SMAR7120	Strategic Marketing
None	None	SVCM7240	Strategic Value Chain Management
ED4-FPRAX1	Study Praxis and Classroom Management	SCFP7080	Study Praxis and Classroom Management FP
ED4-PRAX1	Study Praxis and Classroom Management	SCIP7080	Study Praxis and Classroom Management IP
SOC4-CD4B	Sustainable Community Development (Year two)	SCOD8151	Sustainable Community Development
BIB2-NT2B1	Synoptic Gospels	SYGO120	Synoptic Gospels

<b>Old code</b>	<b>Old module name</b>	<b>New code</b>	<b>New module name</b>
BIB2-NT2B1	Synoptic Gospels	SYGO6121	Synoptic Gospels
None	None	TDAD6160	Talent, Diversity and Development
None	None	TIDE7120	Teamwork in a Digital Era
LAN1-TSL1A	TESOL Introduction	TSIN5120	TESOL Introduction
LAN2-TSL2B	TESOL Language Learning and Practice	TSLP6160	TESOL Language Learning and Practice
LAN1-TSL1B	TESOL Method	TSMT5120	TESOL Method
PT1-ST1A	Theological Integration	TINT5060	Theological Integration
PT1-ST1A	Theological Integration	TINT5061	Theological Integration
ST2-HT2AB	Theology in Historical and Eschatological Context	THIC6160	Theology in Context
ST2-HT2AB	Theology in Historical and Eschatological Context	THIC6161	Theology in Context
BIB3-SPP	Theology Senior Project Paper	THEP7120	Theology Project
BIB3-SPP	Theology Senior Project Paper	THEP7121	Theology Project
ST1-ST1A	Introduction to Theology	THIN5120	Theology: An Introduction
ST1-ST1A	Introduction to Theology	THIN5121	Theology: An Introduction
PSY3-TP3AB	Theories of Personality	TPER7120	Theories of Personality
PSY3-PTC3A1	Theories of Personality	TPER7121	Theories of Personality
PSY4-TH4A	Therapeutic Psychology	THPS8181	Therapeutic Psychology
AE1-IAE1A	Introduction to Alternative Education: Global perspectives in transformative education	TRED5120	Transformative Education
SOC1-CD2B & SOC1-CD1E	Urban and Rural Development (HC) & Understanding Poverty (HC)	UURD5121	Understanding Urban and Rural Development
SOC3-CD3A2	Urban & Rural Development	URBR7120	Urban and Rural Development
SOC3-CD3A2	Urban & Rural Development	URBR7121	Urban and Rural Development
CIT1-WS1A	Worldviews of the South	WOTS5120	Worldviews of the South
CIT1-WS1A	Worldviews of the South	WOTS5121	Worldviews of the South
MS3-WE3A	Media in Practice: Writing and Editing	WRED7120	Writing and Editing
MS3-WE3A	Media in Practice: Writing and Editing	WRED7121	Writing and Editing
SOC4-YDEV	Youth Development (Year one)	YDEV8151	Youth Development