



2025

Yearbook

1 Cedar Road, Sandown, Milnerton Rural 7441, South Africa

PO Box 13434, Observatory 7935

Tel +27 (0)21 4480050 | [info@cornerstone.ac.za](mailto:info@cornerstone.ac.za) | <https://cornerstone.ac.za>

# Table of contents

<b>Legal status and accreditation .....</b>	<b>5</b>
<b>Our approach to education.....</b>	<b>6</b>
Vision, mission and core values .....	6
Education approach: Learn to change the world.....	6
Graduate attributes .....	7
Language policy.....	7
Modes of instruction.....	8
<i>Contact delivery (on campus)</i> .....	8
<i>Distance delivery (online)</i> .....	8
Financial aid .....	11
<b>Academic Calendar 2025 .....</b>	<b>13</b>
<b>Recognition of Prior Learning and Credit Accumulation and Transfer .....</b>	<b>14</b>
Recognition of Prior Learning (RPL) .....	14
<i>Procedures for RPL for Access</i> .....	14
<i>Procedures for RPL for Exemption</i> .....	15
Credit Accumulation and Transfer (CAT) .....	15
<i>Procedures for Credit Transfer</i> .....	15
<b>Admissions and Related Matters .....</b>	<b>17</b>
Benchmark tests .....	17
Registration.....	17
Late registration.....	17
Module changes.....	17
Orientation.....	17
Withdrawal .....	17
<b>Academic programmes and curriculums .....</b>	<b>18</b>
Core Curriculum .....	18
<i>Curriculum</i> .....	18
Business Studies.....	19
<i>Higher Certificate in Business Studies</i> .....	19
<i>Bachelor of Commerce</i> .....	21
Education .....	26
<i>Postgraduate Certificate in Education in Foundation Phase Teaching (PGCE FP)</i> .....	26
<i>Postgraduate Certificate in Education in Intermediate Phase Teaching (PGCE IP)</i> .....	29
Humanities.....	33
<i>Higher Certificate in Christian Ministry</i> .....	33
<i>Higher Certificate in Community Counselling</i> .....	35
<i>Higher Certificate in Community Development</i> .....	37
Cornerstone Institute    2025 Yearbook (updated 18 October 2024)	2

<i>Bachelor of Arts</i> .....	39
<i>Bachelor of Theology in Community Leadership</i> .....	54
<i>Bachelor of Arts Honours in Community Development</i> .....	61
<i>Bachelor of Arts Honours in Psychology</i> .....	63
<b>Academic assessment, credit accumulation and progression</b> .....	<b>67</b>
Assessments.....	67
<i>Final examinations</i> .....	67
<i>Re-evaluation (RE)</i> .....	67
<i>Dean's Examinations</i> .....	67
Progression rules.....	68
<i>Module rules</i> .....	68
<i>Progression from one study level to the next</i> .....	68
<i>Academic Intervention and dismissal</i> .....	69
<b>Academic responsibility</b> .....	<b>70</b>
Violation of academic integrity.....	70
<i>Plagiarism</i> .....	70
<i>Cheating</i> .....	70
<i>Collusion</i> .....	71
<i>Penalties</i> .....	71
Absenteeism and late submission of assignments.....	71
<b>Rules of conduct</b> .....	<b>72</b>
General conduct.....	72
<i>Integrity</i> .....	72
<i>Respect</i> .....	72
<i>Social obligation</i> .....	72
<i>Criminal offences</i> .....	72
<i>Responsibility</i> .....	72
<i>Compliance</i> .....	72
<i>Obstructing investigations</i> .....	72
<i>Substance use and abuse</i> .....	73
Academic conduct.....	73
<i>Academic policies</i> .....	73
<i>Classroom behaviour</i> .....	73
<i>Sexual misconduct</i> .....	73
Procedures for student discipline.....	73
<b>Student Development and Support (SDS)</b> .....	<b>75</b>
Student Representative Council (SRC).....	75
Student complaints and conflict resolution.....	75
<b>Wellness and inclusion</b> .....	<b>76</b>
Health and wellness.....	76
Medical safety.....	76
<i>HIV/AIDS Policy</i> .....	76

Disability Policy: Universal Access .....	77
<b>Management and staff .....</b>	<b>78</b>
The board of directors .....	78
Senior management.....	78
Academic management .....	78
Academic oversight.....	79
Faculty and programme management .....	79
Permanent Academic staff.....	79
<i>Business Studies</i> .....	79
<i>Core Curriculum</i> .....	80
<i>Education</i> .....	80
<i>Psychology</i> .....	80
<i>Sociology and Community Development</i> .....	81
<i>Theology and Ethics</i> .....	81
<i>Administrative and support staff</i> .....	81
<b>Module descriptions in alphabetical order .....</b>	<b>83</b>

## 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.

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.



## 2025 FEE STRUCTURE

Non-refundable Initial Payment of R5000.00 payable at registration		
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	R650.00
Student Services Fee	All students annually	R1200.00
Annual Payment Plan Fee	All students annually	R3000.00
Programme	Maximum credits per year	Cost per Credit
Higher Certificate in Community Counselling (min. 1 year)	124	R330.00
Higher Certificate in Business Leadership (min. 1 year)	120	R330.00
Higher Certificate in Christian Ministry (min. 1 year)	120	R330.00
Higher Certificate in Community Development (min. 1 year)	120	R330.00
Bachelor of Theology in Community Leadership (min. 3 years)	124	R590.00
Bachelor of Arts (min. 3 years)	124	R590.00
Bachelor of Commerce (min. 3 years)	124	R590.00
Post Graduate Certificate in Education in Intermediate Phase (min. 1 year)	135	R485.00
Post Graduate Certificate in Education in Foundation Phase (min. 1 year)	136	R485.00
<b>*Note: PGCE Additional undergraduate modules are charged at Bachelor of Arts rate.</b>		
BA Honours in Community Development (min. 1 year)	130	R600.00
BA Honours in Psychology (min. 1 year)	132	R600.00
BPsych Equivalent: Course Work (12 months)	132	R740.00
BPsych Equivalent : Practicum and Supervision (6 months)		R22 050.00
Other Costs		
Recognition of Prior Learning	25% of module cost	
Credit Accumulation Transfer	Per application	R350.00
Reprint of Transcripts, SACE letters, etc.	Per document	R165.00
Reprint of Certificates	Per document	R600.00
Courier for documents	As required	R150.00
Continuation Fee: Undergraduate (Senior Project Paper, Fieldwork) Postgraduate (Research Projects)	Per annum payment	R2000.00 R2500.00
Dean's Assessment (graduating students only)	Per module	R800.00
Re-evaluation Assessment (payable <u>prior</u> to the assessment)	Per module in advance	R520.00

### Bank Account Details:

Cornerstone Institute Nedbank Cheque Account

Account Number: 1075030269

Branch Code: 198 765

Reference: Student Number, e.g, 12456 Smith

## **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, which is 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).
- 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 closes at the end of January.
- Financial aid applications for new students registering for the July intake closes 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 and the Karri App.**
- Information regarding the Karri app and monthly QR code can be obtained from 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.

## **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 in full at the beginning of the semester, the payment plan must be used.
- By the end of the first semester, the semester 1 invoice OR half of the students' total outstanding fees, must be settled in order for a grade report to be issued.
- 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.

### **REFUND 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 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 are 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 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 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 2025

Registration for February intake	16 September 2024 – 31 January 2025
Student Orientation	5 February
Semester 1, Term 1 classes start	10 February
Term 1 Assessment Week	24 March – 28 March
Mid-semester break	31 March – 6 April
Registration for July intake	7 April – 30 June 2025
Semester 1, Term 2 classes start	7 April
Term 2 Assessment Week	19 May – 23 May
Mid-year break	26 May – 13 July
Student Orientation	9 July
Semester 2, Term 3 classes start	14 July
Term 3 Assessment Week	25 August – 29 August
Mid-semester break	31 August – 7 September
Semester 2, Term 4 classes start	8 September
Term 4 Assessment Week	20 October – 24 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 15-credit Portfolio of Experiential Learning Module.
- 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.

## 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 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](#). 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 two Core Curriculum modules, with one required and one selected from elective modules. These basic level modules may be spread across a selected programme.

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>
Academic Development (15)	Required
Group Studies and Communication (15 credits)	Elective
Ethics and Global Citizenship (15 credits)	Elective
Worldviews of the South (15 credits)	Elective
Navigating Change and Conflict (15 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, 126 credits)

**Mode of delivery:** Contact (Not running in 2025) & distance (As per CHE concession)

### **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.

### **TARGET GROUPS**

The Higher Certificate in Business Studies (HCBS) is targeted at preparing school leavers for a future in the business world, supporting budding entrepreneurs to extend their business knowledge and assisting those who are already in work to advance and develop their careers.

Once completing the HCBS modules, students can transition to the second year of the Bachelor of Commerce (BCom) by first completing two bridging modules, i.e. Financial Accounting (Bridging) and Business Analytics (Bridging) modules.

### **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 Development</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>	
Core Curriculum	<ul style="list-style-type: none"> <li>• Ethics and Global Citizenship</li> </ul>
Business Studies	<ul style="list-style-type: none"> <li>• Economics</li> <li>• Marketing</li> <li>• Business Analytics Fundamentals</li> <li>• Entrepreneurship</li> </ul>

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

## *Bachelor of Commerce*

(Minimum 3 years, 366 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**

- 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.

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

### **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 is targeted at students who are interested in developing a broader understanding of business and who:

- are preparing for a future in the business world
- are budding entrepreneurs aiming to scale their businesses

- are already in work and wanting to advance and develop their careers

## **PROGRAMME OUTCOMES**

In their second year, BCom students at Cornerstone may choose two majors from four subjects shown below. The chosen majors are continued into third year.

1. Economics
2. Human Capital Management
3. Marketing
4. Operations Management

Each major has its own specified modules in the curriculum, and each module has its own set of learner outcomes.

### **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) 126 Credits	
Discipline	Modules
<b>Period: Semester 1</b>	
Core Curriculum	<ul style="list-style-type: none"> <li>Academic Development</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 Curriculum	<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>
Study Year 2 of 3 (intermediate level; NQF 6) 120 Credits	
<b>Period: Semester 1</b>	
Business	<ul style="list-style-type: none"> <li>Financial Management</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>	
Business	<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>



**Study Year 3 of 3 (advanced level; NQF 7) 120 Credits**

<b>Period: Semester 1</b>	
Marketing	<ul style="list-style-type: none"> <li>• Business Integrated Customer Experience</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>• Sustainable User-centred Marketing</li> <li>• Marketing Work-integrated Project</li> </ul>
Human Capital Management	<ul style="list-style-type: none"> <li>• Strategic Human Capital Management</li> <li>• Human Capital Management 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)*

(126 Credits)

Recommended completion time two years part-time; minimum completion time one year full-time; maximum four years part-time; 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).

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

For **admission to the language modules required for the PGCE**, you must have taken the language in your National Senior Certificate, either as a Home Language or First Additional Language. For example, to enrol in Afrikaans A and B, you need Afrikaans as either a Home Language or First Additional Language in your National Senior Certificate.

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

- English Language Studies
- English Literary Studies: An Introduction

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

- Afrikaans A
- Afrikaans B

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

- IsiXhosa A
- IsiXhosa B

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 to qualify for isiXhosa at NQF level 5

For **admission into Mathematics Didactics**:

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

- Statistics for Education
- Maths for Education

For **admission into Life Skills Didactics**, students need to have a total of at least 30 credits on a NQF level 5 over 2 semesters in subjects Psychology and Sociology or 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

## **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 130 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 100 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>• Conversational IsiXhosa</li> <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 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)*

**(120 – 130 Credits)**

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 admission 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 to the language modules required for the PGCE**, you must have taken the language in your National Senior Certificate, either as a Home Language or First Additional Language. For example, to enrol in Afrikaans A and B, you need Afrikaans as either a Home Language or First Additional Language in your National Senior Certificate.

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

- English Language Studies
- English Literary Studies: An Introduction

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

- Afrikaans A
- Afrikaans B

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

- IsiXhosa A
- IsiXhosa B

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 over two semesters) in their undergraduate degree
- Prospective Students are required to have IsiXhosa Home Language or First Additional Language at an NQF 4 to qualify for isiXhosa at NQF level 5

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

- Statistics for Education
- Maths for Education

For **admission into Life Skills Didactics**, students need to have a total of at least 30 credits from both NQF 5 and NQF 6 levels in subjects Psychology and Sociology or 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

No subjects are offered at Cornerstone in the field of **Social Science Didactics and Science and Technology 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 130 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 100 PGCE credits in the same year; the rest they will have to complete in the following year.

**CURRICULUM**

<b>Study Year 1 of 1 (NQF 7)</b>	
<b>Period: Semester 1</b>	
<b>Discipline</b>	<b>Modules</b>
Education	<ul style="list-style-type: none"> <li>• Conversational IsiXhosa</li> <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>
<b>Period: Semester 2</b>	
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>
<b>Didactic electives</b>	
Select two didactics modules (20 Credits)	

Semester 1:

- Social Science Didactics

Semester 2:

- Life Skills Didactics
- Science and Technology Didactics
- Mathematics Didactics

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



# Humanities

## *Higher Certificate in Christian Ministry*

(Minimum one year, maximum 3 years, 120 credits)

**Mode of delivery:** Contact (Not running in 2025) & Distance (As Per CHE Concession)

*If the required number is not reached by the end of the registration period, the programme will only receive new students in the next registration period. New students already registered for the programme will be advised on the options available to them, and paid fees will be refunded where applicable. Students who have already completed one or more semesters will not be affected.*

### **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:

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

## 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 Development</li> </ul>
Theology	<ul style="list-style-type: none"> <li>• Theological Integration</li> <li>• Biblical Studies</li> <li>• Missiology</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>
Practical Theology	<ul style="list-style-type: none"> <li>• Christian Ministry Practical</li> </ul>
Biblical Studies	<ul style="list-style-type: none"> <li>• Old Testament: An Introduction</li> </ul>
Constructive Theology	<ul style="list-style-type: none"> <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

(Minimum one year, maximum three years, 126 credits)

**Mode of delivery:** Contact (Not running in 2025) & Distance (As Per CHE Concession)

*If the required number is not reached by the end of the registration period, the programme will only receive new students in the next registration period. New students already registered for the programme will be advised on the options available to them, and paid fees will be refunded where applicable. Students who have already completed one or more semesters will not be affected.*

### 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 Development</li> </ul>
Counselling	<ul style="list-style-type: none"> <li>• Counselling and Life Skills</li> <li>• Interpersonal Skills and Communication</li> <li>• Abnormal Psychology: An Introduction</li> </ul>
Psychology	<ul style="list-style-type: none"> <li>• Developmental Psychology 1</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>• Solution-Focused Brief Counselling</li> </ul>
Psychology	<ul style="list-style-type: none"> <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

(Minimum 2 years, maximum three years, 122 credits)

**Mode of delivery:** Contact and Distance (As Per CHE Concession)

*If the required number is not reached by the end of the registration period, the programme will only receive new students in the next registration period. New students already registered for the programme will be advised on the options available to them, and paid fees will be refunded where applicable. Students who have already completed one or more semesters will not be affected.*

### 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) 66 Credits	
Discipline	Modules
<b>Period: Semester 1</b>	
Core Curriculum	<ul style="list-style-type: none"> <li>• Academic Development</li> </ul>
Community Development	<ul style="list-style-type: none"> <li>• Community Development: An Introduction</li> <li>• Social Transformation</li> </ul>
Sociology	<ul style="list-style-type: none"> <li>• Sociology of Development: An Introduction</li> </ul>
<b>Period: Semester 2</b>	
Core Curriculum	<ul style="list-style-type: none"> <li>• Navigating Change and Conflict</li> </ul>
Community Development	<ul style="list-style-type: none"> <li>• Understanding Urban and Rural Development</li> <li>• Ethics and Professionalism</li> </ul>
Study Year 2 of 2 (NQF 5) 56 Credits	
<b>Period: Semester 1</b>	
Community Development	<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>	
Community Development	<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

*If the required number is not reached by the end of the registration period, the programme will only receive new students in the next registration period. New students already registered for the programme will be advised on the options available to them, and paid fees will be refunded where applicable. Students who have already completed one or more semesters will not be affected*

### **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, Alternative Education Communication and Sociology and Community Development. In addition to a career path for sociologists, psychologists, and communication specialists. The programme is also intended to enable 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.

## MAJOR 1: ALTERNATIVE EDUCATION

Note: Only distance mode is running in 2025

### 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 Development</li></ul>
Alternative Education	<ul style="list-style-type: none"><li>• Transformative Education</li></ul>
English	<ul style="list-style-type: none"><li>• English Language 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 or</li><li>• Navigating Change and Conflict or</li><li>• Group Studies and Communication or</li><li>• Worldviews of the South</li></ul>



Alternative Education	<ul style="list-style-type: none"> <li>• Maths for Education</li> </ul>
English	<ul style="list-style-type: none"> <li>• Psychology: An Introduction</li> </ul>
Education	<ul style="list-style-type: none"> <li>• Afrikaans A</li> </ul> or <ul style="list-style-type: none"> <li>• IsiXhosa A</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Study Year 2 of 3 (intermediate level; NQF 6)</b></li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Period: Semester 1</b></li> </ul>	
Alternative Education	<ul style="list-style-type: none"> <li>• Pedagogies in Alternative Education</li> <li>• Statistics for Education</li> </ul>
Education	<ul style="list-style-type: none"> <li>• Afrikaans B</li> </ul> or <ul style="list-style-type: none"> <li>• IsiXhosa B</li> </ul>
English	<ul style="list-style-type: none"> <li>• Texts and Contexts</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Period: Semester 2</b></li> </ul>	
Alternative Education	<ul style="list-style-type: none"> <li>• Current and Emerging Trends in Alternative Education</li> <li>• Global Perspectives in Alternative Education</li> </ul>
Education	<ul style="list-style-type: none"> <li>• English Literary Studies: An Introduction</li> </ul>
Psychology	<ul style="list-style-type: none"> <li>• Psychotherapy</li> </ul> or
Sociology	<ul style="list-style-type: none"> <li>• Sociology of Institutions</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Study Year 3 of 3 (advanced level; NQF 7)</b></li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Period: Semester 1</b></li> </ul>	
Core Curriculum	<ul style="list-style-type: none"> <li>• Research Methodologies</li> </ul>
Alternative Education	<ul style="list-style-type: none"> <li>• Embodied Pedagogies</li> <li>• Facilitation and Assessment in Alternative Education</li> </ul>
English	<ul style="list-style-type: none"> <li>• African Literature</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Period: Semester 2</b></li> </ul>	
Core Curriculum	<ul style="list-style-type: none"> <li>• Research Project</li> </ul>
Alternative Education	<ul style="list-style-type: none"> <li>• Alternative Education Work-integrated Learning</li> <li>• Inclusivity in Teaching and Learning</li> </ul>
English	<ul style="list-style-type: none"> <li>• World Literature in English</li> </ul>

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

## MAJOR 2: COMMUNICATION

### PROGRAMME OUTCOMES

Communication students who complete this qualification will be able to:

- Understand the principles, concepts, history, and major approaches in the study of communication.
- Integrate knowledge from across the communication discipline to create messages tailored to diverse audiences, contexts, and purposes.
- Conduct research to advance knowledge and learning in the field of communication.
- Demonstrate intercultural awareness by confronting bias, using inclusive language, and challenging stereotypes.
- Accurately represent scholarly positions and express their own opinions clearly and coherently in both written and oral communication.
- Critically evaluate the discipline's received knowledge, its societal manifestations, and develop coherent positions on the relationship between communication, social structures, justice, economic contexts, ethics, and morality.
- Communicate effectively across different media, and critically reflect on the evolving media environment, media products, and audience media consumption.

### 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 Development</li> </ul>
Communication	<ul style="list-style-type: none"> <li>• Interpersonal Communication</li> </ul>
Counselling	<ul style="list-style-type: none"> <li>• (Counselling) Counselling and Life Skills</li> </ul>
Sociology	<ul style="list-style-type: none"> <li>or</li> <li>• (Sociology) Sociology: An Introduction</li> </ul>
English	<ul style="list-style-type: none"> <li>or</li> <li>• (English) English Language Studies</li> </ul>
Theology	<ul style="list-style-type: none"> <li>or</li> <li>• (Theology) Biblical Studies</li> </ul>
Psychology	<ul style="list-style-type: none"> <li>or</li> <li>• (Psychology) Developmental Psychology 1</li> </ul>
<b>Period: Semester 2</b>	
Core Curriculum	<ul style="list-style-type: none"> <li>• Ethics and Global Citizenship</li> </ul>
	<ul style="list-style-type: none"> <li>or</li> <li>• Navigating Change and Conflict</li> </ul>
	<ul style="list-style-type: none"> <li>or</li> <li>• Group Studies and Communication</li> </ul>
	<ul style="list-style-type: none"> <li>or</li> <li>• Worldviews of the South</li> </ul>

Communication	<ul style="list-style-type: none"> <li>• Social Media</li> </ul>
Counselling	<ul style="list-style-type: none"> <li>• (Counselling) Family and Development</li> </ul>
	or
Sociology	<ul style="list-style-type: none"> <li>• (Sociology) Diversity Studies</li> </ul>
	or
English	<ul style="list-style-type: none"> <li>• (English) Creative English writing</li> </ul>
	or
Theology	<ul style="list-style-type: none"> <li>• (Theology) Theology: An Introduction</li> </ul>
	or
Psychology	<ul style="list-style-type: none"> <li>• (Psychology) PSIN5151 Psychology: An Introduction</li> </ul>
<b>Study Year 2 of 3 (intermediate level; NQF 6)</b>	
<b>Period: Semester 1</b>	
Communication	<ul style="list-style-type: none"> <li>• Contextual Media Studies and Literacies</li> <li>• Writing and Editing</li> </ul>
Counselling	<ul style="list-style-type: none"> <li>• (Counselling) Interpersonal Skill and Communication and Family Counselling</li> </ul>
	or
Sociology	<ul style="list-style-type: none"> <li>• (Sociology) Social Change and Transformation and Sociology of Development</li> </ul>
	or
English	<ul style="list-style-type: none"> <li>• (English) Text and Context and Historical English Literature</li> </ul>
	or
Theology	<ul style="list-style-type: none"> <li>• (Theology) Hermeneutics and Christian Spirituality Foundations</li> </ul>
	or
Psychology	<ul style="list-style-type: none"> <li>• (Psychology) Research Methods and Statistics: An Introduction and Community Psychology</li> </ul>
<b>Period: Semester 2</b>	
Communication	<ul style="list-style-type: none"> <li>• Professional Skills</li> <li>• Integrated Marketing Communication</li> </ul>

Counselling	<ul style="list-style-type: none"> <li>• (Counselling) Child and Adolescent Counselling and Crisis Intervention and Trauma Counselling</li> </ul>
	or
Sociology	<ul style="list-style-type: none"> <li>• (Sociology) Sociology of Institutions and Community and Resource Mobilisation</li> </ul>
	or
English	<ul style="list-style-type: none"> <li>• (English) English: English Literary Studies: An Introduction and Contemporary English Literature</li> </ul>
	or
Theology	<ul style="list-style-type: none"> <li>• (Theology) Pentateuch or Synoptic Gospels and Human Identity and Christology</li> </ul>
	or
Psychology	<ul style="list-style-type: none"> <li>• (Psychology) Psychotherapy and Developmental Psychology 2</li> </ul>
<b>Study Year 3 of 3 (advanced level; NQF 7)</b>	
<b>Period: Semester 1</b>	
Core Curriculum	<ul style="list-style-type: none"> <li>• Research Methodology</li> </ul>
Communication	<ul style="list-style-type: none"> <li>• Integrated Marketing Communication in Practice</li> <li>• Persuasive Communication</li> <li>• Management Communication</li> </ul>
<b>Period: Semester 2</b>	
Core Curriculum	<ul style="list-style-type: none"> <li>• Research Project</li> </ul>
Communication	<ul style="list-style-type: none"> <li>• Communication/Media Studies Work-integrated learning</li> <li>• South African Media Law</li> <li>• International and Political Communication</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 Development</li> </ul>
Psychology	<ul style="list-style-type: none"> <li>• Developmental Psychology 1</li> </ul>
Counselling	<ul style="list-style-type: none"> <li>• (Counselling) Counselling and Life Skills</li> </ul>
Sociology	<ul style="list-style-type: none"> <li>• (Sociology) Sociology: An Introduction</li> </ul>
Communication	<ul style="list-style-type: none"> <li>• (Communication) Interpersonal Communication</li> </ul>
English	<ul style="list-style-type: none"> <li>• (English) English Language Studies</li> </ul>
Theology	<ul style="list-style-type: none"> <li>• (Theology) Biblical Studies</li> </ul>
<b>Period: Semester 2</b>	
Core Curriculum	<ul style="list-style-type: none"> <li>• Ethics and Global Citizenship</li> </ul> or <ul style="list-style-type: none"> <li>• Navigating Change and Conflict</li> </ul> or <ul style="list-style-type: none"> <li>• Group Studies and Communication</li> </ul> or <ul style="list-style-type: none"> <li>• Worldviews of the South</li> </ul>

Psychology	<ul style="list-style-type: none"> <li>• Psychology: An Introduction</li> </ul>
Counselling	<ul style="list-style-type: none"> <li>• (Counselling) Family and Development</li> </ul>
Sociology	<ul style="list-style-type: none"> <li>• (Sociology) Diversity Studies</li> </ul>
Communication	<ul style="list-style-type: none"> <li>• (Communication) Social Media</li> </ul>
English	<ul style="list-style-type: none"> <li>• (English) Creative English writing</li> </ul>
Theology	<ul style="list-style-type: none"> <li>• (Theology) Theology: An Introduction</li> </ul>

**Study Year 2 of 3 (intermediate level; NQF 6)**

Discipline	Modules
------------	---------

**Period: Semester 1**

Psychology	<ul style="list-style-type: none"> <li>• Research Methods and Statistics: An Introduction</li> <li>• Community Psychology</li> </ul>
Counselling	<ul style="list-style-type: none"> <li>• (Counselling) Interpersonal Skills and Communication and Family Counselling</li> </ul>
Sociology	<ul style="list-style-type: none"> <li>• (Sociology) Social Change and Transformation and Sociology of Development</li> </ul>
Communication	<ul style="list-style-type: none"> <li>• (Communication) Contextual Media Studies and Literacies and Writing and Editing</li> </ul>
English	<ul style="list-style-type: none"> <li>• (English) Text and Context and Historical English Literature</li> </ul>
Theology	<ul style="list-style-type: none"> <li>• (Theology) Hermeneutics and Christian Spirituality Foundations</li> </ul>

**Period: Semester 2**

Psychology	<ul style="list-style-type: none"> <li>• Psychotherapy</li> <li>• Developmental Psychology 2</li> </ul>
Counselling	<ul style="list-style-type: none"> <li>• (Counselling) Child and Adolescent Counselling and Crisis Intervention and Trauma Counselling</li> </ul>
Sociology	<ul style="list-style-type: none"> <li>• (Sociology) Sociology of Institutions and Community and Resource Mobilisation</li> </ul>
Communication	
English	

Theology	<ul style="list-style-type: none"> <li>• (Communication) Professional Skills and Integrated Marketing Communication</li> <li style="text-align: center;"><b>or</b></li> <li>• (English) English: English Literary Studies: An Introduction and Contemporary English Literature</li> <li style="text-align: center;"><b>or</b></li> <li>• (Theology) Pentateuch or Synoptic Gospels and Human Identity and Christology</li> </ul>
<b>Study Year 3 of 3 (advanced level; NQF 7)</b>	
<b>Period: Semester 1</b>	
Psychology	<ul style="list-style-type: none"> <li>• Psychology Project Paper</li> <li>• Abnormal Psychology</li> <li>• Theories of Personality</li> <li>• Psychological Interventions 3</li> </ul>
<b>Period: Semester 2</b>	
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>• Advanced Counselling</li> </ul>

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

## MAJOR 4: SOCIOLOGY AND COMMUNITY DEVELOPMENT

### 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 Development</li> </ul>
Sociology	<ul style="list-style-type: none"> <li>• Sociology: An Introduction</li> </ul>
Counselling	<ul style="list-style-type: none"> <li>• (Counselling) Counselling and Life Skills</li> </ul>
Communication	<ul style="list-style-type: none"> <li>• (Communication) Interpersonal Communication</li> </ul>
English	<ul style="list-style-type: none"> <li>• (English) English Language Studies</li> </ul>
Theology	<ul style="list-style-type: none"> <li>• (Theology) Biblical Studies</li> </ul>
Psychology	<ul style="list-style-type: none"> <li>• (Psychology) Developmental Psychology 1</li> </ul>
<b>Period: Semester 2</b>	
Core Curriculum	<ul style="list-style-type: none"> <li>• Ethics and Global Citizenship</li> <li>or</li> <li>• Navigating Change and Conflict</li> <li>or</li> <li>• Group Studies and Communication</li> <li>or</li> <li>• Worldviews of the South</li> </ul>
Sociology	<ul style="list-style-type: none"> <li>• Diversity Studies</li> </ul>
Counselling	<ul style="list-style-type: none"> <li>• (Counselling) Family and Development</li> </ul>
Communication	<ul style="list-style-type: none"> <li>• (Communication) Social Media</li> </ul>
English	<ul style="list-style-type: none"> <li>• (English) Creative English writing</li> </ul>
Theology	<ul style="list-style-type: none"> <li>• (Theology) Theology: An Introduction</li> </ul>
Psychology	<ul style="list-style-type: none"> <li>• (Psychology) PSIN5151 Psychology: An Introduction</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>

Counselling	<ul style="list-style-type: none"> <li>• (Counselling) Interpersonal Skill and Communication and Family Counselling</li> <li><b>or</b></li> <li>• (Communication) Contextual Media Studies and Literacies and Writing and Editing</li> <li><b>or</b></li> <li>• (English) Text and Context and Historical English Literature</li> <li><b>or</b></li> <li>• (Theology) Hermeneutics and Christian Spirituality Foundations</li> <li><b>or</b></li> <li>• (Psychology) Research Methods and Statistics: An Introduction and Community Psychology</li> </ul>
Communication	
English	
Theology	
Psychology	
<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>
Counselling	<ul style="list-style-type: none"> <li>• (Counselling) Child and Adolescent Counselling and Crisis Intervention and Trauma Counselling</li> <li><b>or</b></li> <li>• (Communication) Professional Skills and Integrated Marketing Communication</li> <li><b>or</b></li> <li>• (English) English: English Literary Studies: An Introduction and Contemporary English Literature</li> <li><b>or</b></li> <li>• (Theology) Pentateuch or Synoptic Gospels and Human Identity and Christology</li> <li><b>or</b></li> <li>• (Psychology) Psychotherapy and Developmental Psychology 2</li> </ul>
Communication	
English	
Theology	
Psychology	
<b>Study Year 3 of 3 (advanced level; NQF 7)</b>	
<b>Period: Semester 1</b>	
Core Curriculum	<ul style="list-style-type: none"> <li>• Research Methodology</li> </ul>
Sociology	<ul style="list-style-type: none"> <li>• Community Development in Practice</li> <li>• Population and Development</li> <li>• Urban and Rural Development</li> </ul>
<b>Period: Semester 2</b>	
Core Curriculum	<ul style="list-style-type: none"> <li>• Research Project</li> </ul>
Sociology	<ul style="list-style-type: none"> <li>• Sociology Fieldwork</li> <li>• Contemporary Sociology Theory</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: THEOLOGY

### 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 of faith, 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 and responses
- 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 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	• Academic Development
Theology	• Biblical Studies
Counselling	• (Counselling) Counselling and Life Skills <b>or</b>
Sociology	• (Sociology) Sociology: An Introduction <b>or</b>
Communication	• (Communication) Interpersonal Communication <b>or</b>
English	• (English) English Language Studies <b>or</b>
Psychology	• (Psychology) Developmental Psychology 1
<b>Period: Semester 2</b>	

Core Curriculum	<ul style="list-style-type: none"> <li>• Ethics and Global Citizenship</li> <li>or</li> <li>• Navigating Change and Conflict</li> <li>or</li> <li>• Group Studies and Communication</li> <li>or</li> <li>• Worldviews of the South</li> </ul>
Theology	<ul style="list-style-type: none"> <li>• Theology; An Introduction</li> </ul>
Counselling	<ul style="list-style-type: none"> <li>• (Counselling) Family and Development</li> <li>or</li> </ul>
Sociology	<ul style="list-style-type: none"> <li>• (Sociology) Diversity Studies</li> <li>or</li> </ul>
Communication	<ul style="list-style-type: none"> <li>• (Communication) Social Media</li> <li>or</li> </ul>
English	<ul style="list-style-type: none"> <li>• (English) Creative English writing</li> <li>or</li> </ul>
Psychology	<ul style="list-style-type: none"> <li>• (Psychology) PSIN5151 Psychology: An Introduction</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>• Hermeneutics</li> <li>• Christian Spirituality Foundations</li> </ul>
Counselling	<ul style="list-style-type: none"> <li>• (Counselling) Interpersonal Skills and Communication and Family Counselling</li> <li>or</li> </ul>
Sociology	<ul style="list-style-type: none"> <li>• (Sociology) Social Change and Transformation and Sociology of Development</li> <li>or</li> </ul>
Communication	<ul style="list-style-type: none"> <li>• (Communication) Contextual Media Studies and Literacies and Writing and Editing</li> <li>or</li> </ul>
English	<ul style="list-style-type: none"> <li>• (English) Text and Context and Historical English Literature</li> <li>or</li> </ul>
Psychology	<ul style="list-style-type: none"> <li>• (Psychology) Research Methods and Statistics: An Introduction and Community Psychology</li> </ul>
<b>Period: Semester 2</b>	
Theology	<ul style="list-style-type: none"> <li>• Human Identity and Christology</li> <li>• Pentateuch or Synoptic Gospels</li> </ul>

Counselling	<ul style="list-style-type: none"> <li>• (Counselling) Child and Adolescent Counselling and Crisis Intervention and Trauma Counselling</li> </ul>
Sociology	<ul style="list-style-type: none"> <li>• (Sociology) Sociology of Institutions and Community and Resource Mobilisation</li> </ul>
Communication	<ul style="list-style-type: none"> <li>• (Communication) Professional Skills and Integrated Marketing Communication</li> </ul>
English	<ul style="list-style-type: none"> <li>• (English) English: English Literary Studies: An Introduction and Contemporary English Literature</li> </ul>
Psychology	<ul style="list-style-type: none"> <li>• (Psychology) Psychotherapy and Developmental Psychology 2</li> </ul>
<b>Study Year 3 of 3 (advanced level; NQF 7)</b>	
<b>Period: Semester 1</b>	
Core Curriculum	<ul style="list-style-type: none"> <li>• Research Methodology</li> </ul>
Theology	<ul style="list-style-type: none"> <li>• Christian Spirituality Formation</li> <li>• Johannine and Pauline Gospels or Old Testament Writings and Prophets</li> <li>• Pastoral Care and Practice</li> </ul>
<b>Period: Semester 2</b>	
Core Curriculum	<ul style="list-style-type: none"> <li>• Research Project</li> </ul>
Theology	<ul style="list-style-type: none"> <li>• Christian Ministry Fieldwork</li> <li>• Biblical and Contemporary Worldviews</li> <li>• Contemporary Theology</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, 360 credits)

**Mode of delivery:** contact and distance

*If the required number is not reached by the end of the registration period, the programme will only receive new students in the next registration period. New students already registered for the programme will be advised on the options available to them, and paid fees will be refunded where applicable. Students who have already completed one or more semesters will not be affected*

### **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.

### **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 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 Grade 12 learners and mature first and second-career students to a degree programme equipping them

with skills to be more effective leaders in the community in the areas of church; leadership and community development; and counselling. The programme can be taken part-time (maximum 9 years), for those who are only able to pursue part-time studies.

## OPTION 1: CHRISTIAN MINISTRY

### PROGRAMME OUTCOMES

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

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

### 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 Development</li> </ul>
Theology	<ul style="list-style-type: none"> <li>• Biblical Studies</li> <li>• Missiology</li> </ul>
Psychology / Counselling	<ul style="list-style-type: none"> <li>• (Psychology) Developmental Psychology 1</li> <li>or</li> <li>• (Counselling) Counselling and Life Skills</li> </ul>
<b>Period: Semester 2</b>	
	<ul style="list-style-type: none"> <li>• Ethics and Global Citizenship</li> <li>or</li> <li>• Navigating Change and Conflict</li> <li>or</li> <li>• Group Studies and Communication</li> <li>or</li> <li>• Worldviews of the South</li> </ul>
Theology	<ul style="list-style-type: none"> <li>• Theology: An Introduction</li> <li>• Theological Integration</li> </ul>
Psychology / Counselling	<ul style="list-style-type: none"> <li>• (Psychology) Psychology: An Introduction</li> <li>or</li> <li>• (Counselling) Family and Development</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>• Christian Spirituality Foundations</li> <li>• Hermeneutics</li> <li>• Theology in Context</li> <li>• Public Theology</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> <li>• Homiletics</li> <li>• Human Identity and Christology</li> </ul>
Study Year 3 of 3 (advanced level; NQF 7)	
Discipline	Modules
<b>Period: Semester 1</b>	
Core Curriculum	<ul style="list-style-type: none"> <li>• Research Methodology</li> </ul>
Theology	<ul style="list-style-type: none"> <li>• Old Testament Writings and Prophets</li> <li>• Pastoral Care and Practice</li> <li>• Johannine and Pauline Gospels</li> </ul>
<b>Period: Semester 2</b>	
Core Curriculum	<ul style="list-style-type: none"> <li>• Research Project</li> </ul>
Theology	<ul style="list-style-type: none"> <li>• Christian Ministry Fieldwork</li> <li>• Church in the power of the Spirit</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: PSYCHOLOGY

### PROGRAMME OUTCOMES

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

- Demonstrate the skill to interpret the Bible as an ancient text and the Word of God relevant today
- Articulate faith expressions of central doctrines to enhance theological understanding
- Understand the meaning of spiritual foundations and practices
- Demonstrate the ability to engage in the discourse of pastoral counselling
- Understand the principles, concepts, history and significant approaches in Psychology
- Identify psycho-social problems and understand the insights, theories and methods Psychology provides for dealing with them
- Understand how psycho-social insights and methods should be utilised in the various spheres of mental health in South Africa
- Have an understanding of how and when to refer people to other agencies more suited to handle problems of a psycho-social nature
- Develop, implement and evaluate pastoral care 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 Development</li> </ul>
Theology	<ul style="list-style-type: none"> <li>• Biblical Studies</li> </ul>
Psychology	<ul style="list-style-type: none"> <li>• Developmental Psychology 1</li> </ul>
Counselling	<ul style="list-style-type: none"> <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 or</li> <li>• Navigating Change and Conflict or</li> <li>• Group Studies and Communication or</li> <li>• Worldviews of the South</li> </ul>
Theology	<ul style="list-style-type: none"> <li>• Theology: An Introduction</li> </ul>
Psychology	<ul style="list-style-type: none"> <li>• Psychology: An Introduction</li> </ul>

Counselling	<ul style="list-style-type: none"> <li>• Family and Development</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>• Christian Spirituality Foundations</li> <li>• Theology in Context</li> </ul>
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>
<b>Period: Semester 2</b>	
Theology	<ul style="list-style-type: none"> <li>• Human Identity and Christology</li> <li>• Leadership and Empowerment</li> </ul>
Psychology	<ul style="list-style-type: none"> <li>• Psychotherapy</li> </ul>
Counselling	<ul style="list-style-type: none"> <li>• Crisis Interventions and Trauma Counselling</li> </ul>
<b>Study Year 3 of 3 (advanced level; NQF 7)</b>	
<b>Period: Semester 1</b>	
Core Curriculum	<ul style="list-style-type: none"> <li>• Research Methodology</li> </ul>
Theology	<ul style="list-style-type: none"> <li>• Christian Spirituality Formation</li> <li>• Pastoral Care and Practice</li> </ul>
Psychology	<ul style="list-style-type: none"> <li>• Theories of Personality</li> </ul>
<b>Period: Semester 2</b>	
Core Curriculum	<ul style="list-style-type: none"> <li>• Research Project</li> </ul>
Theology	<ul style="list-style-type: none"> <li>• Christian Ministry Fieldwork</li> <li>• Johannine and Pauline Writing or Old Testament writings and Prophets</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: COMMUNITY DEVELOPMENT

### 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
- Understand community development and the role of faith-based organisations
- Develop a ministry plan for a faith-based organisation, 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

### 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 Development</li> </ul>
Theology	<ul style="list-style-type: none"> <li>• Biblical Studies</li> </ul>
Sociology	<ul style="list-style-type: none"> <li>• Sociology: An Introduction</li> </ul>
Psychology	<ul style="list-style-type: none"> <li>• (Psychology) Developmental Psychology 1</li> </ul>
Counselling	<ul style="list-style-type: none"> <li>• (Counselling) 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>or</li> <li>• Navigating Change and Conflict</li> <li>or</li> <li>• Group Studies and Communication</li> <li>or</li> <li>• Worldviews of the South</li> </ul>
Theology	<ul style="list-style-type: none"> <li>• Theology: An Introduction</li> </ul>
Sociology	<ul style="list-style-type: none"> <li>• Diversity Studies</li> </ul>

Psychology	<ul style="list-style-type: none"> <li>• (Psychology) Psychology: An Introduction</li> </ul>
Counselling	<ul style="list-style-type: none"> <li>• (Counselling Family and Development</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>• Christian Spirituality Foundations</li> <li>• Theology in Context</li> </ul>
Sociology	<ul style="list-style-type: none"> <li>• Sociology of Development</li> <li>• Social Change and Transformation</li> </ul>
<b>Period: Semester 2</b>	
Theology	<ul style="list-style-type: none"> <li>• Human Identity and Christology</li> <li>• Leadership and Empowerment</li> </ul>
Sociology	<ul style="list-style-type: none"> <li>• Community and Resource Mobilisation</li> <li>• Sociology of Institutions</li> </ul>
<b>Study Year 3 of 3 (advanced level; NQF 7)</b>	
<b>Period: Semester 1</b>	
Core Curriculum	<ul style="list-style-type: none"> <li>• Research Methodology</li> </ul>
Theology	<ul style="list-style-type: none"> <li>• Christian Spirituality Formation</li> <li>• Johannine and Pauline Writing or Old Testament writings and Prophets</li> </ul>
Sociology	<ul style="list-style-type: none"> <li>• Community Development in Practice</li> </ul>
<b>Period: Semester 2</b>	
Core Curriculum	<ul style="list-style-type: none"> <li>• Research Project</li> </ul>
Theology	<ul style="list-style-type: none"> <li>• Christian Ministry Fieldwork</li> <li>• Biblical and Contemporary Worldviews</li> </ul>
Sociology	<ul style="list-style-type: none"> <li>• Development Challenges in Africa</li> </ul>

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

## *Bachelor of Arts Honours in Community Development*

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

**Mode of delivery:** contact / distance

*If the required number is not reached by the end of the registration period, the programme will only receive new students in the next registration period. New students already registered for the programme will be advised on the options available to them, and paid fees will be refunded where applicable. Students who have already completed one or more semesters will not be affected.*

### **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>

### 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 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>• Psychological Interventions (BPE)</li> <li>• Psychopathology (BPE)</li> </ul>
<b>Period Semester 2</b>	
Psychology	<ul style="list-style-type: none"> <li>• Psychology Research Project B (BPE)</li> <li>• Psychological Assessment and Measurement (BPE)</li> <li>• Counselling Theory and Skills (BPE)</li> <li>• Personality Theories (BPE)</li> <li>• Developmental Psychology (BPE)</li> </ul>
Study Year 2 of 2 (intermediate level; NQF 8)	
<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 130 credits per year, enrolling *first* for required undergirding modules and then for PGCE modules.
- PGCE IP students may take 130 credits per year, enrolling *first* for required undergirding modules and then for PGCE modules.

### *Academic Intervention and dismissal*

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

- 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 intervention 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
- Whose appeal to continue with the same qualification is successful, will be issued Academic Intervention 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 abuse of over the counter and use of 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 Director of SDS and/or the Executive Dean will meet with the student(s) to examine the facts.
- If needed, the Director of SDS and/or Executive Dean will meet with further eyewitnesses of the event to gain clarity of the facts given.
- The Director 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 Director 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 Director 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 Director 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 developing and supporting the student leadership structure.

### Student Representative Council (SRC)

The Student Leadership Team exists to serve the student body by connecting with students and promoting the interests and general well-being of students. This is done by coordinating activities and initiatives that enhance the student's journey at Cornerstone Institute. The Student Leadership Team promotes and celebrates the diversity within the student body. They represent students at different levels in the institution and plan student-related social connections. The student body elects the Student Leadership Team each year. Furthermore, the Student Leadership Team works closely with the Student Development and Support team. Contact our Student Leaders at [src@cornerstone.ac.za](mailto:src@cornerstone.ac.za).

### Student complaints and conflict resolution

Students with 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 Director of Student Affairs, who will address the conflict by following the necessary complaints procedure (See the Cornerstone Institute Handbook 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 improving 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 Handbook 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	Acting Chief Executive Officer Chief Financial Officer
Adeliah Jacobs	General Manager
Beverley Dankers	Director of Student Services
Blaine Lomberg	Chief Technology Officer
Crystal Jannecke	Registrar
Marianne Louw	Executive Dean

## Academic management

Beverley Dankers (MEd)	Director	Student Services
Elana van Zyl (MTh)	Faculty Manager	New Programme Development and Quality Assurance
Marianne Louw (D Litt et Phil)	Executive Dean	Academic Head and Chair of Senate
Martin Khoaseb (PhD)	Head of Department	Centre for Teaching and Learning

## Academic oversight

Beverley Dankers	Chair of the TLC Subcommittee: Broad Student Development President of the Student Representative Council
Crystal Jannecke	Chair of the Policy Review Committee (PRC)
Elana van Zyl	Chair of the Faculty Management Committee (FMC)
Jabulani Chitanga	Chair of the Research and Ethics Committee (REC)
Leo Mapira	Chair of Critical Dialogue (CDC)
Marianne Louw	Chair of Senate Chair of the Academic Planning and Policy Committee (APC) Chair of Grade and Graduate Committee

## Faculty and programme management

Anlené Taljaard	Theology and Ethics
Deidre Julies	Core
Elana van Zyl	Faculty Manager
Emile Vosloo	Research Development and Publications
Geoff Schreiner	Business Studies
Geraldine Franciscus	Psychology
Leo Mapira	Sociology and Community Development
Martin Khoaseb	HOD Centre for Teaching & Learning (CTL)
Maryka van Niekerk	Faculty Coordinator
Nqobile Ndlovu (BA Hons)	Library and Academic Resources
Reitumetse Mofana	Accreditation and Compliance Coordinator
Stephen Langtry	Bachelor of Arts
Susan Gredley	Education

## Permanent Academic staff

### *Business Studies*

Geoff Schreiner	MA
Mashford Zenda	PhD

Sharon Brand	MBA
--------------	-----

### *Core Curriculum*

Deidre Julies	MA
---------------	----

### *Education*

Abel Magongo	PhD
Adri Marais	PhD
Anel Coetzee	BA Hon
Frances Wessels	PhD
Kizzy Marlene Petersen	MA
Margaret Gustafason (emeritus)	MA
Sene Van Heerden	MA
Siyabonga Mbobo	MA
Susan Gredley	PhD
Zaahier Jacobs	MA

### *Psychology*

Chantel Retter	BA Hon
Gabrielle Williams	BA Hon
Geraldine Franciscus	MPsych
Jabulani Chitanga	PhD Candidate
Kayla Clavert	MA
Kendall Byne-Ross	MA
Mariska Pienaar	PhD
Michaela Moodley	MA
Natalie Adams-Adonis	MA
Nicolas Hardwick	MPhil
Nicolette Sobotker	MA
Serahni Symington	PhD
Sharon Melrose	MA
Sondre Adams	MA



### *Sociology and Community Development*

Charmaine Iwu	MEd
Gordon Igbokwe	PhD
Leo Mapira	MA

### *Theology and Ethics*

Anlené Taljaard	MTh
David Smit	PhD

### *Administrative and support staff*

Aime Tshibenji	Coffee Shop
Althea Kettleidas	Faculty Administrator
Ameer Davids	Senior Academic Administrator
Antonette Stevens	RPL & CAT Administrator
Candice Jansen-Steyn	Admission Office
Carmelita Blauw	Admission Officer
Chante Lang	Registrar Administrator
Claudia Brown	Senior Registrar Administrator
Eugene Brandt	Facilities Manager
Hawa Shaba Tal	Coffee Shop
Jabulani Chitanga	Research and Senior Lecturer
Jacqui Nzuwa	Student Development Coordinator
Jodi Margerman	Front Desk Consultant
Kenwyn Anthony	Academic Administrator - Education
Khumo Lepadile	Admission Officer
Mishka Michaels	Cleaning Technician
Nariman Laattoe	Deputy Registrar
Nasiphi Magadla	Admission Officer
Nicola Cupido	Faculty administrator
Nokuthula Tywaku	Cleaning Technician

Nomhle Wilson	Academic Administrator - Education
Nomkosazana Simakuhle	Student Advisor
Nqobile Ndlovu	Librarian
Gabrielle Priscilla Williams	Faculty Administrator - Psychology
Rafeeq October	General Worker
Roxane Jannecke	Student Advisor
Serelda Swart	Lead Learning Designer
Serahni Symington	Programme Coordinator
Shahieda Arrison	Cleaning Supervisor
Sharon Brand	Deputy Dean of the Business Department
Sharon-Lee Engelbrecht	Faculty Officer
Shaun Viljoen	Research Consultant
Siraaj Omar	Cleaning Technician
Sisipho Mdlanga	Administrative Assistant
Solomso Menzi	Student Health & Wellness Coordinator
Stephnie Jordon	Admission Officer
Tandiswa Spara	Student Advisor
Thean September	Admission Officer
Themba Plaatjies	Gardner
Zena Julies	Student Advisor
Zezethu Mgweba	Academic Administrator - Business

## MODULE DESCRIPTIONS IN ALPHABETICAL ORDER

<b>Module Name</b>	<b>Description</b>
Abnormal Psychology 15 Credits	This module focuses on the most frequently encountered types of abnormal behaviour, with an overview of the symptoms, the diagnostic process and the generally accepted treatment methods of various psychological disorders. The emphasis is on development of recognition and management/referral skills within the framework of counselling.
Abnormal Psychology: An Introduction 6 Credits	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.
Academic Development 15 Credits	This module is designed to enhance students' academic writing and research skills while fostering critical thinking and analytical abilities
Advanced Counselling 15 Credits	This module is designed to introduce students to mainstream theories of counselling and psychology that inform the planning and management of therapeutic interventions. This module aims to enhance the student's academic understanding of what counselling is through careful reflection on the theory.
African Literature 15 Credits	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.
Afrikaans A 15 Credits	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
Afrikaans B 15 Credits	This module offers prospective teachers a practical course in Afrikaans that covers aspects of the study of language, comprehension, and written and spoken communication in an education context.

<p>Afrikaans First Additional Language Didactics FP 8 Credits</p>	<p>The aim of these modules is to provide the student with the knowledge and skills necessary to teach 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>Afrikaans First Additional Language Didactics IP 10 Credits</p>	<p>The aim of these modules is to provide the student with the knowledge and skills necessary to teach 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>Aligning Supply Chains 16 Credits</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>Alternative Education Work-integrated Learning 15 Credits</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>Basic Applied Psychometrics 8 Credits</p>	<p>Psychometrics: 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>Biblical and Contemporary Worldviews 15 Credits</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>Biblical Studies 15 Credits</p>	<p>The first half of this module is designed to introduce the student to the nature, purpose, and interpretative process of 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>Business Analytics 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>Business Analytics Fundamentals 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>Business Communication 12 Credits</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>Business Integrated Customer Experience 24 Credits</p>	<p>Business Integrated Customer Experience is a comprehensive module that equips students with the knowledge and skills necessary to excel in today's customer-centric business landscape. Divided into four sections, the module covers essential aspects of customer experience (CX) vision and strategy, effective leadership and management, organisational adoption and governance, and cultivating a customer-centric culture with a focus on employee experience (EX). Through a blend of theory and practical insights, students will gain a deep understanding of how CX vision, leadership, governance, and culture are interdependent to drive business success. By exploring real-world case studies and engaging in interactive learning experiences, students will learn to develop and implement CX strategies that deliver exceptional value to customers while fostering sustainable growth and innovation within their organisations.</p>
<p>Business Management 12 Credits</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>Child and Adolescent Counselling 15 Credits</p>	<p>This module provides an in-depth exploration of the theoretical and practical aspects of counselling young clients, focusing on children and adolescents. It covers key developmental stages and the unique psychological challenges faced by these age groups. Students will engage with foundational counselling theories and techniques, with a particular emphasis on integrating play therapy as a key tool for communication and relationship. Additionally, the module explores how technology can be effectively incorporated into therapeutic interventions. Through both theoretical learning and practical exercises, students will gain the necessary skills to approach counselling with empathy, creativity and ethical consideration.</p>
<p>Christian Ministry Fieldwork 15 Credits</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>Christian Ministry Practical 15 Credits</p>	<p>The student will do fieldwork in an area of Christian Ministry as an extension of the academic programme. 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>Christian Spirituality Formation 15 Credits</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>Christian Spirituality Foundations 15 Credits</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>Church in the Power of the Spirit 15 Credits</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>Communication/Media Studies Work-integrated learning 15 Credits</p>	<p>This module offers students the opportunity to gain practical, hands-on experience through internships or work placements in communication-related fields. By engaging with real-world professional environments, students will apply the theoretical knowledge acquired during their studies to practical situations.</p>
<p>Community and Mental Health Issues 12 Credits</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>Community and Resource Mobilisation 15 Credits</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>Community Development in Practice 15 Credits</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>Community Development Project Management 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>Community Development: An Introduction 6 Credits</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>Community Fieldwork 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>Community Psychology 15 Credits</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>Community Psychology (Advanced) 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>Community Research: An Introduction 6 Credits</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>Contemporary English Literature 15 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>Contemporary Sociology Theory 15 Credits</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>Contemporary Theology 15 Credits</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>Contextual Media Studies and Literacies 15 Credits</p>	<p>This module focuses on developing critical media literacy skills, enabling students to analyse, interpret, and engage with media messages in various forms. By exploring the role of media in shaping public opinion and influencing culture, students will gain a deeper understanding of how media functions within societal contexts.</p>
<p>Conversational IsiXhosa 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>Counselling and Life Skills 15 Credits</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>Counselling Theory and Skills (BPE) 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>Creative English Writing 15 Credits</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>Crisis Counselling 12 Credits</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>Crisis Intervention and Trauma Counselling 15 Credits</p>	<p>In this module students will gain a theoretical understanding of the dynamics of crisis, crisis intervention 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>Current and Emerging Trends in Alternative Education 15 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>Customer Experience 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>Development Challenges in Africa 15 Credits</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>Development Economics 24 Credits</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>Developmental Psychology 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>Developmental Psychology (BPE) 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>Developmental Psychology 1 15 Credits</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 adolescence. The module also seeks to address contemporary concerns in lifespan development from conception to adolescence</p>
<p>Developmental Psychology 2 15 Credits</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 early adulthood to late adulthood. The module also seeks to address contemporary concerns in lifespan development from early adulthood to late adulthood including death and dying.</p>
<p>Diversity Studies 15 Credits</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>Economics 12 Credits</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>Economics Work-integrated Project 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>Educational Philosophy and Ethics 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>Educational Psychology 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>Embodied pedagogies 15 Credits</p>	<p>This course delves into embodied pedagogies, an innovative approach that emphasises the role of the body, emotions, and lived experiences in learning. Drawing from phenomenology, critical pedagogy, and decolonial theories, the module challenges the disembodied nature of traditional education, advocating for a holistic approach that integrates intellectual, emotional, and physical engagement. Students will explore how embodied experiences influence knowledge creation and dissemination, particularly within contexts of marginalisation and social justice. The course critically examines the impact of oppression—related to race, gender, sexuality, and neurodiversity—on educational settings and demonstrates how embodied pedagogies can foster more inclusive and equitable learning environments. Through engagement with contemporary research, case studies, and practical applications, students will learn to design and implement pedagogical strategies that honour the full spectrum of human experience, extending beyond cognitive domains to embrace the bodily, emotional, and social dimensions of learning.</p>
<p>Employment Relations 12 Credits</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>English First Additional Language Didactics FP 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 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>English First Additional Language Didactics IP 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 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>English Home Language Didactics FP 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>English Home Language Didactics IP 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>English Language Studies 15 Credits</p>	<p>This module offers insights into areas of modern English language usage that are important for communication and accurate writing. It is a practical course that covers aspects of grammar, written and spoken communication. There is a research essay on local varieties of English.</p>
<p>English Literary Studies: An introduction 15 Credits</p>	<p>This module covers aspects of the study of English Literature and focuses on a number of literary genres from the Renaissance to the present. The course places emphasis on developing the skills of close reading as well as contextual considerations when reading and writing on literature.</p>



<p>Entrepreneurship 12 Credits</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>Ethical Self Leadership 12 Credits</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 mind-set.</p>
<p>Ethics and Global Citizenship 15 Credits</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>Ethics and Professionalism 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>Facilitation and Assessment in Alternative Education 15 Credits</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>Family and Development 15 Credits</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>Family Counselling 15 Credits</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>Family Psychology 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>Financial Accounting 12 Credits</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>Financial Accounting Fundamentals 12 Credits</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>Financial Management 16 Credits</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>FP Teaching Practice A 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 structured observation. 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. The module needs to be completed as early as possible in the PGCE programme. Teaching Practice modules have specific requirements, which are discussed during the initial tutorial sessions.</p>

<p>FP Teaching Practice B 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 structured observation. 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. The module needs to be completed as early as possible in the PGCE programme. 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 observation and basic teaching. 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. This Teaching Practice should be completed in the middle of the PGCE. Teaching Practice modules have specific requirements, which are discussed during the initial tutorial sessions.</p>
---	---

<p>FP Teaching Practice C 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 independent practice. 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. Teaching Practice C takes place during the final semester of PGCE study. Students need to have completed or be busy completing their final didactic modules before going to schools for this last Teaching Practice module. Teaching Practice modules have specific requirements, which are discussed during the initial tutorial sessions</p>
<p>Fundamental Numeracy 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>Fundraising and Community Resource Mobilisation 12 Credits</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>Global Perspectives in Alternative Education 15 Credits</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>Group Counselling 15 Credits</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>Group Studies and Communication 15 Credits</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>Group Therapy 15 Credits</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>Hermeneutics 15 Credits</p>	<p>This module comprises two parts.</p> <p><b>Part 1:</b> Applied Hermeneutics: Reading from the Margins. Here students are introduced to the importance and value of reading the Bible with others (i.e., the marginalised, whether women, children, the poor, the illiterate). The module enables the student both to recognise the value of being a trained reader and the responsibility to use such training in transformative, public, connected, dialogic and integrated ways. The module combines both theoretical and practical outcomes. The theoretical outcome of the module is achieved by defining who the others are and by laying the conceptual framework for what it means to read with others and how practically to do so. The practical outcome is achieved by assigning students to an actual reading site in which they will participate by applying the theoretical framework.</p> <p><b>Part 2:</b> Theoretical Hermeneutics. In this part, the branch of knowledge known as hermeneutics is explored in greater detail. Concerned with the art and science of establishing meaning through interpretation, this part provides the necessary orientation for making sense of Scripture. This includes cultivating, in the student, an awareness of the otherness of Scripture, both in its form and in its content; surveying the richness of the many ways in which one might approach the Scriptures and thereby appropriate its meaning; and, offering some guidelines for sensitive engagement with the Scriptures towards establishing meaning. A significant amount of time is dedicated to examining biblical texts within their socio-rhetorical setting.</p>
<p>Historical English Literature 15 Credits</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 20th century. The module will focus primarily on two genres: the novel and poetry.</p>

<p>History of Education 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>Homiletics 15 Credits</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 in order to increase their awareness of the importance of these homiletical methods in the preaching process.</p>
<p>Human Capital Management 12 Credits</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. 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>Human Capital Work-integrated Project 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>Human Identity and Christology 15 Credits</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>Inclusivity in Teaching and Learning 15 Credits</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>Industry 4.0 in Manufacturing 6 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>Instructional Methods FP 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>Instructional Methods IP 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>

Integrated Marketing Communication 15 Credits	This module introduces students to the principles and practices of Integrated Marketing Communication (IMC), emphasizing a unified approach to promoting brands and organizations. By the end of the course, students will be able to design and implement IMC strategies that align with organizational goals.
Integrated Marketing Communication in Practice 15 Credits	This module delves into the role of communication in shaping international relations and political processes, both at the local and global levels.
Intercultural Communication 6 Credits	This module seeks to introduce the student to the fundamentals of intercultural communication, especially as they relate to work in cross-cultural settings. In this module, the concepts of culture, worldview, values and belief systems and power will be examined. A key theme is the reflection on the impact of our interventions in other cultures, and the necessary cultural attitudes required to work effectively in cross-cultural settings.
International and Political Communication 15 Credits	This module explores the pivotal role of communication in shaping international relations and political processes. The course also analyses the impact of emerging global communication trends on both local and international political landscapes.
International Economics and World Trade 24 Credits	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.
Interpersonal Communication 15 Credits	Students will learn to demonstrate effective verbal and non-verbal communication skills, enabling them to interact more successfully in various interpersonal situations. Students will analyse key theories of interpersonal communication and learn how to apply them to improve relationships and interactions.
Interpersonal Skills and Communication 15 Credits	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>IP Teaching Practice A 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 structured observation. 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. Teaching Practice modules have specific requirements, which are discussed during the initial tutorial sessions</p>
<p>IP Teaching Practice B 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 observation and basic teaching. 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. This Teaching Practice should be completed in the middle of the PGCE programme. Teaching Practice modules have specific requirements, which are discussed during the initial tutorial sessions.</p>

<p>IP Teaching Practice C 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 independent practice. 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. Teaching Practice C takes place during the final semester of PGCE study. Students need to have completed or be busy completing their final didactic modules before going to schools for this last Teaching Practice module. Teaching Practice modules have specific requirements, which are discussed during the initial tutorial sessions.</p>
<p>IsiXhosa A 15 Credits</p>	<p>This module offers future educators insights into areas of isiXhosa usage that are important for communication and accurate writing. The module covers aspects of grammar, writing, speaking and reading skills.</p>
<p>IsiXhosa B 15 Credits</p>	<p>This module provides an introduction to isiXhosa literature through exploring various literary genres. Students will develop their critical thinking and writing skills by engaging analytically with the literature studied.</p>
<p>IsiXhosa First Additional Language Didactics FP 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>IsiXhosa First Additional Language Didactics IP 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>Johannine and Pauline Writing 15 Credits</p>	<p><b>Johannine</b> Designed to provide students with orientation points 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, sociocultural, theological, exegetical, and ecclesiological settings. Within this matrix, students read and engage texts within the body of the Pauline Writings.</p> <p><b>Pauline Writing</b> Studies 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 their testimony concerning the crucified and resurrected Christ. Attention is given to the issues of authorship, literary and rhetorical structure, and theological motifs to understand their vision and purpose within their ancient and contemporary church settings</p>
<p>Leadership and Empowerment 15 Credits</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>Lean, Sustainable Continuous Improvement 24 Credits</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>Learning and Development 8 Credits</p>	<p>Learning and Development: This module introduces the student to Learning and Development (L&amp;D), through the dual lenses of the modern work environment as well as diversity and inclusion considerations. The constantly evolving nature of L&amp;D in the workplace is a theme throughout the lessons, with analysis of the current reality as well as what is to come, such as, trends around digital learning and artificial intelligence. The South African context and legal framework around L&amp;D 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, will be able to execute key L&amp;D processes, and have a clear vision of the current and future L&amp;D landscape.</p>
<p>Life Skills Didactics FP 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>Life Skills Didactics IP 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>Macro Economics 16 Credits</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>

Management Communication 15 Credits	Students will learn how to develop and implement effective communication strategies that enhance organizational effectiveness and foster employee engagement.
Managing Constant Change 16 Credits	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. 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.
Marketing 12 Credits	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.
Marketing Work-integrated Project 12 Credits	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>Mathematics Didactics FP 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>Mathematics Didactics IP 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>Maths for Education 15 Credits</p>	<p>The module develops, extends, and deepens key areas of mathematics covered in grade 12: numbers and number systems, spaces and shapes, decimal and other notation, numerical and geometric patterns, algebra and functional relationships, and mental mathematics.</p>
<p>Microeconomics 16 Credits</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>Missiology 15 Credits</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>Navigating Change and Conflict 15 Credits</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>Neuropsychology 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>Old Testament Writings and Prophets 15 Credits</p>	<p><b>Old Testament Prophets</b> This module comprises two parts. Part 1: Joshua, Judges, Samuel, and Kings provide the basis for a survey of Israel's history from conquest to exile. Particular emphasis is given to investigating the relationship between Israel's historical traditions and its theological appropriation of these traditions around themes such as election, law, land, and leadership. Part 2: The latter prophets' literary structure and theological significance are examined, with attention 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> The study and meaning of wisdom in the literature of the Old Testament are explored. Special attention is given to the nature of Hebrew poetry, literary structure, and the importance of developing a biblical theology of the wisdom writings. The module includes exegesis of representative passages.</p>
<p>Operations Work-integrated Project 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>Organisational Management 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>

Pastoral Care and Practice 15 Credits	This module applies the approaches and skills learnt in Pastoral Care Theory to specific crises, such as illness, dying, bereavement, mental illness and family breakdown. Institutional ministries that deal with these issues are visited, providing students with practical experience in one such institution.
Pastoral Care Theory Credits	This module is both a theoretical and praxis-oriented introduction to pastoral care and counselling. Some attention is given to the historical development of our understanding of cura animarum (care of the soul). Models and techniques of the pastoral conversation are learnt and practiced, and a sense of pastoral identity is developed.
Pedagogies in Alternative Education 15 Credits	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.
Pentateuch 15 Credits	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.
Personality Theories 10 Credits	This course is designed to provide the student with an integrated view of key psychological theories that underpin personality formation, motivation for behaviour, optimal development and psychopathology.
Personality Theories (BPE) 10 Credits	This course is designed to provide the student with an integrated view of key psychological theories that underpin personality formation, motivation for behaviour, optimal development and psychopathology.
Persuasive Communication 15 Credits	This module explores the art and science of crafting persuasive messages tailored to diverse audience. The course also involves analysing the effectiveness of various persuasive communication strategies across different contexts.

<p>Policy and Legislative Framework 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>Population and Development 15 Credits</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>Portfolio of Experiential Learning 15 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>Professional Skills 15 Credits</p>	<p>Students will focus on mastering public speaking and presentation techniques, ensuring they can effectively convey ideas and engage audiences in various professional contexts. Additionally, the module emphasizes the development of teamwork and leadership skills, preparing students to work collaboratively and lead effectively in professional environments</p>

<p>Project Management 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>Project Monitoring and Evaluation 6 Credits</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>Psychological Assessment and Measurement 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>Psychological Assessment and Measurement (BPE) 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>Psychological Interventions (BPE) 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>Psychological Interventions 3 15 Credits</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>Psychology and Community Intervention Fieldwork 15 Credits</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>Psychology Practicum (BPE)</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>Psychology Project Paper 15 Credits</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>Psychology Research Project A 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>Psychology Research Project B 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>Psychology: An Introduction 15 Credits</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>Psychopathology 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>Psychopathology (BPE) 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>Psychotherapy 15 Credits</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>Public Theology 15 Credits</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 discipline's interdisciplinary and transdisciplinary nature, exploring how theological engagements demand sound discourse and rigorous practical engagement within the range of contextual issues of contemporary society. Particular attention is given to conflict mediation and peace processes in South Africa, as well as to evaluating ways of public engagement for the common good and social cohesion.</p>
<p>Research Methodology 15 Credits</p>	<p>This module provides a comprehensive introduction to qualitative and quantitative research methodologies through approaches such as action research, ethnography, participatory action research, and phenomenology. Students will explore the philosophical foundations of research, including how ontological and epistemological perspectives shape study design. Through examining the influence of cultural, socioeconomic, political, and institutional contexts on research, students are equipped with the tools for conducting contextually relevant and ethically sound studies. Practical assignments guide students through each stage of the research process, from selecting methodologies to data collection, analysis, and ethical considerations. By the end of this module, students will be able to critically evaluate research methodologies, design and execute context-specific studies.</p>
<p>Research Methods and Statistics 15 Credits</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>Research Methods and Statistics (Advanced - BPE) 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>Research Methods and Statistics (Advanced) 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>Research Methods and Statistics: An Introduction 15 Credits</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>Research Project 15 Credits</p>	<p>Building on the corresponding research methodology module/s, this module equips students with the fundamental skills and knowledge to conduct independent research in their field of study. Students will identify a research problem, review relevant literature, and apply basic research methodologies. The module culminates in a written research document, enhancing critical thinking, problem-solving, and academic writing skills. This module prepares students for advanced research and to contribute to their discipline's body of knowledge.</p>
<p>Science and Technology Didactics 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>Social Change and Transformation 15 Credits</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>Social Media 15 Credits</p>	<p>This module explores the principles and practices of social media communication. The course covers key concepts such create and manage effective social media campaigns for various purposes.</p>
<p>Social Science Didactics 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>Social Theory for Community Development 15 Credits</p>	<p>This module introduces students critically to the epistemological and theoretical foundations of community development in order to build advanced analytical capacity among community development practitioners. It does this by interrogating philosophical and conceptual assumptions as well as analytical approaches in community development practice.</p>
<p>Social Transformation 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>Sociology Fieldwork 15 Credits</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>Sociology of Development 15 Credits</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>Sociology of Development: An Introduction 6 Credits</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>Sociology of Institutions 15 Credits</p>	<p>Sociological theory is applied to important institutions in society such as the family, media institutions, religion, education and political institutions</p>
<p>Sociology Research Project A 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>Sociology Research Project B 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>Sociology: An Introduction 15 Credits</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>Solution-focused Brief Counselling 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>South African Media Law 15 Credits</p>	<p>This module offers an in-depth exploration of the legal and ethical frameworks that govern media and communication in South Africa. The course also examines the implications of these laws on communication practices.</p>
<p>Statistics for Education 15 Credits</p>	<p>The module aims to equip students with a theoretical understanding of both qualitative and quantitative research as well as practical skills to perform various key statistical techniques in relation to data collection and data set analysis.</p>
<p>Strategic Branding and Integrated Communications 8 Credits</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>Strategic Human Capital Management 24 Credits</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>Strategic Management and Innovation in the New World of Work 16 Credits</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>Strategic Value Chain Management 24 Credits</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>Study Praxis and Classroom Management FP 8 Credits</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>Study Praxis and Classroom Management IP 8 Credits</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>Sustainable Community Development 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 in order to enhance their sustenance i.e., a population's technology. Particular attention is given to the principle and challenge of sustainable community development in diverse community locations and settings.</p>



<p>Synoptic Gospels 15 Credits</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>Texts and Contexts 15 Credits</p>	<p>The module explores the relationships between text and context using representative texts from different literary genres, popular texts like advertisements, and social media posts, to develop critical thinking and writing skills by engaging analytically with the texts and contexts studied.</p>
<p>Theological Integration 15 Credits</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>Theology in Context 15 Credits</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>Theology: An Introduction 15 Credits</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>Theories of Personality 15 Credits</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>Therapeutic Psychology 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>Transformative Education 15 Credits</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>Understanding Urban and Rural Development 12 Credits</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>Urban and Rural Development 15 Credits</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>World Literature in English 15 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>Worldviews of the South 15 Credits</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>Writing and Editing 15 Credits</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>Youth Development 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>