

PROSPECTUS UPDATE

2026/2027

ONLINE

ON CAMPUS

FULL-TIME

PART-TIME



Cornerstone
Learn to change the world

DEGREES • HIGHER CERTIFICATES • SHORT COURSES



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Cornerstone Institute



Cornerstone Institute

Legal Status

Cornerstone Institute is a not-for-profit company (NPC); registration number 2004/025078/08.

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A MESSAGE FROM FACULTY:

AT CORNERSTONE INSTITUTE, OUR MOTTO IS:

Learn to change the world. It's a very simple sentence, but to us, it carries significant meaning.

The obvious meaning is: Learn how to change the world. And that is true because, at Cornerstone, you will learn new knowledge and skills that will equip you to enter the new world of work and build a career that will positively impact society.

The second meaning is the less obvious but more important one: To change the world, learn. We believe you can only change the world if you continue learning. To learn is to grow, first, as a person in connection with other human beings. It is a lifelong journey that may include but by far transcends formal studies and qualifications. As we travel this road with other people who share different parts of our journey, we learn from them, and they learn from us.

Will any single individual ever change the entire world? Probably not! But you can change your world. And we would love to be part of that journey.



DISCLAIMER:

Cornerstone Institute makes every effort to ensure that the information provided in this prospectus is accurate and up to date at the time of going to press.

However, it may be necessary for Cornerstone Institute to make some changes to the information presented in the prospectus following publication.

This document should be read together with the policies, rules, and regulations of Cornerstone Institute (as may be amended from time to time).

We recommend that you look at the relevant sections of the Yearbook regarding departments in which you may be interested if you have any additional queries.

USING THIS PROSPECTUS:

This prospectus is a guide for prospective students who are interested in studying for a qualification at Cornerstone Institute. It introduces students to life at Cornerstone, services offered and available qualifications.



LEARN TO CHANGE THE WORLD:

If you answer yes to any of these questions, then we have a lot in common.

Cornerstone is the institution to help you realise your life's purpose and grow your ambition. While doing so, you will develop and nurture the values that you share with Cornerstone Institute, which will assist you in taking your place in a vibrant and thriving economy.

Do you want to live a life of purpose?

Are you looking for more than just a qualification?

Do you worry about the state of the world?

Is leaving a lasting legacy important to you?

Do you genuinely want to make a difference in the lives of others?

Together, we will learn to change the world!



OUR VISION:

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

OUR MISSION:

Our integrative teaching approach inspires critical engagement knowledge that benefits humanity.



ABOUT US:

Cornerstone Institute is an independent, not-for-profit, fully accredited Private Higher Education Institution (PHEI). We offer undergraduate and postgraduate programmes (certificates and degrees) across various disciplines, non degree purpose (NDP) modules, as well as short courses.

Cornerstone Institute was founded in 1970 on the Cape Flats when prospective black theologians were excluded from attending universities due to the oppressive laws of the former regime.

Since its inception, Cornerstone Institute has been concerned with access to higher education. We believe in education with a purpose. At the heart of our educational philosophy is the firm belief that education leads to transformation.

Everything we do at Cornerstone Institute is underpinned by our values.

We recognise that values are not just what we talk about and teach but are core to identity formation.

ACCREDITATION:

Cornerstone Institute is registered as a Private Higher Education Institution (PHEI) with the Department of Higher Education and Training (DHET). All our programmes are accredited by the Council on Higher Education and appear on the South African Qualifications Authority (SAQA) National Qualifications Framework (NQF).

Registered as Cornerstone Institute (RF) NPC with 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.



OUR VALUES:

| INCLUSIVITY

| INTEGRITY

| EXCELLENCE

| UNITY

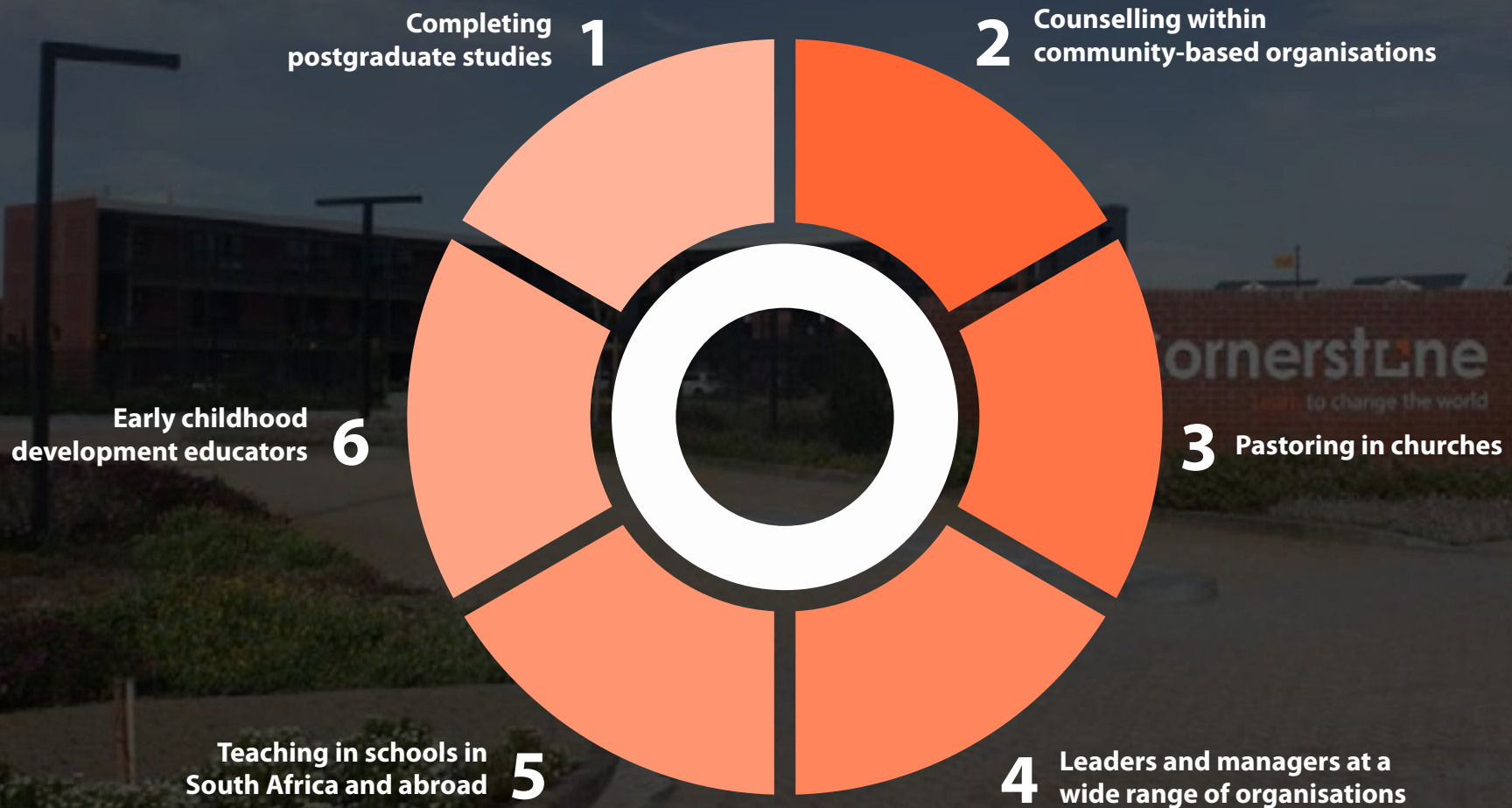
| RESPECT

| CREATIVITY



ALUMNI:

Our graduates are employed in good jobs with many earning attractive salaries in their specialised fields.



LIFE AT CORNERSTONE :

CAMPUS: Cornerstone Institute is located in one of the world's most sought-after destinations. Cape Town is a historic and cosmopolitan city known for its vibrant culture, diverse communities, and thriving arts, food, and music scenes. Surrounded by mountains, beaches, and natural landscapes, the city offers a wide range of recreational, cultural, and sporting activities.

Cornerstone Institute's campus is situated in the dynamic suburb of Salt River, just outside the city centre. Salt River is known for its mix of heritage architecture, creative industries, and entrepreneurial spaces, creating an inspiring environment for students. The campus offers convenient access to public transport, restaurants, and essential amenities, and features modern facilities including computer laboratories, lecture rooms, and a library.



STUDENT DEVELOPMENT SUPPORT:

Cornerstone Institute offers a coherent and strategic set of programmes with which our students find paths to personal mastery, advancement and fulfilment.

The Department of Student Development Support (SDS) is responsible for providing student leadership development and giving support to the student governance structure.

SDS works to enhance students' experience at all stages of their time at Cornerstone Institute through the provision of a range of support services and programming.

Contact Us:

helpdesk@cornerstone.ac.za



FINANCIAL AID:

- For July 2026 - financial aid applications open when programme applications open and close on the 30th June 2026.
- Current and returning students - applications open on 1 September and close on the 31st October 2026.
- For January 2027 - financial aid applications open when programme applications open and close on the 31st January.

TESTIMONIALS

"Cornerstone has equipped me to pursue what I am passionate about with peace of mind, allowing me to fully focus on my studies and perform to my full potential, while consistently providing timely and effective support with academic challenges; I would strongly encourage students to seek out this opportunity and, if fortunate enough to receive aid, to show their gratitude through dedication and hard work."

- Armand Visagie

"Receiving financial aid from Cornerstone has significantly eased my financial burden and reduced my anxiety, allowing me to complete my first year without the constant stress of tuition costs, while their ongoing support in addressing my academic queries has been invaluable; I would strongly encourage prospective students to apply, as it can greatly relieve financial pressure and is truly worth the opportunity."

- Jamie Lee Abrahams.

"Cornerstone's support has motivated me to work harder and remain grateful, especially through personal challenges, and I encourage others not to let financial difficulties stop them from applying for this life-changing opportunity."

- Alecia Karstens Lee

"Receiving financial aid from Cornerstone Institute has enabled me to continue my studies despite financial challenges, easing the burden on my family and allowing me to focus on my academics, while additional support through academic services, leadership opportunities, and encouraging lecturers has enriched my experience."

- Omolemo Tlhapane

"Cornerstone's financial aid eased the burden on my family and me, allowing me to focus fully on my studies, while the support from lecturers and the helpdesk enhanced my experience; I encourage prospective students to apply, as it makes a meaningful difference in managing the cost of higher education."

- Cole Bailey

LEARNING PATHWAYS:



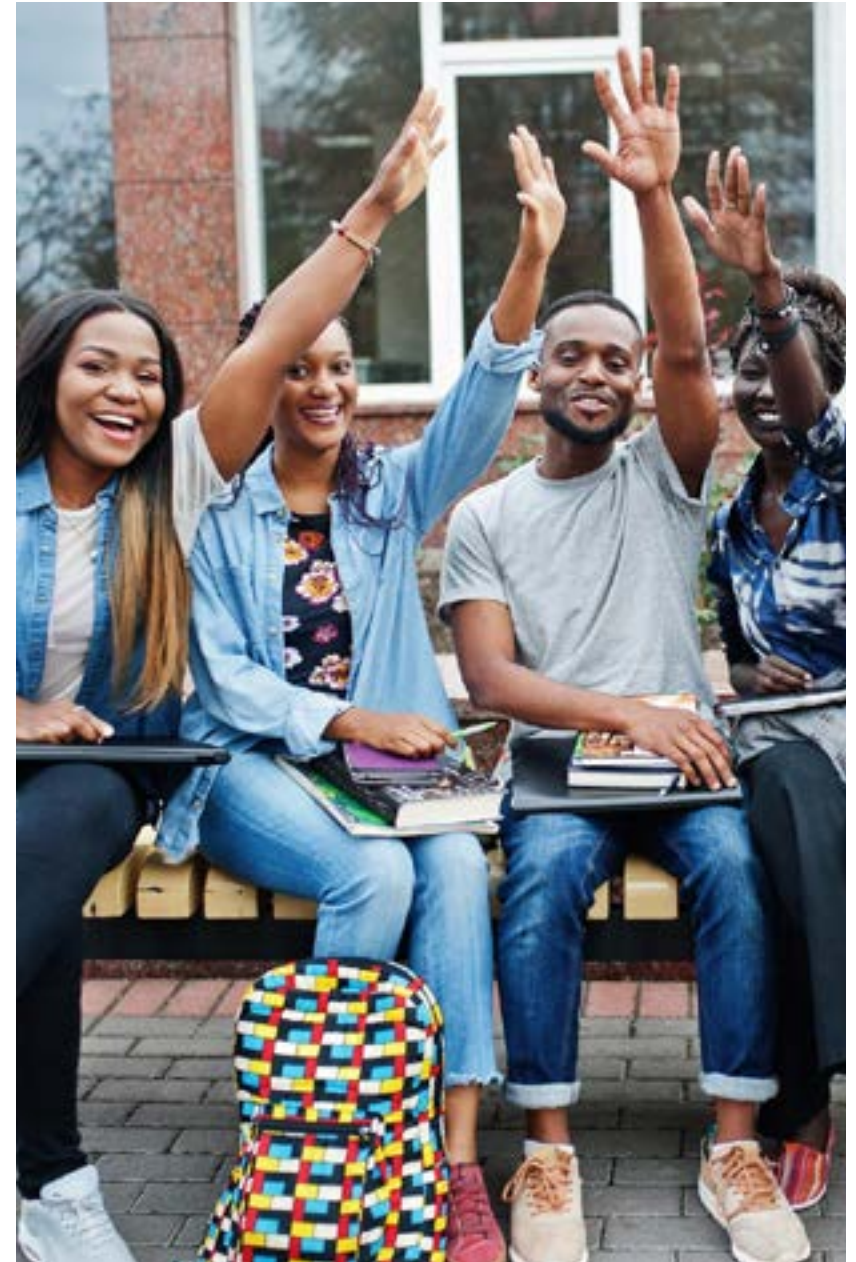
RECOGNITION OF PRIOR LEARNING (RPL) AND CREDIT ACCUMULATION TRANSFER (CAT)

Cornerstone Institute recognises the significance and value of RPL and CAT for many of its prospective students whose unconventional knowledge and learning histories are often perceived as a barrier rather than a source of alternative knowledge and capabilities that may enrich the academic project and curriculum.

The Cornerstone Institute RPL and CAT policy and its focus on RPL for Access and RPL for Exemption includes a dedicated information and advising service through the RPL and CAT Unit, as well as specialised programmes for learning how to navigate the differences between academic and experiential forms of knowledge and learning.

The RPL and CAT policy makes it possible for Cornerstone to grant applicants access and/or credit towards a qualification on the basis of their prior learning, subject to the rules, procedures and limitations governing the assessment and/or validation of this prior learning.

The RPL & CAT Unit in the Office of the Registrar offers specialised services and programmes to advise and support candidates, students and academic staff at all stages in the process.

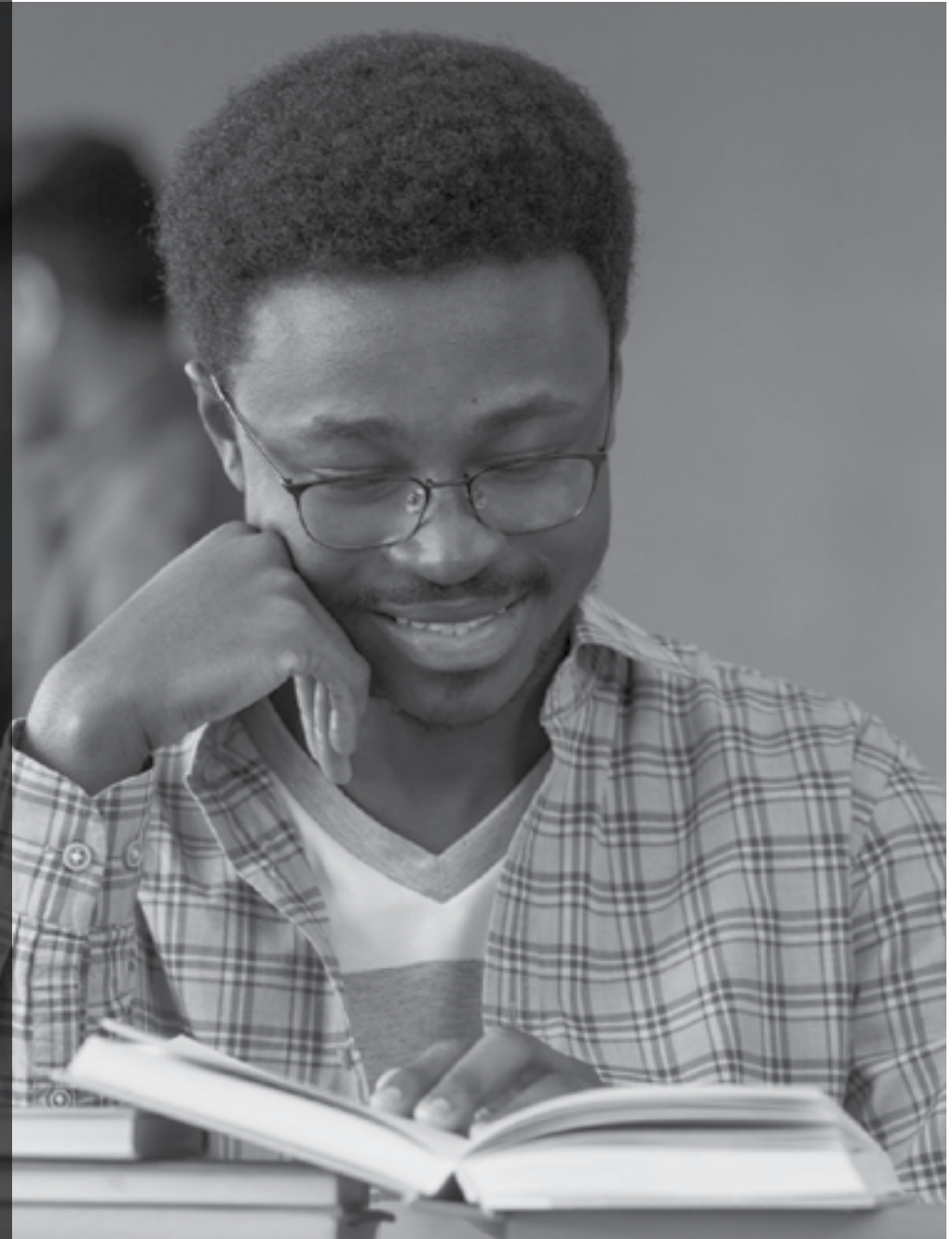


RECOGNITION OF PRIOR LEARNING (RPL):

Recognition of Prior Learning (RPL) means the principles and processes through which the prior knowledge and skills of a person are made visible, mediated and assessed for the purposes of alternative access and admission, recognition and certification, or further learning and development. (SAQA, 2013, 5).

CREDIT ACCUMULATION & TRANSFER (CAT):

The recognition of credits for the purposes of transfer from one qualification to another is determined by the nature of the qualifications, the relationship between them, the nature, complexity, and extent of curricula associated with the specific subjects to be recognised for exemption and/or inclusion, and the nature of the assessment used (CHE, 2016, Clause 5.2.5).



ACADEMIC OFFERING:

All of our programmes are accredited by the Council on Higher Education.

Across departments, we design learning experiences that give students professional and practical experiences that teach the theories and skills required to think about and reflect on the important questions in society.

1**Psychology****2****Education****3****Sociology & Community Development****4****Theology****5****Business Studies****6****General Education**

GRADUATE ATTRIBUTES AND CORE CURRICULUM

Cornerstone Institute offers a multi-disciplinary series of foundational (core) and academic development modules as part of its commitment to realise graduate attributes.

Graduate attributes are the qualities, attitudes, and skills that Cornerstone Institute as a learning community wants its students to develop during their studies.

This in turn will shape how our graduates will contribute to society and build professional careers. We measure success not only in our students graduating, but also in how our students become known by others for certain values and behaviours.

Our Core Curriculum provides students with a broad philosophical foundation and academic skills to support academic success.

OUR GOAL IS THAT OUR GRADUATES WILL:

- 1** Grow as citizens
- 2** Take their social environments seriously
- 3** Serve and lead change in their communities
- 4** Think through challenges maturely
- 5** Use their knowledge and skills to drive transformation

CORE CURRICULUM MODULES:

- 1** Ethics and Global Citizenship
- 2** Academic Development
- 3** Worldviews of the South
- 4** Group Studies and Communication
- 5** Navigating Change and Conflict



The Cornerstone Institute BA Honours in Community Development qualification provides students with a solid foundation for further study and/or careers in:

• Community and Youth Work • Corporate Social Investment • Education • Government Public Service • Business • Marketing Politics • Activism

PROGRAMME	MODE	MINIMUM DURATION	NQF LEVEL
Higher Certificate in Business Studies	Distance	1 year full-time or 2-3 years part-time	5
Higher Certificate in Christian Ministry	Contact & Distance (As Per CHE Concession)	1 year full-time or 2-3 years part-time	5
Higher Certificate in Community Counselling	Contact and Distance (Under current CHE Concession)	1 year full-time or 2-3 years part-time	5
Higher Certificate in Community Development	Distance (Under current CHE Concession)	1 year full-time or 2-3 years part-time	5

PROGRAMME	MODE	MINIMUM DURATION	NQF LEVEL
Postgraduate Certificate in Education: Foundation Phase Teaching (PGCE FP)	Distance	1 year full-time or 2-3 years part-time	7
Postgraduate Certificate in Education in Intermediate Phase Teaching (PGCE IP)	Distance	1 year full-time or 2-3 years part-time	7
Postgraduate Certificate in Education in Senior and Further Education and Training Teaching (PGCE SP/FET)	Distance	1 year full-time or 2-3 years part-time	7

PROGRAMME	MODE	MINIMUM DURATION	NQF LEVEL
Bachelor of Arts	Contact and Distance	3 year full-time or 4-6 years part-time	7
Bachelor of Commerce	Distance	3 year full-time or 4-6 years part-time	7
Bachelor of Theology in Community Leadership	Contact and Distance	3 year full-time or 4-6 years part-time	7

PROGRAMME	MODE	MINIMUM DURATION	NQF LEVEL
Bachelor of Arts Honours in Community Development	Contact	Minimum one year full-time studies and two years part-time studies	8
Bachelor of Arts Honours in Psychology	Contact and Distance (As Per CHE Concession)	Minimum one year full-time studies and two years part-time studies. The BPsych Equivalent is completed through an additional 6-month practicum.	8



HIGHER CERTIFICATES (HC)

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OVERVIEW:

A Higher Certificate is an NQF level 5 qualification that provides students with skills and knowledge, to have a basic understanding of a particular focus area.

Cornerstone Institute offers various Higher Certificates specialisations related to Business, Christian Ministry, Counselling and Community Development.

CAREER OPPORTUNITIES:

Cornerstone Institute Higher Certificate qualifications are designed to build towards students' education and long-term career goals.

Higher Certificate graduates can enter the workforce or enrol for an additional qualification, such as an undergraduate degree, in the same or related field of study.

CORNERSTONE CURRENTLY OFFERS HIGHER CERTIFICATES RELATED TO THE FOLLOWING FOCUS AREAS:

- **Business Studies**
- **Christian Ministry**
- **Community Counselling**
- **Community Development**



HIGHER CERTIFICATE IN BUSINESS STUDIES:

SPECIFICATIONS:

- Minimum one year
- NQF 5
- Mode of delivery: Distance

ACCREDITATION STATUS:

Higher Certificate in Business Studies: Contact mode. Registered by the DHET. Accredited by the CHE as a 126-credit learning programme for higher education at NQF level 5. SAQA ID: 73349. CHE reference: H/PRO96/E003CAN

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.

PROGRAMME-SPECIFIC OUTCOMES:

Students who have completed the qualification should be able to:

- Start up their own businesses, be able to develop business concepts and plans that will enable them to qualify for access to capital.
- Make ethically correct and defensible decisions.
- Make sound business decisions and solve problems.
- Gain business management skills.
- Seamlessly continue with further studies in commerce.

HIGHER CERTIFICATE IN CHRISTIAN MINISTRY:

SPECIFICATIONS:

- Minimum one year
- NQF 5
- **Mode of delivery:** Contact and Distance (As Per CHE Concession)

ACCREDITATION STATUS:

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

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.

PROGRAMME-SPECIFIC OUTCOMES:

Students who have completed the qualification should be able to:

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

HIGHER CERTIFICATE IN COMMUNITY COUNSELLING:

SPECIFICATIONS:

- Minimum one year
- NQF 5
- **Mode of delivery:** Contact and Distance (As Per CHE Concession)

ACCREDITATION STATUS:

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: 96413. CHE reference: H/PRO96/K002CAN

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.

PROGRAMME-SPECIFIC OUTCOMES:

Students who have completed the qualification should 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.
- Have an understanding of contemporary contextual social problems and have insight into intervention strategies that can be used to address these.
- Describe personality functioning and have a foundational understanding of psychological disorders, their causes and treatment approaches.
- Have an understanding of work in community mental health settings and the services that can be provided.

HIGHER CERTIFICATE IN COMMUNITY DEVELOPMENT:

SPECIFICATIONS:

- Minimum one year
- NQF 5
- **Mode of delivery:** Contact and Distance (As Per CHE Concession)

ACCREDITATION STATUS:

Higher Certificate in Christian Ministry: Contact mode.
Registered by the DHET. Accredited by the CHE as a 122-credit learning programme for higher education at NQF level 5. SAQA ID: 96414. CHE reference: H/PRO96/E001CAN

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.

PROGRAMME-SPECIFIC OUTCOMES:

Students who have completed the qualification should be able to:

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



BACHELOR OF ARTS (BA)

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OVERVIEW:

The Cornerstone Bachelor of Arts (BA) qualification is a broadly formative undergraduate NQF 7 degree that is useful in any occupation requiring a meaningful understanding of contexts and perspectives.

Cornerstone Institute offers several Bachelor of Arts specialisations. This BA qualification creates access to a degree programme, equipping students with a broad base of knowledge and skills in various focus areas such as Psychology, Sociology, Theology and Alternative Education.

CAREER OPPORTUNITIES

Are you passionate about community upliftment and development? Do you want to tackle issues of poverty, globalisation, or conflict? Do you want to influence behaviour in ways that bring about positive change?

The Cornerstone Institute BA degree provides students with a broad but solid educational foundation in key discipline areas such as:

- **Psychology & Counselling**
- **Sociology & Community Development**
- **Theology**
- **Alternative Education**



BACHELOR OF ARTS (BA):

SPECIFICATIONS:

- Minimum 3 years
- NQF 7
- **Modes of delivery:** Contact and distance

ACCREDITATION:

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

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.

ALTERNATIVE ADMISSION REQUIREMENTS:

(with Senate approval as per Admissions Policy)

- A National Senior Certificate or National Certificate Vocational with a diploma pass (or equivalent).
- 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 are determining factors for admission. contact the RPL and CAT Unit.
- Mature age of 45 years can be admitted, determined by the Recognition of Prior Learning (RPL) portfolio of evidence provided.

PROGRAMME-SPECIFIC OUTCOMES:

BA students can choose between several areas of specialisation. Each focus has its own specialisations. Outcomes are set for each area of focus, as outlined below.

For a description of each module, please see 'Module descriptions' in the Yearbook.

PSYCHOLOGY:

- Understand the principles, concepts, history and major approaches in psychology.
- Identify psycho-social problems and understand the insights, theories and methods psychology provides for dealing with them.
- Understand how psycho-social insights and methods should be utilised in the various spheres of mental health in South Africa.
- Have an understanding of how and when to refer people to other agencies more suited to handling problems of a psycho-social nature.
- Develop, implement and evaluate psychologically-based training programmes.
- Engage critically with current debates in psychology on contemporary issues.
- Conduct appropriate basic research into psycho-social questions.

SOCIOLOGY AND COMMUNITY DEVELOPMENT:

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

- Understand the principles, concepts, history and major approaches to the study of society.
- Understand sociological theory as it is applied to important institutions in society such as the family, religion, government and community life.
- Understand their own culture and appreciate the values of other cultures.
- Understand the psycho-social problems facing Africa today, with an emphasis on poverty and poverty alleviation.

PROGRAMME-SPECIFIC OUTCOMES:

- 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.
- Demonstrate skill in interpreting the Bible and showing its relevance to all of life, including pastoral needs in churches and communities, especially in an African context.
- Understand how people's worldview influences their concept of God and practice of spirituality and be able to minister to and serve people in different cultural contexts.
- Articulate a personal sense of vocation, meaning and purpose in life, largely through engagement in theory that has a practical outworking.
- Demonstrate the necessary skills for understanding and engaging with a diverse and complex society.
- Understand a broad set of the contextual issues facing South Africa today and develop an integrative response (employing psychological, theological, sociological and/or other theories of practice) for engaging these challenges.

THEOLOGY:

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

- Demonstrate an ability to engage with theological lenses and techniques in addressing real-world questions and crises
- Understand the principles, concepts, history and major approaches to the study of theology

PROGRAMME-SPECIFIC OUTCOMES:

ALTERNATIVE EDUCATION:

Alternative Education students who have completed the qualification must 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.



BACHELOR OF COMMERCE (BCOM)

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OVERVIEW:

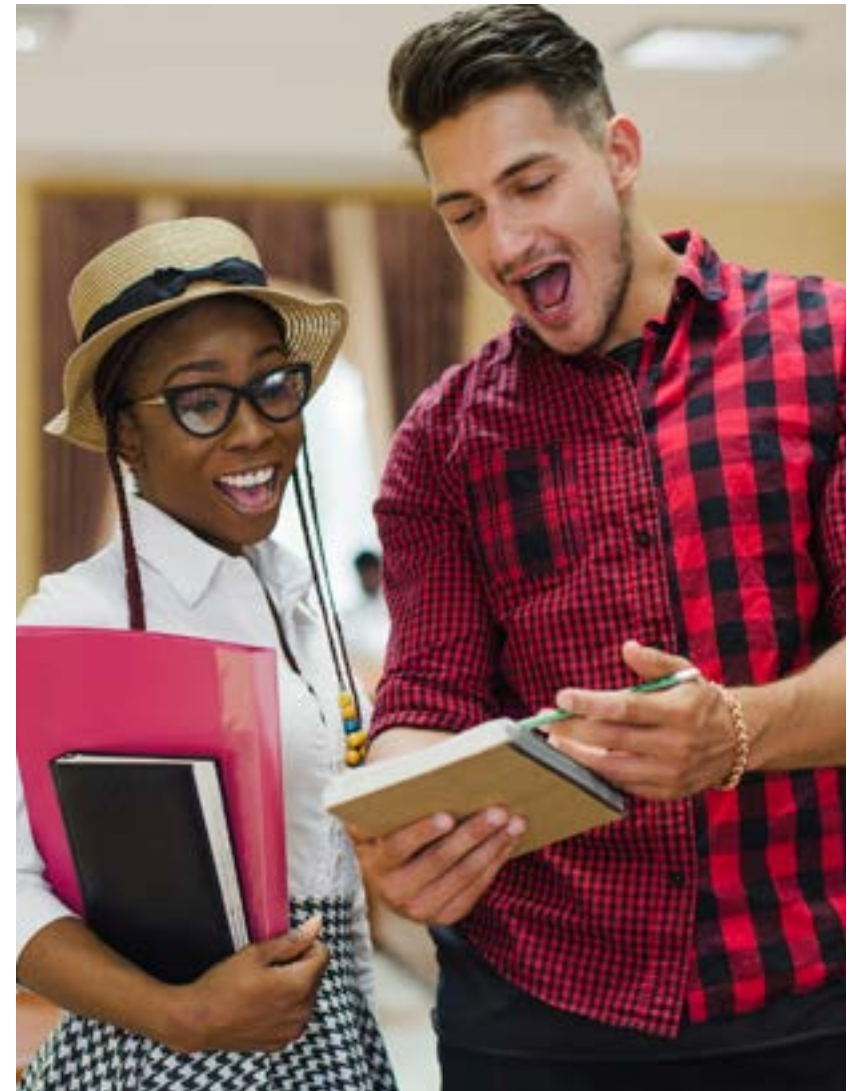
CAREER OPPORTUNITIES

Are you passionate about promoting economic growth in South Africa?
Are you interested in becoming a part of an organisation's planning, running, and operations?

Bachelor of Commerce graduates are not just able to work as leaders, managers, or entrepreneurs. BCom degree holders can work across multiple fields due to the broad nature of the degree and its applications in various commercial and community contexts.

The purpose of the BCom degree is to provide a broad but solid educational foundation to students in the field of commerce, including various key discipline areas such as:

- **Business Management**
- **Operations Management**
- **Economics**
- **Marketing**
- **Human Capital Management**
- **Entrepreneurship**



BACHELOR OF COMMERCE (BCOM):

SPECIFICATIONS:

- Minimum 3 years
- NQF 7
- **Modes of delivery:** Distance

ACCREDITATION:

Bachelor of Commerce: Distance mode. Registered by the DHET. Accredited by the CHE as a 366-credit learning programme for higher education at NQF level 7. SAQA ID: 99752. CHE reference: H/PRO96/E016CAN

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
- The prior qualification must include a minimum of 50% in Mathematics or Mathematical Literacy

ALTERNATIVE ADMISSION REQUIREMENTS:

(with Senate approval as per Admissions Policy)

- A National Senior Certificate or National Certificate Vocational with a diploma pass (or equivalent)
- 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 are determining factors for admission. Contact the RPL and CAT Unit
- Mature age of 45 years can be admitted, determined by the Recognition of Prior Learning (RPL) portfolio of evidence provided.

PROGRAMME-SPECIFIC OUTCOMES:

Cornerstone Institute offers several Bachelor of Commerce specialisations. BCom students can choose between several areas of focus. Each focus area has its own specified core and elective modules from the curriculum.

BCom students at Cornerstone may choose two of the following specialisations:

- **Economics**
- **Human Capital Management**
- **Marketing**
- **Operations Management**
- **Financial Management**

PROGRAMME-SPECIFIC OUTCOMES:

ECONOMICS:

Students completing the Economics major will 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.

HUMAN CAPITAL MANAGEMENT:

Students completing the Human Capital Management major will 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.

OPERATIONS MANAGEMENT:

Students completing the Operations Management major will 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.

MARKETING MANAGEMENT:

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

- Develop marketing communications in order to assess strategic and creative strengths of different marketing campaigns, using a myriad of tools to implement strategic marketing campaigns.
- Explain the fundamental principles of marketing management with emphasis on management principles in dealing with such areas as customer service management, and marketing research for decision making.
- Define marketing problems and use researching tools to structurally execute, analyse and derive meaningful information from marketing research.
- Demonstrate a working knowledge of the retail industry, its challenges and the strategic decision-making process in retail.
- Develop strategies to effectively communicate with customers.
- Integrate the cultural and social impact on buying behaviour and the legal and ethical issues confronting retailers into marketing strategies.

- Implement service strategies for competitive advantage across industries considering service quality and service recovery and linking customer management to performance measurement.
- Develop, implement and control marketing strategies for an organisation's competitive advantage.
- Identify and use appropriate methods and tools to formulate, implement, monitor and evaluate marketing strategies in diverse organisational and market situations.

FINANCIAL MANAGEMENT:

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

- Analyse and interpret financial statements and advanced datasets to evaluate liquidity, profitability, cash flow, valuation, and overall firm performance.
- Apply costing methods, budgeting and variance analysis to design managerial control systems and recommend cost-improvement actions.
- Evaluate financing and investment decisions—including capital structure, dividends, mergers and acquisitions, and cross-border opportunities—using risk-adjusted and discounted cash flow techniques.
- Manage financial risks with appropriate instruments and policies (e.g., foreign exchange exposure, derivatives, scenario/sensitivity analysis) aligned to governance requirements.
- Identify and address legal and tax implications of business decisions by applying core principles of company/contract law, competition/consumer law, intellectual property, and corporate tax rules.
- Prepare compliant, decision-useful financial reports and disclosures in line with applicable standards, and communicate insights clearly to diverse stakeholders.



BACHELOR OF THEOLOGY IN COMMUNITY LEADERSHIP (BTH)

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OVERVIEW:

The Cornerstone Theology & Ethics department offers a contemporary approach to studying theology and ethics that nourishes discerning leaders.

The department does this by reflecting on the intersection of faith and society in an urbanised African context, cognisant of the struggles for human dignity and social justice.

The Cornerstone Bachelor of Theology (BTh) in Community Leadership qualification is an undergraduate NQF 7 degree. Cornerstone Institute offers an inter-disciplinary learning approach to theology that recognises and celebrates diversity.

CAREER OPPORTUNITIES

In an increasingly global economy, the skills of vision, creativity and religious sensitivity developed through the study of Theology and Ethics allow for Bachelor of Theology graduates to develop knowledge and skills that enable them to work in a variety of occupations.



BACHELOR OF THEOLOGY IN COMMUNITY LEADERSHIP (BTH):

SPECIFICATIONS:

- Minimum 3 years
- NQF 7
- **Modes of delivery:** Contact and distance

ACCREDITATION:

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

ADMISSION REQUIREMENTS:

- National Senior Certificate (NSC) with a bachelor's pass or equivalent.
- An interview with the Programme Head.
- A Matriculation Certificate (with university exemption) or equivalent.
- A Higher Certificate or an Advanced Certificate or Diploma in a cognate field.

ALTERNATIVE ADMISSION REQUIREMENTS:

(with Senate approval as per Admissions Policy)

- A National Senior Certificate or National Certificate Vocational with a diploma pass (or equivalent).
- 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 are determining factors for admission. Contact the admissions office regarding RPL.
- Mature age of 45 years can be admitted, determined by the Recognition of Prior Learning (RPL) portfolio of evidence provided.

PROGRAMME-SPECIFIC OUTCOMES:

COMMUNITY LEADERSHIP:

Community Leadership students who have completed the qualification must be able to:

- Demonstrate skills to analyse the Bible as an ancient text of different genres and interpret the Bible as the written and preached Word of God relevant for today.
- Articulate and evaluate faith expressions of central doctrines and enhance dialogical skills about convictions relevant to the community.
- Analyse and synthesize the historical development of faith expressions and doctrines with cognisance of influential figures, biblical texts, and societal changes.
- Evaluate and reflect on various leadership styles, identify personal leadership approaches, and design and implement strategies to develop and empower leadership potential in others.
- Evaluate and reflect on community leadership strategies that foster human flourishing, strengthen social cohesion, and build resilience across diverse eco-spheres (social, cultural, ecological, urban and digital).
- Critically analyse the nature of Christian communities and their responses to social ethics.
- Demonstrate practical leadership skills through personal maturity, strategic communication, planning, change and transformation management, resource mapping, implementation, and evaluation.
- Applying the knowledge and skills necessary to conduct Christian ministry, including Word and liturgical ministry, pastoral care, spiritual well-being, and public engagement.
- Applying current pastoral care theories to counselling and utilising spiritual formation practices effectively.
- Critically analysing social and community theory and community development concepts, while demonstrating cultural awareness and sensitivity to diverse populations in various community contexts.
- Conduct independent research to give a particular understanding of community leadership in context or the theological notion of vocation, considering its theological underpinnings, biblical exegesis, personal reflections, and social integration



POSTGRADUATE CERTIFICATE IN EDUCATION (PGCE)

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OVERVIEW:

The aim of this programme is to respond to the increased need for professional educators in South Africa.

The Post Graduate Certificate in Education (PGCE), Intermediate Phase (IP) is for students who want to qualify as professional educators in the Intermediate Phase after having completed an appropriate three-year degree or recognised approved national diploma at NQF level 6, with minimum of 360 credits.

The Post Graduate Certificate in Education (PGCE), Foundation Phase (FP), is for students who want to qualify as professional educators in the Foundation Phase after having completed an appropriate three-year degree or recognised approved national diploma at NQF level 6, with minimum of 360 credits PGCE students may be required to complete specific undergirding modules to meet the PGCE entry requirements.

Undergirding modules can be completed concurrently or simultaneously with PGCE modules but do not form part of the PGCE and therefore do not count towards the required PGCE credits.

Student can consult the curriculum grid and the Yearbook for guidance regarding the specific undergirding modules they are required to register for.



PROGRAMME-SPECIFIC OUTCOMES:

POSTGRADUATE CERTIFICATE IN EDUCATION: FOUNDATION PHASE TEACHING (PGCE FP):

SPECIFICATIONS:

- Recommended completion time two years part-time; minimum completion time one year full-time
- NQF 7
- **Mode of delivery:** distance

ACCREDITATION:

Postgraduate Certificate in Education in Foundation Phase Teaching: Distance mode. Registered by the DHET. Accredited by the CHE as a 130-credit learning programme for higher education at NQF level 7. SAQA ID: 124773; CHE reference: H/PRO96/AR025CAN.

ADMISSION REQUIREMENTS:

- 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 level 5 (with a minimum 30 credit weighting over a minimum of two semesters).
- As per the RPL Policy, no more than 10% of mature applicants can be admitted. These are those who have been disadvantaged because of their inability to obtain formal qualifications or who have inadequate entrance qualifications, but who have obtained work or life experience that qualifies them to be admitted as students.
- 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 they have 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.

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

***Important note:**

Full-time students may take a maximum of 130 credits per study year, and part-time students maximum of 70 credits per study year.

This maximum must first be made up of any undergirding modules that you must complete and can then be supplemented by taking PGCE modules at the same time. For example, if you must complete undergirding modules of 15 Credits, you can still enroll for 115 PGCE credits in the same year.

PROGRAMME-SPECIFIC OUTCOMES:

POSTGRADUATE CERTIFICATE IN EDUCATION: SENIOR AND FET PHASE (PGCE SP/FET):

SPECIFICATIONS:

- Recommended completion time two years part-time; minimum completion time one year full-time
- NQF 7
- **Mode of delivery:** distance

ACCREDITATION:

Postgraduate Certificate in Education in Senior Phase and Further Education and Training Teaching: PGCE (SP/FET): Distance mode. Registered by the DHET. Accredited by the CHE as a 125-credit learning programme for higher education at NQF level 7. SAQA ID: 124773; CHE reference: H/PRO96/AR025CAN.

ADMISSION REQUIREMENTS:

- The minimum admission requirement is an appropriate Bachelor's degree which includes two appropriate teaching subjects, one at second-year level or NQF Level 6, which corresponds with a relevant subject at school level for the Senior Phase, and one at third-year level or NQF Level 7, which corresponds with a relevant school subject for the Further Education and Training Phase.

- Students should have sufficient disciplinary (subject) knowledge underpinning the specific teaching specialisations (subjects) to teach that particular school subject in the specific phase.
- The admission requirements exclude TVET studies (National N Diploma).

PROGRAMME-SPECIFIC 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 research and elementary statistical knowledge to facilitate their own lifelong learning, and manage teaching, learning, and assessment.
- Demonstrate competence regarding the disciplinary knowledge base underpinning the learning areas or subjects they will be teaching
- In their area/s of specialisation, demonstrate competence in planning, designing, and reflecting on learning programmes appropriate for their learners and learning context.
- In their area of specialisation, demonstrate competence in selecting, using, and adjusting teaching and learning strategies in ways that meet the needs of learners and the context.
- Demonstrate competence in managing and administering learning environments and supporting learners in ways that are sensitive, stimulating, democratic, and well organised.
- Demonstrate competence in monitoring and assessing learner progress and achievement in their specialisation.
- Demonstrate that they can function responsibly within the education system, the institution where they are working, and the community in which the institution is located.
- Demonstrate a respect for and commitment to the educator profession.

***Important note:**

Full-time students may take a maximum of 125 credits per study year, and part-time students a maximum of 65 credits per study year.

This maximum must first be made up of any undergirding modules that you must complete and can then be supplemented by taking PGCE modules at the same time. For example, if you must complete undergirding modules English for Education A and B (30 credits), you can still enroll for 95 PGCE credits in the same year; the rest you will have to complete in the following year.

PROGRAMME-SPECIFIC OUTCOMES:

POSTGRADUATE CERTIFICATE IN EDUCATION: INTERMEDIATE PHASE TEACHING (PGCE IP):

SPECIFICATIONS:

- Recommended completion time two years part-time; minimum completion time one year full-time
- NQF 7
- **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 first year level) or NQF level 6 (second year degree level). The IP teaching subjects are mathematics, science and technology, social science, and life skills.
- Conversational competency in an official African language (Conversational isiXhosa is offered as a 5-credit module for those without this competency at least NQF level 6 (with a minimum 30 credit weighting over a minimum of two semesters).

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

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



BACHELOR OF ARTS HONOURS IN COMMUNITY DEVELOPMENT

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OVERVIEW:

The Cornerstone Institute Bachelor of Arts Honours in Community Development Programme is an NQF level 8 qualification that is designed to allow students to gain an in-depth understanding of sociological theories.

Cornerstone Institute aims to produce community development graduates who approach their tasks from a deep ethical conviction and who have acquired the sociological knowledge, tools, and skills to expand their knowledge of theory and practice in the discipline of community development grounded in community-focused research.

Bachelor of Arts Honours in Community Development graduates are able to analyse and evaluate theories with reference to issues such as poverty, globalisation, conflict, the environment and gender, with a special focus on South Africa and the African continent.

The qualification also provides students with practical community, cross-cultural and social research skills. Some have found employment as: Business/Management Trainees, Community Organisation Directors, Editors/Journalists, Ethnologists, Hospital Administrators, Labour Relations Specialists, Market Research Analysts, Medical Sociologists, Personnel Managers and Police Officers.



BACHELOR OF ARTS HONOURS IN COMMUNITY DEVELOPMENT:

CAREER OPPORTUNITIES:

Are you passionate about community upliftment and development?

Do you want to tackle issues of poverty, globalisation or conflict?

Sociology and Community Development graduates are found as teachers, researchers, employees of government agencies, research bureaus, and large companies.

Some have found employment as: Business/Management Trainees, Community Organisation Directors, Editors/Journalists, Ethnologists, Hospital Administrators, Labour Relations Specialists, Market Research Analysts, Medical Sociologists, Personnel Managers and Police Officers.

The Cornerstone Institute BA Honours in Community Development qualification provides students with a solid foundation for further study and/or careers in:

- **Community and Youth Work**
- **Corporate Social Investment**
- **Education**
- **Government Public Service**
- **Business**
- **Marketing**
- **Politics**
- **Activism**

SPECIFICATIONS:

- Minimum one year full-time studies
- NQF 8
- **Mode of delivery:** Contact and Distance (as per CHE concession)

ACCREDITATION:

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.

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 they have been selected.
- Third-year key modules in social sciences must have been 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.

PROGRAMME-SPECIFIC OUTCOMES:

- 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.

Students who have completed this qualification should be able to:

- Analyse and critique significant philosophical approaches 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 govern and shape 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.



BACHELOR OF ARTS HONOURS IN PSYCHOLOGY

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BACHELOR OF ARTS HONOURS IN PSYCHOLOGY:

BACHELOR OF ARTS HONOURS IN PSYCHOLOGY (BPSYCH EQUIVALENT)

ADMISSION REQUIREMENTS:

- A candidate must have complied with all the requirements of an 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 they have 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 the advanced level 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.

ADDITIONAL ADMISSION REQUIREMENT FOR THE BPSYCH EQUIVALENT OPTION:

- 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.

BACHELOR OF ARTS HONOURS IN PSYCHOLOGY:

ADMISSION REQUIREMENTS:

- A candidate must have complied with all the requirements of an 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 they have 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 the advanced level 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.

ADDITIONAL ADMISSION REQUIREMENT FOR THE BPSYCH EQUIVALENT OPTION:

- 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.

PROGRAMME-SPECIFIC OUTCOMES:

BY THE END OF THIS PROGRAMME STUDENTS WILL BE ABLE TO:

- Demonstrate a comprehensive understanding of psychological theory and biological influences on behaviour.
- Demonstrate systematic thinking about a 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.

ADDITIONAL OUTCOMES FOR THE BPSYCH EQUIVALENT OPTION:

- Understand the scope and practice of a professional counsellor
- Gain access to the HPCSA board examinations for professional registration as a registered counsellor; upon successful completion of this examination.

OVERVIEW OF THE BPSYCH EQUIVALENT OPTION:

This option responds to the increased need for trained and registered counsellors and life skills facilitators in South Africa, with a particular focus on the psychological challenges present in communities. It helps students to develop an integrated and relevant counselling praxis.

It includes a comprehensive practical placement which is integrated with academic and professional training.

This practicum forms part of the degree and is completed during an additional 6 months. After completing this B. Psych. Equivalent option and successfully passing the Professional Board examination, students are able to register with the HPCSA as Registered Counsellors.

This option is one year full time plus a 6-month practicum. It consists of a Minimum 132 credits and is presented in contact mode.

PROGRAMME-SPECIFIC OUTCOMES:

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.

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 option annually, students are required to complete a rigorous selection process.

The initial selection process will comprise a review of the BPsych Equivalent option application form, reference letters and supporting academic transcripts by a Selection Committee. Once this process has been completed, successful candidates will be invited to an interview.

NOTES:

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